



Teacher Materials

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Introduction to WordMaker Teacher Materials

These teacher materials have been created to provide you with ideas for using WordMaker with your students. We have included time-saving materials to go along with the WordMaker product. The teacher materials consist of the following sections:

Screening Tools

One of the first decisions you need to make is the appropriate starting level for each student using WordMaker. We have provided several ideas, including a screening checklist, so you can choose the level to best match your student's abilities.

Quick Activity Ideas

We have found, through direct feedback from students, that the activities they enjoy most and are more likely to participate in are those which come in the form of games or involve competition. Because of this, we have provided several quick, fun ideas to use with students as they practice the skills they learn from WordMaker.

Product Integrated Lesson Plans

Many of the products produced by Don Johnston Incorporated can be used with each other to teach literacy skills. Included are lesson plans for integrating WordMaker with Write:OutLoud®, Co:Writer® 4000, Start-to-Finish®, BuildAbility® and Draft:Builder®. These lesson plans have been field-tested and reviewed by teachers. Specific student learning styles are considered for each lesson and suggestions are made to accommodate these learning styles. Some of the lesson plans include support templates to help teach the lesson. These templates are automatically installed into the template/sample folders of the appropriate software (e.g., the Draft:Builder template is installed into Draft:Builder's Templates folder on your hard drive) and can also be found in the Teacher Materials folder on the WordMaker CD.

Note: All content standards are from Kendall, J & Marzano, R (2000). *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, 3rd Edition. Aurora, CO; Mid-continent Research for Education and Learning.

Note: All technology standards are from International Society for Technology in Education (2000). *National Educational Technology Standards for Students: Connecting Curriculum and Technology*.

Assessment

Several ideas are included for assessing students' progress and determining whether WordMaker is providing desired results.

Portfolio Support Materials

These include a checklist for portfolio items, a checklist for self-assessment and a chart to record **Books I Have Read**. These materials support the suggestions found in the Assessment pages.

Support Materials

Activity sheets to be used with WordMaker Product-Integrated Lesson Plans. Materials include:

Word Cards for WordMaker Word Wall Words

These Word Cards include the words from each Review Lesson (5, 10, 15, etc.) and can be used with several of the lesson plans and Quick Activity ideas. WordMaker levels are printed on each Word Card for quick reference.

Word Cards for WordMaker Transfer Words

These Word Cards include the Transfer Words from Lessons 31 through 140 and can be used with several of the lesson plans and Quick Activity ideas. WordMaker levels are printed on each Word Card for quick reference.

Personal Word Wall Activity Sheets

This is a blank Word Wall based on Patricia Cunningham's model. Students can create and add to their own, personal Word Wall. To be used with the Personal Word Wall Quick Activity.

Letter Tiles

Individual letter tiles include an appropriate number of each letter (e.g. 9-a's, 2-b's, 2-c's, 4-d's, etc.) to provide ample word-making opportunities. Create a personal set for each student to keep at their desk! For use with several Quick Activities as well as "anytime" word building.

Beginning Letters/Sounds Activity Sheet

A list of beginning sounds and blends/digraphs for use in conjunction with word family spelling patterns to assist students in creating rhyming words. For use with the Write:OutLoud lesson plan.

Sample Tongue Twister Sentences

Sample sentences to provide practice and help generate ideas for use with the Co:Writer 4000 lesson plan.

WordMaker Sentence Strips

Sentences featuring WordMaker Lesson and Transfer words. For use with the BuildAbility lesson plan.

WordMaker Categories Sample

An example of various sound and word-pattern categories that correspond to WordMaker Lessons 1-10. For use with the Start-to-Finish lesson plan.

Suggested Reading List

Included is a suggested list of books which include high interest/low vocabulary content. Several of the books are Newbery or Caldecott award winners and include many of the key words from WordMaker. Also listed are Start-to-Finish Gold Library Book titles. Students are not expected to be able to read these books cover to cover. We have provided this list to involve and encourage students to participate in the reading experience.

Note: Although not specifically addressed, many of the activities and lesson plans can be easily adapted to meet the needs of students who need alternate access to the computer.

Screening Tools for WordMaker®

One of the first decisions you will need to make is the appropriate starting level for each student using WordMaker. We have provided a few ideas for screening a student so you can choose the best level for his/her abilities.

Screening Tools

For **Lessons 1-30**, there are 3 areas of mastery to screen for when considering where to start a beginning-level student. These three areas are: **initial letter/sounds**, **vowels** taught in each 5-lesson set, and **Word Wall words** taught in each 5-lesson set. If student(s) have mastered the sounds, vowels and words for the first 30 levels (Part 1, below), follow the instructions for **Lesson 31 and Above** (Part 2, below) to determine where to place them in the higher levels.

IMPORTANT NOTE: Students are asked to write/spell the words instead of reading them because spelling shows a more sophisticated level of word knowledge and will avoid placing students at or above their frustration level. When reading the words, students may have the word in their sight vocabulary but still not have internalized the letter and word pattern. When the student spells the word correctly, we know they have moved the letter/word pattern to long-term memory.

If student...	Yes →	No →
<ul style="list-style-type: none"> Needs help with identifying initial letter/sounds Needs icon support (a picture of a dog to represent the letter d). 	Start the student at Lesson 1	Continue screening
<ul style="list-style-type: none"> Needs additional practice in identifying initial letter/sounds No longer needs icon support for initial letter/sounds 	Start the student at Lesson 1 and Turn off icon support in Teacher Options	Continue screening
<ul style="list-style-type: none"> Has mastered all initial letter/sounds Knows the following vowels: a (as in at), i (as in it), u (as in up), e (as in end), o (as in on) and e (as in he) Can read and spell the following words: at, and, am, big, biggest, can, end, had has, if, in, is, it, jump, jumping, kittens, no, on, pet, run, so, stop, stopped, up & us. 	Start the student at Lesson 30	Start the student at Lesson 1

If student can read and spell:	Yes →	No →
end, in, can, had, has, children, he, she, things, this, chin, inch (Lesson 30)	Continue screening	Start student at Lesson 26
am, at, so, on, no, as make, me, same, skate, came, chat (Lesson 35)	Continue screening	Start student at Lesson 31
if, in, big, end, he, be, friend, night, red, ride, light, wire (Lesson 40)	Continue screening	Start student at Lesson 36
be run red she us brother to those under use robe flute (Lesson 45)	Continue screening	Start student at Lesson 41
and it pet red ride day I player rain train sway chain (Lesson 50)	Continue screening	Start student at Lesson 46
at as has he she an eat see the there sweep beach (Lesson 55)	Continue screening	Start student at Lesson 51
at if it I to float oil or little tell toast broil throat boy (Lesson 60)	Continue screening	Start student at Lesson 56
am as or so stop car for of smart sport chart spot (Lesson 65)	Continue screening	Start student at Lesson 61
for she same smart those after her hurt more some (Lesson 70)	Continue screening	Start student at Lesson 66
as be see us use all because saw walk was cause draw (Lesson 75)	Continue screening	Start student at Lesson 71
no on oil run so cloud could girl now slow cow grow prowl (Lesson 80)	Continue screening	Start student at Lesson 76
he on now to the too new look when zoo spoon took (Lesson 85)	Continue screening	Start student at Lesson 81
day is or red ride are dry six over very sly every (Lesson 90)	Continue screening	Start student at Lesson 86
big me more of some before centers gym my question cent shore (Lesson 95)	Continue screening	Start student at Lesson 91
car day dry girl oil black boy glad probably said plug slide brick (Lesson 100)	Continue screening	Start student at Lesson 96
centers night things train there creatures green their then they gland cling create (Lesson 105)	Continue screening	Start student at Lesson 101
end not skate saw was but do not snake want drown sprain fleas (Lesson 110)	Continue screening	Start student at Lesson 106
are car creatures eat see scare sweater were you your steer fry (Lesson 115)	Continue screening	Start student at Lesson 111
more same smart those their go get him smaller them ski skin (Lesson 120)	Continue screening	Start student at Lesson 116

Advanced Screening

To determine a student's starting Lesson level in more detail, use the WordMaker Lesson Chart (Appendix B) and:

1. Select a Lesson that corresponds best with your knowledge of the student's spelling ability.
2. Read the words to them.
3. Have the student write (spell) the words for that Lesson, including Transfer Words.
4. If the student can spell all of the words in a Lesson, go up 1 Lesson level and re-screen. If the student misspells any of the words, go back 1 Lesson level and re-screen.
5. Start the student at the highest Lesson level in which they can spell all of the words correctly. This will assure immediate student success, yet move them quickly into Lessons at their appropriate instructional level.

Quick Activity Ideas for WordMaker

What follows is a list of quick ideas to help students practice making words and reading sentences from WordMaker. There are ideas for younger students, older students and activities appropriate for either level. Because of various learning styles, the final column identifies which learning styles work best with each activity.

