

Instructions for Teachers Packet Level 2

Get the most of your time, print, and instruction with these tips and strategies. The other sheets are self-explanatory.

Funny Phonograms

Have the students first trace the funny illustration while spelling (for example), “**o-l-d**.” Have them trace the letters as they follow the numbering while saying the sound of the phonogram: /**old**/. Have them print the phonogram in the box while saying the new word they formed, “**hold**.” Have them write a few words by the box using the same phonogram: bold, fold, scold. They can trace with their finger. Or you can put the page into a plastic slip-in page. Use a dry-erase marker to trace and then erase. You may want to photocopy the letter tiles onto card stock and use those to form new words beside the o-l-d letters.

Illustrated Phonogram

You can use this page in a variety of ways to match and practice the word as vocabulary and in print and in a sentence. You can photocopy it onto cardstock and the students can cut and match the sets. Or, email us and we will send you the Word file. You can enlarge the illustrations and attach them to a marker board with putty. Then write the words and sentences by the drawing. Let the students act out the words and the class can guess which word it is.

Point, Say, Trade

Or, use this method, especially for English Language Learners who need the vocabulary. We call it the **Point, Say, Trade** plan. It is helpful to use an actual pointer, like the eraser end of a pencil.

Picture: Point, Say, Trade

- 1) The **teachers points** to each picture. **Say the word** one at a time. The student echoes. Mix up the order and do it again.
- 2) **Teacher names** the picture. **Student points** to the picture. The student echoes. Mix up the order and do it again.
- 3) The **teacher points** to a picture **silently**. **Student says** the word. You, the teacher, echo. Mix up the order and do it again.

Word: Point, Say, Trade

Now, use the same method for the individual **words**.

- 1) **Teachers points** to each word. **Say the word** one at