Key: Visual = V Auditory = A Kinesthetic = K C = Cooperative

Ideas specifically for younger students (3rd-5th grade)

Name of Activity	Brief description	Learner
• WordMaker Word Cards	<ol style="list-style-type: none"> 1. Copy and cut apart WordMaker Word Cards (found on pages 33-64 of the Support Materials) for the levels the student has completed in WordMaker. 2. Pair students and provide a set of cards to each pair. 3. Students take turns "quizzing" each other on reading and/or spelling the words. 4. When a student reads/spells a word correctly, they keep the card. 5. Continue until all the cards are "won". 	V, K
• Go Fish	<ol style="list-style-type: none"> 1. Give students a set of WordMaker Word Cards (found on pages 33-64 of the Support Materials). 2. Follow the rules of the game GO FISH, having students ask each other for a word that has a specific initial sound, vowel pattern, or word ending (-s, -ed, -ing). 3. Once they have a pair of words with the same initial sound, vowel pattern or word ending, they place it down in front of them. 4. The first student to get rid of all their word cards wins. 	V, K, C
• Memory Game	<ol style="list-style-type: none"> 1. Pair students. 2. Using two matching sets of 20 WordMaker word cards from recently-completed WordMaker lessons (found on pages 33-64 of the Support Materials), place all the cards word side down in front of the two students. 3. Students take turns turning over 2 cards, trying to locate matching words. 4. As students match words, they keep the 2 cards. If the 2 cards they turn over do not match, they turn them back over and try to remember their location for matching at a later time. 5. The student with the most cards at the end of the game wins. 	V, K
• Root Words and Endings	<ol style="list-style-type: none"> 1. Give each student a notepad and pen. 2. Using notecards with either a root word or an ending such as -ing, -ed, or -s, tape a notecard to each student. 3. Students have to find others students and see if they can make a word to add to their notepad. 4. The student with the most words on their notepad wins. 5. Give students an opportunity to play the game several times with both a root Word Card and an ending Word Card to see which card helps them make the most words. 	V, K, C

Ideas specifically for older students (6th grade and above)

Name of Activity	Brief description	Learner
<ul style="list-style-type: none"> • Boggle® 	<ol style="list-style-type: none"> 1. Play the game Boggle (a word game by Parker Brothers). 2. Students search the assortment of letters cubes in a word tray for words of three letters or more. 3. They form words by finding letters that connect to form a word. They may connect letters horizontally, vertically, or diagonally, to the left, right, or up-and-down. 4. Students may only use a letter cube once within a single word. 5. Students can specifically try to find words from WordMaker or use the skills they gained from WordMaker to form new words. 	V, K, C
<ul style="list-style-type: none"> • Make up a rhyme/rap 	<ol style="list-style-type: none"> 1. Students can create a rhyme/rap using a rhyme-friendly WordMaker word, changing the last word in each sentence to make it rhyme. 	A
<ul style="list-style-type: none"> • Personal Word Wall 	<ol style="list-style-type: none"> 1. Print/copy a set of Personal Word Wall activity sheets (found on pages 65-68 of the Support Materials) for each student. 2. Staple one sheet to each side of a standard file folder (A-F on the front, G-L on the inside left, M-R on the inside right, and S-Z on the back). 3. Have students add new words they decode under the appropriate beginning letter sound on their personal Word Wall file folder. 	V
<ul style="list-style-type: none"> • Word Building 	<ol style="list-style-type: none"> 1. Have each student draw seven (7) letter tiles (found on page 70 of the Support Materials) from a bag or bowl. 2. Taking turns, students make a word and the next student uses their letters to build on top of and/or add to the previous word to create a new word. 3. Students replace letters used by drawing from the bag. 4. When no further words can be made using the original word, the next player may start a new word. 5. Play continues until no more words can be made. Player with the fewest number of letter tiles left "wins". 	V, K,C
<ul style="list-style-type: none"> • The Name Game 	<ol style="list-style-type: none"> 1. Write a student's name—first, middle & last—on the board. 2. As a group, have students see how many words can be made from the letters in the student's name. 3. Write the words on the board. If you do this with several students' names, compare the number of words that can be made for each name. 	V, A, K, C

Ideas for either age group

Name of Activity	Brief description	Learner
<ul style="list-style-type: none"> • Picture This! 	<ol style="list-style-type: none"> 1. Give students drawing utensils, paper, and words from WordMaker. 2. Give each student a different WordMaker word and have them write a simple sentence using that word. 3. Taking turns, have students draw a picture illustrating the WordMaker sentences. 4. Classmates try to guess what the sentence is by looking at the picture. 	V, K
<ul style="list-style-type: none"> • Add a Word 	<ol style="list-style-type: none"> 1. Write various word family patterns (such as -at, -un, etc.) on a piece of paper in columns. 2. Have students add words to the word families to make a list of words (rat, bat, what else in this family? – fat, cat, sat, hat). 	V, K, C
<ul style="list-style-type: none"> • Word Scramble 	<ol style="list-style-type: none"> 1. Scramble the letters in WordMaker words. 2. Have students unscramble the letters to make words. 	V
<ul style="list-style-type: none"> • Perquackey® 	<ol style="list-style-type: none"> 1. Play the word game Perquackey (by Lakeside Industries). 2. Each player throws the lettered cubes to form word after word until their time is up. 3. The goal is to arrange and rearrange the ten letter cubes to form as many words as possible. 4. Words are won by the player correctly pronouncing the word and spelling it aloud as a fellow player writes the words for keeping score. 	V, A, K
<ul style="list-style-type: none"> • Modified Scrabble® 	<ol style="list-style-type: none"> 1. Use the game Scrabble (by Mattel, Inc.) to have students change the words their partner creates to make new words with a goal of getting rid of all their own letters to win. 	V, K, C
<ul style="list-style-type: none"> • Word Hunt 	<ol style="list-style-type: none"> 1. Students find words to add to their Word Wall by hunting for words in their daily reading that fit word patterns already displayed on the Word Wall. 	V

Using Write:OutLoud® to Create Read, Write and Rhyme Silly Stories for WordMaker

-ate

date	fate	gate	hate	Kate	late
mate	plate	rate	crate	skate	state

Kate went on a late date. She went to the next state in a crate to go skate. Is it Kate's fate to find a mate in that state?

Suggested Grade Levels: 4th-8th

Subject Area: Reading, Language Arts, Spelling

Reading/Writing

- Students build vocabulary and spelling skills as they improve their writing
- Students use phonetic and structural analysis techniques, syntactic structure, and semantic contexts to decode unknown words (e.g. vowel patterns, complex word families, syllabication, root words, affixes and suffixes)

Technology Standards

- Students use technology tools to enhance learning, increase productivity, and promote creativity

Objectives: Student will create new words in Write:OutLoud by brainstorming rhyming words using WordMaker onsets and rhymes (Rhyming words that have the same spelling patterns. For example: -an, -ack, -ain, -end, -ink, -ight, -ook, -un). Students will then write a silly, rhyming story with their newly-created words in Write:OutLoud.

Write:OutLoud Features:

- Speak words and/or sentences for auditory feedback
- Use highlight word by word to support word recognition
- Change text color to highlight rhyming words
- Change text size to highlight rhyming words
- Use the dictionary to check student-created words to make sure they are "real" words
- Use the talking spell checker to edit a document for spelling
- Save document

Optional

- Print a document
- Open, resize, move and use multiple screens (for more technically advanced users of Write:OutLoud)

Materials/Prep:

- Launch Write:OutLoud
- Turn on **Speak Words, Speak Sentences, and Highlight Word by Word** in Write:OutLoud
- Select a rhyming word family/spelling pattern from a recently-completed WordMaker level (see Appendix B)
- Print Beginning Letters/Sounds activity sheet (see page 70 of the Support Materials)

Directions:

1. In Write:OutLoud, have students type the rhyming word family/spelling pattern provided by the teacher at the top of their screen (for example: -ate).
2. Give students the Beginning Letters/Sounds activity sheet to help them think of possible combinations of letters and sounds to try with their rhyming word family/spelling pattern.
3. Have students make and type into Write:OutLoud as many new words using the rhyming word family /spelling pattern as they can within a 5- to 10-minute period (for example: ate, plate, date, Kate, mate, bate, brate).
4. Using Write:OutLoud to read the words aloud, students share the words they have created with their classmates.
5. Encourage students to discuss "Is this a real word?" and suggest that they look it up in the Write:OutLoud dictionary when they are unsure (for example: bate is a real word, brate is not a real word).
6. To assist students as they write their stories, have them print the list of rhyming words to refer to as needed during the writing process.
7. Using as many words as possible from their previously-created list of rhyming words, have students write a silly, rhyming-word story below their list of words (for example: **Kate** went on a **late date**. She **ate** off a **plate** as she sat on a **gate**).
8. Emphasize the rhyming words by having students change the text size and color of these words in their story.
9. Have students use the talking spell checker to edit their work.
10. Make sure that students **Save** their completed stories for future reading enjoyment!

Extension:

More technically-advanced students may prefer to save and resize the word-list window, moving this window to the left side of the screen. A new Write:OutLoud document may be created, resized and placed to the right of the word-list window. Students may then write a story in this new window, using the word list as a reference or to cut-and-paste words into their story document.

Instructional Interventions

Visual Learners: Changing the color of the words from their word list to show all the words that they were able to use successfully in their story will support the visual learner.

Auditory Learners: Use of Write:OutLoud's speech feature to speak words and sentences during and/or after writing will support the auditory learner.

Kinesthetic Learner: Create onset/rhyme cards for students to manipulate as they create new words for the selected word family/spelling pattern.

ESL Students: Provide pictures that correspond to rhyming words for the chosen word family. Students may use these picture cues to assist them as they create their rhyming words list.

Cooperative Learning: Form teams of students. Choose a scribe to type the rhyming words created by the team into Write:OutLoud. Have students create as many words as they can in 3 minutes. Teams then share the number of words found and use Write:OutLoud's speech feature to read words aloud, one at a time.

Assessment:

- Have students read their word list and story aloud to demonstrate decoding skills and fluency levels. *Be sure to do this privately, so that students are not embarrassed by having to read in front of their peers.*
- Students create syntactically-correct and meaningful (although silly!) sentences using words from the selected word family.
- *To check for understanding, have students add graphics/illustrations to their story.*

Create Tongue Twisters with Co:Writer® 4000

Suggested Grade Levels: 4th-8th

Subject Area: Reading, Language Arts, Spelling

Reading Standards

- Uses basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning and ending consonants, vowel sounds, blends, word patterns) to decode unknown words.
- Uses phonetic and structural analysis techniques, syntactic structure and semantic context to decode unknown words (e.g., vowel patterns, complex word families, syllabication, root words, affixes).

Technology Standards

- Students use technology tools to enhance learning, increase productivity, and promote creativity.

Objectives: Students create Tongue Twisters in Co:Writer 4000 using Tongue Twister and WordMaker topic dictionaries.

Co:Writer 4000 Features:

- Adjust the number of guesses Co:Writer 4000 predicts
- Use **Predict Ahead**
- Use Tongue Twister topic dictionary to increase prediction frequency of Tongue Twister words
- Speak words and/or sentence for auditory feedback
- Use Co:Writer 4000 with Write:OutLoud™ to create Tongue Twisters to share

Optional:

- Use WordMaker topic dictionary to increase prediction frequency of WordMaker words.

Write:OutLoud Features:

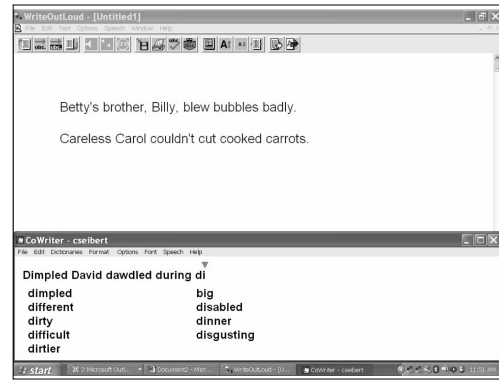
- Speak words and/or sentences for auditory feedback
- Review text

Optional:

- Edit text

Materials/Prep:

- Launch Co:Writer 4000
- Connect Co:Writer 4000 to Write:OutLoud
- Set Co:Writer 4000 options
- Adjust **Number of Guesses** to show nine (9) words
- Turn **FlexSpell™** OFF
- Turn **Repeat Guesses** ON



- Select Tongue Twister topic dictionary (automatically installed in the Co:Writer 4000 Topics folder). (OPTIONAL: Select WordMaker Topic Dictionary to increase prediction rates of WordMaker words.)
- Print/copy Sample Tongue Twister Sentences (located on page 71 of the Support Materials)

Directions:**Practice Making Tongue Twisters with Co:Writer 4000**

1. Using a Tongue Twister sentence from the activity sheet provided, have students copy a sentence into Co:Writer by typing the first letter of the word and then looking for the word in the list of guesses.
2. If the word the student is looking for is not in the first nine guesses, have the student type the next letter in the word (for example: type "Be" for Betty).
3. When the desired word appears, have students select the word.
4. Have students repeat this process until the sentence is successfully copied.
5. When students type the ending punctuation, Co:Writer will speak the sentence and send it to Write:OutLoud, which will repeat the sentence for additional reinforcement.

Create New Tongue Twisters with Co:Writer 4000

1. Allow students to select a letter, blend or diagraph from the initial sounds that students have encountered in WordMaker to this point to create their own Tongue Twister.
2. Have students type in the first letter, blend or diagraph and then choose from words predicted to write unique Tongue Twister(s).
3. To create a variety of additional words predicted by Co:Writer 4000, add different second letters to the beginning letter (for example: ba, be, bi, bo, bu, by, bl, br, etc).
4. Continue having students find new words to add to their sentence in this way until the Tongue Twister is completed.
5. As in the practice sentence, when students type the ending punctuation, Co:Writer will speak the sentence and send it to Write:OutLoud, which will repeat the sentence for additional reinforcement and enjoyment.
6. Encourage students to share their Tongue Twisters with classmates.

Extension:

Practice recognition of new words and reading fluency by having students print their sentences and practice reading them aloud. A tape recorder may be used to allow student(s) to hear themselves reading their sentences and encourage them to practice reading more fluently and/or with more expression.

Instructional Interventions:

Visual Learners: Have students add images or illustrate their sentence to support comprehension.

Auditory Learners: Use of the speech feature in Co:Writer and Write:OutLoud effectively supports comprehension and word recognition for auditory learners.

Kinesthetic Learner: Print word cards corresponding to the beginning letter(s) being used in the Tongue Twister(s). For example: big, ball, brown, Bill. Have students arrange word cards to create Tongue Twisters that they can then enter into Co:Writer 4000 and/or Write:OutLoud.

ESL Students: Pair ESL students with non-ESL partners to assist in word meaning and model pronunciation when writing and illustrating Tongue Twisters.

Cooperative Learning: Have students work in small groups (2-4) to create a Tongue Twister together. When they are finished, have groups choral-read their Tongue Twister to the entire class. Be sure to provide time for groups to practice reading fluently together before reading in front of the larger group.

Assessment:

- Students create meaningful sentences using specific initial consonants in Co:Writer 4000.
- Students read their sentence(s) out loud to demonstrate decoding skills and fluency levels.
- *To check for understanding of word and sentence meaning, have students add graphics to their Tongue Twisters.*

Using Draft:Builder® to Create Word Categories for WordMaker

Suggested Grade Levels: 4th-8th

Subject Area: Reading, Language Arts, Spelling

Sound-Alike Word Families - Outline

- ote and --oat
- words in the "--ote" family
 - write a new word
 - write a new word
 - write a new word
- words in the "--oat" family
 - write a new word
 - write a new word
 - write a new word
 - write a new word

Reading Standards

- Uses basic elements of phonetic analysis (e.g. common letter/sound relationships, beginning consonants, vowel sounds, blends, word patterns) to decode unknown words
- Uses basic elements of structural analysis (e.g. syllables, basic prefixes, suffixes, root words, spelling patterns, contractions) to decode unknown words

Technology Standards

- Students will use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum
- Use technology resources (e.g. calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities

Objectives: Students will create new words within same-sound word families/spelling patterns (for example: -ote/oat, ite/ight, etc.), and group, rearrange, and organize the words into the appropriate word categories using Draft:Builder.

Draft:Builder Features:

- Use a Template to categorize same-sound word family/spelling pattern words
- Add subtopics
- Create and attach notes
- Speak words and sentences for auditory feedback
- Utilize the talking spell checker to verify and edit words/sentences
- Save a file
- Print outline, map and notes

Materials/Prep:

- Launch Draft:Builder
- WordMaker Word Categories template (automatically installed into Draft:Builder templates folder during WordMaker installation)
- White board, black board or chart paper.

Directions:

1. Open the WordMaker Word Categories template from Draft:Builder and go to the **Outline View**.
2. Have students look at the word categories in the main topic fields.
3. As a group, brainstorm words for the first Draft:Builder category (-ote/-oat). Have students type the appropriate words into the first category subtopics.
4. Have students create new words, or add words from their Word Wall, that they think fit into each category.
5. If students create more words than the template-provided subtopics, have them add additional subtopics in that category by clicking **New**.
6. When all possible words have been entered into the various categories, have students print their outlines.
7. Ask students to look at the words in the same-sound categories and use a highlight pen to mark the words they have written that don't "look right" (for example: "kight" instead of "kite").
8. Once they have highlighted the words they think are spelled incorrectly, have students use the spell checker to determine whether the words they have created are actual words with the proper spellings. Have them delete any non-words from each category.
9. Go to the **Notes View**.
10. Have students click on the first word in the first category and create a **New** note.
11. Have students create and type a sentence using the word into the notes field for that word.
12. When the note is complete, students may click **Speak** to hear the word in the context of the sentence.
13. Repeat steps 10-12 for each word in each category.
14. From the **Notes View**, select **Print**. The outline, map and notes from the lesson will print, and can be used for re-reading, word practice and/or sharing at home.

Extension:

Students create their own subtopics (categories or patterns) and add words to that list.

NOTE: Other sound-alike patterns include: -eak/-eek, -oud/-owd, -ean/-een, -une/-oon, -eet/-eat, -ope/-oap, -oup/-oop, -all/-awl, -eap/-eep, -ear/-are, -ole/-oll, -tion/-sion, -ate/-ait (although straight, eight, weight and great don't follow the pattern!)

Instructional Interventions:

Visual Learners: Suggest using the **Map View** to add to the categories if students need a more visual representation of their ideas.

Auditory Learners: In **Preferences** (in the Edit menu), select "Read Text as Entered by: word" to automatically speak each word as it is written. Students will notice that, when writing words using the same initial consonant sound(s) and the two sound-alike word families, words that look different from one another will sound the same. Talk about how to use the "look" of the word as a second clue as to whether the word is spelled correctly.

Kinesthetic Learners: Create onset and rhyme cards that students may use to find words that will fit into a category BEFORE entering the words in Draft:Builder. Students can refer to their chosen cards to confirm spelling as they enter the words into their outlines.

Cooperative Learning: Students add a new note/sentence to one or more classmates' topics in the **Notes View**. Students cross-check each others' work.

ESL Students: Have Word Cards, word walls, and/or chart of letter/sound pattern available for students to refer to as they add their words.

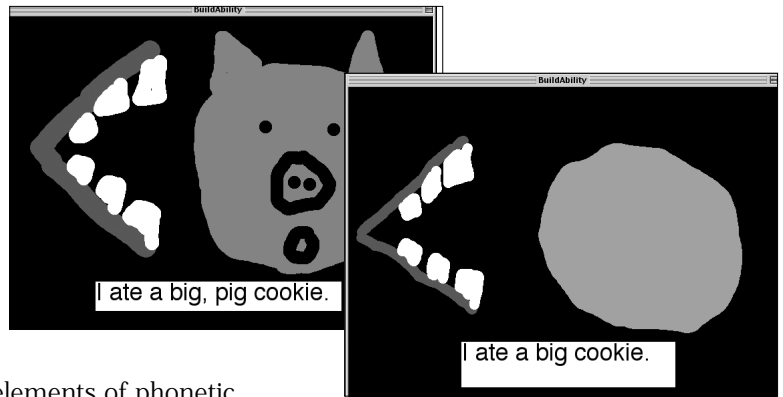
Assessment:

1. Students create new words for each sound-alike word family and place them in the correct word family categories.
2. Students add more difficult or less common words (using blends, diagraphs, etc.) to the word categories.
3. *Students add new same-sound word family categories to the Draft:Builder template.*

Writing and Expanding WordMaker Sentences in BuildAbility®

Suggested Grade Levels: 4th-8th

Subject Area: Reading, Language Arts, Spelling



Reading Standards

- Uses basic elements of phonetic analysis (e.g. common letter/sound relationships, beginning consonants, vowel sounds, blends, word patterns) to decode unknown words
- Uses basic elements of structural analysis (e.g. syllables, basic prefixes, suffixes, root words, spelling patterns, contractions) to decode unknown words

Technology Standards

- Students use technology tools to enhance learning, increase productivity, and promote creativity

Objectives: Students will read, write and illustrate the meaning of WordMaker words in simple sentences. Students will use WordMaker word family/spelling patterns to create new words, insert them into the original simple sentence to expand/change the sentence, and illustrate changed sentence meaning.

BuildAbility Features:

- Create a new document
- Enter and modify text
- Utilize the Drawmation® feature to illustrate sentence meaning
- Use text-to-speech to speak words and sentences for auditory feedback
- Add digitized speech to practice fluency
- Add a page transition
- Publish a story so others can read it by using the Player feature in BuildAbility
- Print a story

Materials/Prep:

- From the list of WordMaker Sentences (found on pages 72-76 of the Support Materials), select a different sentence for each student, or create a simple sentence using a selected Word Wall word that is easily-rhymed. Write each sentence at the top of an 8.5 X 11 piece of paper, making sure to bold or highlight the Word Wall word so students can easily locate it.
- If students are new to using BuildAbility, set up a computer with display (monitor, projector, etc.) on which you can model the BuildAbility activity steps as students create their first BuildAbility document page.
- Launch BuildAbility and open a new document.
- Chart paper with markers, whiteboard with markers, or blackboard with chalk

Directions:

1. Give each student a piece of paper with a WordMaker sentence, including bolded WordMaker word, printed at the top.
2. In BuildAbility, have students create a text box, move the text box to the bottom of the page, and type their sentence in the box.
3. Click **Play** to have the sentence read aloud. Encourage students to listen to their sentence several times, repeating the sentence silently or aloud to practice reading it fluently.
4. Use **Record** to have students record their sentence in BuildAbility. Allow them to re-record the sentence until they are happy with the fluency and intonation of their reading.
5. Have students draw a picture in the upper half of the page to illustrate the meaning of their sentence.
6. Point out that the sentence on their piece of paper has a bolded word – the WordMaker word.
7. Brainstorm words that rhyme with students' WordMaker words and have the same ending spelling pattern. Have them write these words on their paper. Assist students in verifying whether the words they have written are correctly spelled and are actual words.
8. Have students add a page transition and retype their original sentence on the new page.
9. To change the meaning of their original sentence, have students add one of their rhyming words into the sentence. Additional words may be added to the sentence if needed in order to make sense.
10. Encourage students to click **Play** and listen to their new sentence to make sure it makes sense (although it may still be funny or silly!).
11. Have students record their new sentence on the new page.
12. As on the first page, have students draw a picture to represent their new sentence.
13. Continue adding new pages and expanding the sentence as many times as appropriate.

Extension:

Continue to expand on students' exposure to multiple sentences and new words. After creating 2-3 pages (original sentence and expanded sentence(s)), have students move to a different computer and create an expanded sentence for their classmate's work. Have students record and illustrate the new sentence.

Instructional Interventions:

Visual Learners: Use more of the visual effects from BuildAbility—such as images, drawings, and movies—to help build a visual image of the sentence.

Auditory Learners: BuildAbility provides both text-to-speech and the ability to use recorded speech in this activity, making it ideal for auditory learners.

Kinesthetic Learners: Write each word from the sentence, as well as each WordMaker rhyming word, on a separate note card. Students may arrange cards to assist them in creating new sentences when adding rhyming words.

Cooperative Learning: Students can work cooperatively to read sentences or brainstorm rhyming words for their sentence.

ESL Students: Print each BuildAbility book and post on a bulletin board. Give each student one of the original sentence strips and have them post the matching strips below the appropriate BuildAbility book.

Assessment:

- Students correctly read the words on a sentence strip.
- Students correctly read the new sentences created in BuildAbility, which include the additional (rhyming) words.
- Students add additional rhyming words and accompanying pictures to their classmates' work.

"Shout Out" Key Word Categories for Start-to-Finish® Books

Suggested Grade Levels: 4th-8th

Subject Area: Reading, Language Arts, Spelling

Reading Standards

- Uses basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning and ending consonants, vowel sounds, blends, word patterns) to decode unknown words.
- Uses phonetic and structural analysis techniques, syntactic structure and semantic context to decode unknown words (e.g., vowel patterns, complex word families, syllabication, root words, affixes).

Objectives:

Students sort Start-to-Finish WordMaker and WordMaker-related words into categories in order to practice and apply decoding skills.

Start-To-Finish Features:

- Start-to-Finish Gold Library Paperback Book and/or Computer Book (with a focus on high-frequency and phonetically-regular words)

Optional

- Chapter Key Words for Review

Materials/Prep:

- Select a Start-to-Finish Gold Library title
- Across the top of a blackboard, whiteboard or several sheets of chart paper mounted to the wall, list several possible word-sorting categories pertaining to the chapter WordMaker-related words (see a suggested category list on page 78 of the support materials). While there are many categories represented on even two pages of text, we recommend that you select 4 to 6 categories that match the skills and needs of your specific group of students.
- Have two colors of post-it flags or arrows available for each student

OR

- Make photocopies of the chapter pages being used for the activity and have two colors of highlight pens available for each student. (NOTE: Don Johnston Incorporated herein gives permission to make photocopies of Start-to-Finish chapter pages for this activity ONLY).

Directions:

1. Have students read the first chapter of selected Start-to-Finish Gold Library Paperback book or Computer book.
2. Using the first color of post-it flags, arrows, or photocopies with highlighters, have students mark all WordMaker Word Wall words that they find in the paperback book chapter. (NOTE: For additional support while reading a paperback book, students may also refer to the Computer book, clicking on individual words on the screen as needed and then putting their post-it notes on the paperback book where appropriate.)

3. Using the second color of post-it flags or arrows, have students mark all chapter words that they can decode by using Word Wall word patterns.
4. Have students spend a few minutes reviewing the marked words in the chapter and thinking about which of the displayed categories each word may fit under. (NOTE: words can and should fit under multiple categories: beginning sound, word families, etc.)
5. Encourage students to also think about additional categories to add to the chart, and to make notes that will help them remember their categories for use during the Shout Out.
6. Begin the Shout Out by asking a student to "shout out" the first word and a corresponding category, which the teacher records on the board/chart paper. NOTE: Write words under categories shouted out, even if the word does NOT belong in that category. At the end of the activity (steps 9&10), the class will review the words in each category and remove any words that are incorrectly placed. This will provide you with a great opportunity to discuss why the word might have been placed there in error, and to decide where the word SHOULD be placed.
7. Continuing around the group, in order of seating, have each student take a turn "shouting out" a word and a category, continuing until there are no more suggestions.
8. As a group, work with students to review words in each category, having them take turns coming to the board/chart paper to circle the individual letter(s) or letter patterns in each word that "prove" the word belongs in that category.
9. Cross out any words that do not belong in an assigned category, and discuss why someone might have thought the word belonged there (for example: "Yes, I see the word **Captain** has the same letter pattern **ai** as in **rain**. It looks the same but it doesn't sound the same so it doesn't fit in this category.").

Extension:

Students each receive printed Chapter Key Words for Review sheet (found in the Teacher Materials folder for each Start-to-Finish book) for the corresponding chapter and review words with teacher. Working as a group with the teacher, students determine whether any of the Chapter Key Words fit into any of the categories they created in the main activity. Have students look for patterns in the Chapter Key Words that are the same as their WordMaker words and that can help them to decode the more-difficult key words.

Instructional Interventions:

Visual Learners: Visual learners will receive additional reinforcement of letter patterns they can use to decode new words as they circle the beginning consonant sounds and the word families/spelling patterns (step 8) for the words in each category.

Auditory Learners: Using the computer book to help struggling students identify unfamiliar words and listen for sound patterns supports the auditory learner. During the Shout Out, reading the WordMaker and WordMaker-related words aloud, and repeating the words multiple times during the activity, will help auditory learners to reinforce their recognition of the written word(s).

Kinesthetic Learner: Provide Post-It® Notes and felt-tip pens to each student. Instead of shouting out the words, have students write the words on Post-It Notes and take turns placing a word under the appropriate category(ies).

ESL Students: Practice correct pronunciation of key words during the Shout Out. Have students locate or draw pictures that illustrate the word meaning.

Cooperative Learning: Divide students into two teams and have each team complete the categorization activity as a group. When complete, have the two teams compare and discuss their results.

Assessment:

- Students read WordMaker words correctly and fluently.
- Students read the completed Start-to-Finish Chapter Quiz aloud to demonstrate decoding skills and fluency levels. *NOTE: Have students do this individually, and in private, to avoid embarrassment and/or frustration in front of peers.*
- *Students write sentences using the correct spelling and word meaning for WordMaker words used in the Start-to-Finish book.*

Assessment

Pre-test/Post-test

One quick way to assess whether your student has made decoding and spelling progress by using WordMaker is to conduct a pretest and a post-test. By using the sample of words from the various levels in the program the student has completed, you can quickly assess if a student is improving their decoding skills. Have the student write (spell) sample words from a level before they begin WordMaker and again after they finish the level. Students are asked to write/spell, not read, the words to avoid student's reading words that are in their sight vocabulary and to avoid measuring the student's use of context instead of letter/word patterns. When the student spells the word correctly we know they have internalized the letter and word pattern. Document those words spelled correctly in the pre-test and those words spelled correctly in the post-test.

Portfolio Assessment

Using a variety of assessment tools and recording their use in a student portfolio is highly recommended. Patricia Cunningham, author of *Phonics They Use: Words for Reading and Writing* (1995) says, "Because reading and writing fluency and enjoyment are the two major goals of literacy instruction, running records and samples of children's reading and writing should be the major vehicles for assessing literacy growth" (p. 162).

Here is a beginning list of ideas to include in an assessment portfolio (Checklist found on page 29 of the Portfolio Support Materials):

Most Important to Include:

- Pre/post tests
- Progress Report for each level completed
- Completed Lesson Worksheets from the WordMaker program
- Writing samples from the student. Look for Word Wall words spelled correctly and new words spelled using patterns that are being taught in WordMaker.

Other Valuable Portfolio Options:

- Tape-recorded readings
- Personal observations of children reading including notes on:
 - Types of errors or miscues
 - Types of word-identification strategies used
 - Over-use of context
 - Over-use of letter-sound knowledge
- Copies of ***Books I Have Read*** chart
- Work created from other programs such as:
 - Stories created in Write:OutLoud®
 - Tongue Twisters created in Co:Writer® 4000
 - Sentence stories created in BuildAbility®
 - Word categories created in Draft:Builder®
 - WordMaker word list categories created from Start-to-Finish® Books

Student Self-Assessment

- Work completed from Quick Activity ideas such as:
 - Personal word wall file folders
 - "Picture This!" sentences and pictures
 - "Add a Word" list of word families
 - List of words made from their name or famous person's name
 - List of words made from a secret word
 - List of words student found on Word Hunt while reading additional materials

One way to include students in the assessment process is to have them keep track of their own decoding and spelling progress through a self-assessment. Students can participate in self-assessment by viewing the contents of their portfolio weekly and creating additional pieces to include in their portfolio. For example, students can complete the following checklist to include in their portfolio, (found on page 30 of the Portfolio Support Materials).

- Pre/post tests
- Completed worksheets from the WordMaker program
- WordMaker Awards for each level completed
- Writing samples
- ***Books I Have Read*** chart
- Personal Word Wall(s)
- Work created from other programs, such as a story written in Write:OutLoud
- Completed work from any of the Quick Activities

Applying Knowledge to Other Words

One important way to assess whether the student's use of WordMaker is providing desired results is to gather data on the student's application of knowledge from the program to words not in the program. For instance, let's say the student can read and spell the words "bake" and "take" because of their experience. Evaluate whether or not they can read and spell "stake" and "shake." Be sure to look for transfer of word family knowledge to less-common words in a family—particularly those beginning with blends and digraphs (br, bl, sl, ch, sh, etc.).

Sounds, Letter Patterns and Words from the WordMaker Lessons Scope and Sequence

Included in Appendix B are pages that list the sounds, letter patterns and words for each level of WordMaker. Use these pages as a checklist to determine if the student is able to:

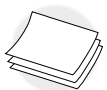
- Spell words for a level (this is the most accurate assessment of decoding skill)
- Identify sound/letter patterns for a level
- Read words for a level
- Transfer sound/letter patterns to spell new words during writing activities.
- Transfer sound/letter patterns to decode new words within the context of a sentence during reading activities.

**The Names Test
for Decoding
(by Dr. Patricia M.
Cunningham)**

To help assess student's ability to decode only, without support from context, the Names Test of Decoding was developed by Patricia Cunningham, the author of WordMaker. In this test students are asked to pretend they are the teacher taking class attendance and read aloud a list of names of students in a class. Reading this list of names allows you to hear the student read aloud words without context clues so that their miscues as well as words read correctly would be from their decoding and sight word knowledge. While these words could easily be a part of their listening vocabulary, many of them will not be in the student's sight vocabulary, further enhancing the probability that you are assessing the student's decoding skill level and progress. (Procedures for administering and scoring the test as well as a copy of the test is in Appendix C)

Portfolio Support Materials

- Checklist for Portfolio Materials
- Checklist for Self-Assessment
- Books I Have Read



WordMaker

Checklist for Portfolio Items

- Pre/post tests
- WordMaker Progress Report for each level completed
- Completed Lesson Worksheets from the WordMaker program
- Writing samples from student using words learned in WordMaker
- Books I Have Read chart
- Personal Word Wall(s)
- Work created from other programs, such as a story written in Write:OutLoud
- Completed work from any of the Quick Activities
- Personal observations
- Tape-recorded readings



WordMaker

Checklist for Self-Assessment

- Pre/post tests
- Completed Lesson Worksheets from the WordMaker program
- WordMaker Awards for each level completed
- Writing samples
- Books I Have Read chart
- Personal Word Wall(s)
- Work created from other programs
- Write:OutLoud stories
- Co:Writer 4000 Tongue Twisters
- Draft:Builder Word Categories
- BuildAbility books
- Completed work from any of the Quick Activities



Books I Have Read

NAME _____

Date	Title of Book	Author	# Pages
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____



Support Materials

- Word Wall Words—Word Cards
- Transfer Words—Word Cards
- Personal Word Wall
- Letter Tiles
- Beginning Letters/Sounds
- Tongue Twisters
- WordMaker Sentence Strips
- WordMaker Categories



Word Wall Words – Word Cards

Lesson 1–140 (Every 5 lessons)

am

Lesson 5

if

Lesson 10

and

Lesson 5

in

Lesson 10

at

Lesson 5

it

Lesson 10

had

Lesson 5

is

Lesson 10

has

Lesson 5

can

Lesson 10



Word Wall Words – Word Cards

Lesson 1–140 (Every 5 lessons)

run

Lesson 15

big

Lesson 20

jump

Lesson 15

biggest

Lesson 20

jumping

Lesson 15

end

Lesson 20

up

Lesson 15

kittens

Lesson 20

us

Lesson 15

pet

Lesson 20



Word Wall Words – Word Cards

Lesson 1–140 (Every 5 lessons)

no

Lesson 25

children

Lesson 30

on

Lesson 25

he

Lesson 30

so

Lesson 25

she

Lesson 30

stop

Lesson 25

things

Lesson 30

stopped

Lesson 25

this

Lesson 30



Word Wall Words – Word Cards

Lesson 1–140 (Every 5 lessons)

as

Lesson 35

be

Lesson 40

make

Lesson 35

friend

Lesson 40

me

Lesson 35

night

Lesson 40

same

Lesson 35

red

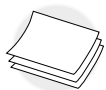
Lesson 40

skate

Lesson 35

ride

Lesson 40



Word Wall Words – Word Cards

Lesson 1–140 (Every 5 lessons)

brother

Lesson 45

day

Lesson 50

to

Lesson 45

I

Lesson 50

those

Lesson 45

player

Lesson 50

under

Lesson 45

rain

Lesson 50

use

Lesson 45

train

Lesson 50



Word Wall Words – Word Cards

Lesson 1–140 (Every 5 lessons)

an

Lesson 55

float

Lesson 60

eat

Lesson 55

oil

Lesson 60

see

Lesson 55

or

Lesson 60

the

Lesson 55

little

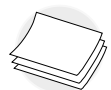
Lesson 60

there

Lesson 55

tell

Lesson 60



Word Wall Words – Word Cards

Lesson 1–140 (Every 5 lessons)

car

Lesson 65

after

Lesson 70

for

Lesson 65

her

Lesson 70

of

Lesson 65

hurt

Lesson 70

smart

Lesson 65

more

Lesson 70

sport

Lesson 65

some

Lesson 70



Word Wall Words – Word Cards

Lesson 1–140 (Every 5 lessons)

all

Lesson 75

cloud

Lesson 80

because

Lesson 75

could

Lesson 80

saw

Lesson 75

girl

Lesson 80

walk

Lesson 75

now

Lesson 80

was

Lesson 75

slow

Lesson 80



Word Wall Words – Word Cards

Lesson 1–140 (Every 5 lessons)

too

Lesson 85

are

Lesson 90

new

Lesson 85

dry

Lesson 90

look

Lesson 85

six

Lesson 90

when

Lesson 85

over

Lesson 90

zoo

Lesson 85

very

Lesson 90



Word Wall Words – Word Cards

Lesson 1–140 (Every 5 lessons)

before

Lesson 95

black

Lesson 100

centers

Lesson 95

boy

Lesson 100

gym

Lesson 95

glad

Lesson 100

my

Lesson 95

probably

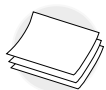
Lesson 100

question

Lesson 95

said

Lesson 100



Word Wall Words – Word Cards

Lesson 1–140 (Every 5 lessons)

creatures

Lesson 105

but

Lesson 110

green

Lesson 105

do

Lesson 110

their

Lesson 105

not

Lesson 110

then

Lesson 105

snake

Lesson 110

they

Lesson 105

want

Lesson 110



Word Wall Words – Word Cards

Lesson 1–140 (Every 5 lessons)

scare

Lesson 115

go

Lesson 120

sweater

Lesson 115

get

Lesson 120

were

Lesson 115

him

Lesson 120

you

Lesson 115

smaller

Lesson 120

your

Lesson 115

them

Lesson 120



Word Wall Words – Word Cards

Lesson 1–140 (Every 5 lessons)

how

Lesson 125

have

Lesson 130

nice

Lesson 125

here

Lesson 130

two

Lesson 125

old

Lesson 130

who

Lesson 125

what

Lesson 130

with

Lesson 125

where

Lesson 130



Word Wall Words – Word Cards

Lesson 1–140 (Every 5 lessons)

come

Lesson 135

good

Lesson 140

from

Lesson 135

like

Lesson 140

our

Lesson 135

that

Lesson 140

will

Lesson 135

we

Lesson 140

why

Lesson 135

went

Lesson 140



Transfer Words – Word Cards

Lesson 31–140

came

Lesson 31

ham

Lesson 31

cake

Lesson 32

date

Lesson 32

bed

Lesson 33

gate

Lesson 33

chat

Lesson 34

that

Lesson 34

hide

Lesson 36

led

Lesson 36



Transfer Words – Word Cards

Lesson 31–140

did

Lesson 37

wide

Lesson 37

line

Lesson 38

win

Lesson 38

light

Lesson 39

wire

Lesson 39

chose

Lesson 41

shot

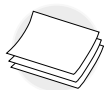
Lesson 41

mother

Lesson 42

not

Lesson 42



Transfer Words – Word Cards

Lesson 31–140

bend

Lesson 43

blue

Lesson 43

flute

Lesson 44

true

Lesson 44

stay

Lesson 46

sway

Lesson 46

hat

Lesson 47

hay

Lesson 47

chain

Lesson 48

plan

Lesson 48



Transfer Words – Word Cards

Lesson 31–140

brain

Lesson 49

faint

Lesson 49

green

Lesson 51

sheep

Lesson 51

need

Lesson 52

sweep

Lesson 52

cheat

Lesson 53

heat

Lesson 53

beach

Lesson 54

peach

Lesson 54



Transfer Words – Word Cards

Lesson 31–140

die

Lesson 56

will

Lesson 56

boats

Lesson 57

toast

Lesson 57

broil

Lesson 58

throat

Lesson 58

boy

Lesson 59

spot

Lesson 59

car

Lesson 61

chart

Lesson 61



Transfer Words – Word Cards

Lesson 31–140

star

Lesson 62

stare

Lesson 62

short

Lesson 63

sport

Lesson 63

fort

Lesson 64

start

Lesson 64

bit

Lesson 66

hit

Lesson 66

jar

Lesson 67

scar

Lesson 67



Transfer Words – Word Cards

Lesson 31–140

core

Lesson 68

shore

Lesson 68

plug

Lesson 69

shut

Lesson 69

draw

Lesson 71

paw

Lesson 71

sting

Lesson 72

stink

Lesson 72

wall

Lesson 73

well

Lesson 73



Transfer Words – Word Cards

Lesson 31–140

chase

Lesson 74

true

Lesson 74

proud

Lesson 76

told

Lesson 76

plow

Lesson 77

show

Lesson 77

cow

Lesson 78

grow

Lesson 78

howl

Lesson 79

prowl

Lesson 79



Transfer Words – Word Cards

Lesson 31–140

soon

Lesson 81

spoon

Lesson 81

cook

Lesson 82

took

Lesson 82

pool

Lesson 83

stall

Lesson 83

spin

Lesson 84

then

Lesson 84

met

Lesson 86

sly

Lesson 86



Transfer Words – Word Cards

Lesson 31–140

screen

Lesson 87

green

Lesson 87

chest

Lesson 88

spent

Lesson 88

shy

Lesson 89

toy

Lesson 89

fit

Lesson 91

vote

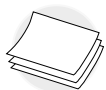
Lesson 91

free

Lesson 92

went

Lesson 92



Transfer Words – Word Cards

Lesson 31–140

spray

Lesson 93

plan

Lesson 93

store

Lesson 94

shore

Lesson 94

stay

Lesson 96

toy

Lesson 96

sad

Lesson 97

way

Lesson 97

Fred

Lesson 98

pride

Lesson 98



Transfer Words – Word Cards

Lesson 31–140

track

Lesson 99

trick

Lesson 99

ship

Lesson 101

brain

Lesson 101

mad

Lesson 102

stand

Lesson 102

face

Lesson 103

trust

Lesson 103

pen

Lesson 104

screen

Lesson 104



Transfer Words – Word Cards

Lesson 31–140

brain

Lesson 106

spot

Lesson 106

ship

Lesson 107

chain

Lesson 107

claw

Lesson 108

grow

Lesson 108

shy

Lesson 109

due

Lesson 109

brat

Lesson 111

dare

Lesson 111



Transfer Words – Word Cards

Lesson 31–140

far

Lesson 112

claw

Lesson 112

shed

Lesson 113

shine

Lesson 113

pour

Lesson 114

sky

Lesson 114

shell

Lesson 116

stall

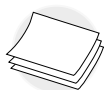
Lesson 116

think

Lesson 117

stink

Lesson 117



Transfer Words – Word Cards

Lesson 31–140

chew

Lesson 118

spary

Lesson 118

fright

Lesson 119

light

Lesson 119

store

Lesson 121

core

Lesson 121

dish

Lesson 122

quit

Lesson 122

glow

Lesson 123

grow

Lesson 123



Transfer Words – Word Cards

Lesson 31–140

brick

Lesson 124

peck

Lesson 124

bee

Lesson 126

free

Lesson 126

gold

Lesson 127

rot

Lesson 127

cash

Lesson 128

gland

Lesson 128

fast

Lesson 129

sleep

Lesson 129

Transfer Words – Word Cards

Lesson 31–140

flour

Lesson 131

stun

Lesson 131

stray

Lesson 132

try

Lesson 132

bet

Lesson 133

wet

Lesson 133

broil

Lesson 134

grow

Lesson 134

lent

Lesson 136

spent

Lesson 136



Transfer Words – Word Cards

Lesson 31–140

chat

Lesson 137

date

Lesson 137

rice

Lesson 138

brick

Lesson 138

plug

Lesson 139

true

Lesson 139



Personal Word Wall

Name _____

Grade/Teacher _____

A

B

C

D

E

F



Personal Word Wall

Name _____ Grade/Teacher _____

G

H

I

J

K

L



Personal Word Wall

Name _____

Grade/Teacher _____

M

N

O

P

Q

R



Personal Word Wall

Name _____

Grade/Teacher _____

S

T

U

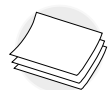
V

W

X

Y

Z



Letter Tiles

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



Beginning Letters/Sounds

b	c	d	f	g
h	j	k	l	m
n	p	r	s	t
v	w	y	z	
bl	cr	ch	cl	cr
dr	fl	fr	gl	gr
pl	pr	qu	sc	sh
sk	sl	sm	sn	st
sw	th	tr	wh	

Tongue Twisters

For use with Co:Writer 4000 and Write:OutLoud Lesson Plan

Billy's baby brother bopped Betty.

Carol can catch caterpillars.

David dozed during dinner.

Fred's father fell fifty feet.

Gorgeous Gloria gets good grades.

Hungry Harry hates hamburgers.

Jack juggled Jill's jewelry.

Kevin's kangaroo kicked Karen.

Louie likes licking lemon lollipops.

Mike's mom makes marvelous meatballs.

Naughty Nellie never napped nicely.

Patty picked pink pencils.

Roger Rabbit runs relays.

Susie's sister sipped seven sodas.

Tom took ten turtles to town.

Veronica visited very vicious volcanoes.

Wild Willy went west.

Yippy yanked Yolanda's yellow yoyo.

Zany Zeb zapped Zeke's zebra.



WordMaker Sentence Strips

For use with BuildAbility and WordMaker Lesson Plan

I got a **tan** at the beach.

Lessons 1-10

Wipe your feet on the **mat**.

Lessons 1-10

She walked **past** the library.

Lessons 1-10

We **had** pizza for lunch.

Lessons 1-10

I am wearing my new **cap**.

Lessons 1-10

The old car was covered in **rust**.

Lessons 11-20

She wore a pretty **pin** on her sweater.

Lessons 11-20

The mother bird built a **nest**.

Lessons 11-20

I ate a **big** cookie.

Lessons 11-20

You can sleep outside in a **tent**.

Lessons 11-20

I have a **pet** turtle.

Lessons 21-30

I slept in the **top** bunk.

Lessons 21-30



We can plant flowers in a **pot**.

Lessons 21-30

What is that funny looking **thing**?

Lessons 21-30

I love to **shop**.

Lessons 21-30

I love to **skate**.

Lessons 31-40

The fire started during the **night**.

Lessons 31-40

We are having **ham** for dinner.

Lessons 31-40

I saw a **spider** spinning a web.

Lessons 31-40

Jared wanted to **hide** under the bed.

Lessons 31-40

Apples are **red**.

Lessons 41-50

You smell with your **nose**.

Lessons 41-50

She threw a **stone** into the water.

Lessons 41-50

I **spray** water with the hose.

Lessons 41-50

The **train** goes fast.

Lessons 41-50



Ted turned up the **heat**.

Lessons 51-60

She **lit** a fire in the fireplace.

Lessons 51-60

I can **float** in the water.

Lessons 51-60

A tornado can **destroy** buildings.

Lessons 51-60

Alex had eggs and **toast** for breakfast.

Lessons 51-60

I saw a very bright **star** in the sky.

Lessons 61-70

Ships dock at the **port**.

Lessons 61-70

Jill is very **smart**.

Lessons 61-70

My **mother** is a doctor.

Lessons 61-70

We built a **hut**.

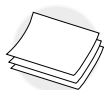
Lessons 61-70

A crab has a **claw**.

Lessons 71-80

That basketball player is very **tall**.

Lessons 71-80



They **sold** all of the tickets.

Lessons 71-80

Turtles are **slow** animals.

Lessons 71-80

Sweaty socks **stink**.

Lessons 71-80

There was a full **moon** last night.

Lessons 81-90

The **nest** was high up in the tree.

Lessons 81-90

The house **shook** when the wind blew hard.

Lessons 81-90

Pumpkins grow on a **vine**.

Lessons 81-90

James **spent** all his money at the store.

Lessons 81-90

Dad **sent** me some money.

Lessons 91-100

We will **play** games at the picnic.

Lessons 91-100

I went down the hill on my **sled**.

Lessons 91-100

He lives in a **brick** house.

Lessons 91-100

In gym class, we ran around the **track**.

Lessons 91-100



I changed the **oil** in my car.

Lessons 101-110

The boy had a big **grin** on his face.

Lessons 101-110

The girls walked **down** the road.

Lessons 101-110

There is a **snake** in that tree!

Lessons 101-110

Our teacher told us to **stand** up.

Lessons 101-110

I saw the car **crash** into the fence.

Lessons 111-120

Trees **sway** in the wind.

Lessons 111-120

Some things **sink** and other things float.

Lessons 111-120

I know an old lady who swallowed a **fly**.

Lessons 111-120

A turtle lives in a **shell**.

Lessons 111-120

WordMaker Categories

Lessons 1-10

There are endless ways to sort words by categories. Following is a list of possible categories from WordMaker Lessons 1 through 10 to assist you in selecting "Shout Out" categories for use with Start-to-Finish Gold Library books. Use the chart in Appendix B to find categories appropriate for lessons at additional levels of WordMaker.

Beginning letters – single consonants

b, c, d, f, g, h, l, m, n, p, r, s, t, w

Beginning letters – blends

bl, st, sw, gr, str

Endings

s, ing

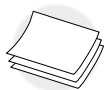
Word Families/Spelling Patterns

ab, ad, am, amp, an, and, ant, ap, as, ast, at, ift, ig, in, ing, is, ist, it



Reading List for Grades 3 through 5

- Burns, Diane L. *Berries, Nuts, and Seeds*. Milwaukee, WI: Gareth Stevens, 2000. 40p. RL 3.0.
Describes a variety of berries, nuts, and seeds that might be found on a nature walk and includes identification information.
- Cooper, Melrose. *Gettin' through Thursday*. New York: Lee & Low Books, c1998. 32p. RL 2.8.
Since money is tight on Thursdays, the day before his mother's payday, Andre is upset when he realizes that his report card and the promised celebration for making the honor roll will come on a Thursday.
- Couric, Katie. *The Brand New Kid*. New York: Doubleday, 2000. 32p. RL 3.0.
Lazlo, who has just moved to the United States from Hungary, is ostracized at school until two girls have the courage to befriend him.
- Dubowski, Cathy East. *Camp Hide-A-Pet*. New York: Pocket Books, c2001. 67p. RL 1.3.
Michelle Tanner finds herself in serious trouble when she brings her guinea pig to Camp Wildwood; includes games, crafts, and activities to be played at camp.
- Jukes, Mavis. *Like Jake and Me*. New York: Knopf, 1987, c1984. 32p. RL 3.4.
Alex feels that he does not have much in common with his stepfather Jake until a fuzzy spider brings them together.
- Karr, Kathleen. *Spy in the Sky*. New York: Hyperion Books for Children, c1997. 55p. RL 3.8.
When Northerner Thaddeus Lowe lands his huge balloon in South Carolina at the beginning of the Civil War, ten-year-old orphan Ridley Jones joins up with him and the two set out to find a way to use Lowe's balloon to help the North.
- Kiana, Chris, Sr. *Wally the Lost Baby Walrus*. Anchorage, Alaska: Publication Consultants, c1999. 32p. RL 1.3.
Based on real events, a baby walrus wanders into an Eskimo village, makes many friends, and eventually must choose between the company of humans or other walruses.
- Martin, Ann M. *Karen's Runaway Turkey*. New York: Scholastic, c1999. 108p. RL 3.0.
Karen's class wins a turkey in a Thanksgiving contest but the bird wants to run away.
- Michels, Dia L. *If My Mom were a Platypus: Animal Babies and their Mothers*. Washington, DC: Platypus Media, 2001. 64p. RL 2.9.
Illustrations and simple text teach children about baby animals and their mothers.
- Provinsen, Alice. *The Glorious Flight: Across the Channel with Louis Bleriot, July 25, 1909*. New York: Puffin Books, 1987, c1983. 39p. RL 3.5.
A biography of the man whose fascination with flying machines produced the Bleriot XI, which in 1909 became the first heavier-than-air machine to fly the English Channel.
- Wallace, Carol. *The Flying Flea, Callie, and Me*. New York: Pocket Books, 1999. 85p. RL 2.2.
Gray, a young cat picked from its litter to be a mouser on a farm, is befriended by Flea, a baby bird who refuses to fly, and must give Flea the confidence to take wing before winter comes.
- West, Tracey. *Race to Danger*. New York: Scholastic, c2000. 86p. RL 3.9.
The Pokemon hot air balloon race is on and the prize is a rare Dratini. Windy could have won but Team Rocket took the wind out of her sails. Ash and his Pokemon will help.



Reading List for Grades 6 through 8

Bruce Coville's Book of Nightmares: Tales to Make You Scream. New York: Scholastic, c1995. 178p. RL 4.5.

Thirteen spine-chilling stories including the winner of the "Write a Scary Story Contest".

Byars, Betsy Cromer. *Dead Letter.* New York: Puffin Books, 1998. 147p. RL 4.8.

Herculeah Jones and her best friend Meat set out to crack the case of the mysterious note which she finds in the lining of a second-hand coat.

Harris, Geraldine. *Isis and Osiris.* Lincolnwood, IL: NTC Pub. Group, c1996. 48p. RL 3.5.

An Egyptian legend in which twin sisters who lived 2000 years ago were changed forever when they participated in a temple ritual reenacting the lives of Isis and Osiris.

Press, Skip. *Cliffhanger.* Buena Park, CA: Artesian Press, c2000. 47p. RL 4.8.

Jake is an athlete who loves mountain climbing. His friend Hiro loves to write novels at the top of the cliff while Jake is climbing. One stormy night, Jake loses his footing and falls halfway down the cliff, and it is up to Hiro to rescue him.

Savage, Jeff. *Monster Truck Wars.* Minneapolis: Capstone Press, 1996. 47p. RL 4.6.

Presents a history of monster truck wars which began in 1984, describes the making of a monster truck, explains the shapes and sizes of courses, and concludes with a glossary.

Stine, R. L. *Don't Go to Sleep!* New York: Scholastic, c1997. 118p. RL 2.8.

Matt, determined to move out of his tiny bedroom, defies his mother and sneaks into the guest room to sleep, but he soon wishes he had listened to his mom when he wakes up in a different reality.

Wilcox, Charlotte. *The Irish Setter.* Mankato, Minn.: Capstone High/Low Books, c1999. 48p. RL 2.8.

An introduction to this hunting breed, known for its long reddish-brown coat, covering its history, development, habits, and required care.

Williams, Carol Lynch. *If I Forget, You Remember.* New York: Bantam Doubleday Dell Books for Young Readers, 1999, c1998. 201p. RL 4.2.

Twelve-year-old Elyse's plan to write an award-winning novel during the summer is interrupted when her grandmother, who has Alzheimer's disease, moves in with the family.

Williams, Laura E. *Behind the Bedroom Wall.* Minneapolis: Milkweed Editions, Distributed by Publishers Group West, 1996. 169p. RL 4.8.

Ten-year-old Korinna must decide whether to report her parents to her Hitler youth group when she discovers that they are hiding Jews in a secret space behind Korinna's bedroom wall.

Reading List for Grades 9 through 12

Blaine, Mark. *Whitewater!: The Thrill and Skill of Running the World's Great River*. New York: Black Dog & Leventhal, Distributed by Workman, c2001. 255p. RL 5.0.

A photographic survey of the sport of river running by canoe, raft, or kayak, providing information on gear, finding an outfitter, choosing the right river for individual skill levels, reading and navigating the water, and safety; and looking at some of the world's great whitewater destinations, each with maps and helps for planning a visit.

Cobb, Allan B. *Scientifically Engineered Foods: The Debate Over What's on Your Plate*. New York: Rosen, 2000. 64p. RL 5.0.

Provides information on scientifically engineered foods, discussing how they affect a person's health, what their development has meant for the environment, and how they were created.

Erdosh, George. *The African American Kitchen: Food for Body and Soul*. New York: Rosen, 1999. 64p. RL 6.6.

Describes the influences on and the evolution of African-American cooking. Includes recipes and suggestions for healthy cooking.

Gedatus, Gustav Mark. *Bicycling for Fitness*. Mankato, MN: LifeMatters, c2001. 64p. RL 6.3.

Explains the benefits of biking for fitness, what a workout includes, and how to design a program. Also includes information on choosing the right bike and equipment, adjusting and maintaining a bike, and riding laws and safety measures.

Hinton, S.E. *That was Then, This is Now*. New York: Viking, 2001, c1967. 352p. RL 7.0.

While the war between Greasers and Socs has subsided somewhat, drugs have entered their world with a vengeance, and the closeness between Bryon and Mark is in the balance.

Nixon, Joan Lowery. *The Ghosts of Now*. New York: Dell, 1992. 179p. RL 5.7.

With her brother in a coma following a hit-and-run accident, a high school senior investigates the incident, stirring up animosity in the small, west Texas community where her family has recently moved.

Pitt, Matthew. *Drag Racer*. New York: Children's Press, c2001. 48p. RL 5.7.

Photographs and text provide information about the history and modern practice of drag racing. Includes a word list and related websites.

Sobey, Edwin J.C. *How to Enter and Win an Invention Contest*. Berkeley Heights, NJ: Enslow, c1999. 104p. RL 5.0.

Describes the history and process of invention and lists national middle school and high school level invention contests and entrance rules, regional inventors' clubs, and ideas for projects.

Thompson, Luke. *Sprint Car*. New York: Children's Press, c2001. 48p. RL 4.9.

Text and color photos present the history of sprint cars and describe sprint car races, drivers, and the cars themselves.

Wrede, Patricia C. *Searching for Dragons*. New York: Scholastic, 1992, c1991. 242p. RL 6.5.

With the aid of King Mandanbar, Princess Cimorene rescues the dragon Kazul and saves the Enchanted Forest from a band of wicked wizards.

Start-to-Finish® Reading List

Start-to-Finish Books are high-interest, controlled-vocabulary books for older struggling readers available through Don Johnston Incorporated. Students using WordMaker can use Start-to-Finish books to gain exposure to new vocabulary and practice high frequency words in context.

These books are available in 3 formats – paperback book, computer book and audio book – to meet individual literacy needs and provide a variety of reading supports.

Start-to-Finish Gold Library Titles

Written at a 2nd-3rd grade readability level, the Gold Library books support older students that are "learning to read" and reluctant non-readers with motivating literacy experiences. Text characteristics in the Gold Library include syntax and vocabulary of conversational speech, simpler vocabulary and easily decodable words, and limited types of complex sentences.

Each Gold Library book has:

- 5,000 to 7,000 words
- 100-150 words per page
- 10-12 chapters on average
- 450-750 words per chapter
- Full-page illustrations

1. 20,000 Leagues Under the Sea
2. Adventure of the Speckled Band, The
3. Adventures of Huckleberry Finn, The
4. After the Buffalo Jump: A Story of the Blackfoot Nation
5. Alcatraz, The Rock
6. Ali: The Greatest
7. Anne of Green Gables
8. Big Ben is Dead
9. Black Beauty
10. Border Crossing
11. Christmas Carol, A
12. Cleopatra: Queen of the Nile
13. Crossbow Mystery at Yellowstone Park, The
14. Earthquake!
15. Edgar Allan Poe Collection
16. Flo Jo: The Story of Florence Griffith Joyner
17. Frankenstein
18. Frederick Douglass: A Hero for All Times
19. Graveyard Mystery, The

20. Harriet Tubman: The Moses of Her People
21. Home Run Heroes
22. Hurricane!
23. I Am Vallejo!
24. Jack London Collection
25. Jackie Robinson and the American Dream
26. Japanese Americans: Prisoners at Home, The
27. Jim Thorpe: Athlete of the 20th Century
28. King Lear
29. King Tut's Tomb
30. Kings of the Nile: Gods and Pharaohs of Ancient Egypt
31. Liddy and the Volcanoes
32. Little Women
33. Lord Jim
34. Macbeth
35. Mark Twain Collection
36. Mutiny on the Bounty: The Story of Captain William Bligh, The
37. Night of the Loch Ness Monster, The
38. On Strike! The Story of Cesar Chavez
39. Prince and the Pauper, The
40. Red Badge of Courage, The
41. Romeo and Juliet
42. Rosa Parks: Freedom Fighter
43. Sacagawea: The Trip to the West
44. Scandal in Bohemia, A
45. Secret of Old Mexico, The
46. Silver Blaze
47. Story of Anne Frank, The
48. Treasure Island
49. Tuskegee Airmen, The
50. When Horses Are Gone: A Story of the Nez Perce Indian Tribe
51. Wilt Chamberlain: NBA Giant

Start-to-Finish Blue Library Titles

Written at the 4th – 5th grade readability level, the Blue Library books support older students that are beginning to transition from "learning to read" to "reading to learn". Text characteristics in the Blue Library include syntax and vocabulary of more formal English, complex or abstract vocabulary, varied sentence structures and word order.

Each Blue Library book has:

- 10,000 to 12,000 words
- 150-200 words per page
- 10-12 chapters
- 900-1,200 words per chapter
- Smaller illustrations with various placements

1. Adventures of Tom Sawyer, The
2. Against All the Odds: George Washington and the Fight for American Independence
3. Call of the Wild, The
4. Charles Darwin: The Man Who Looked at Life
5. Death at Jamestown
6. Fight for Your Life: The Story of Rubin Hurricane Carter
7. For Liberty: A Story of the American Revolution
8. Greek Myths I: Zeus and the Mighty Gods of Olympus
9. Greek Myths II: Heroes, Lovers, and Mortal Man
10. Hamlet
11. Jane Goodall and the Chimpanzees of Gombe
12. Kidnapped
13. Midsummer Night's Dream, A
14. Othello
15. The Race Inside Me: The Story of Wilma Rudolph
16. Remembering Sweetness: Walter Payton and the Bears
17. Space Voyage: Hitching a Ride Through the Solar System, A
18. Tales from Homer: Stories from the Iliad and the Odyssey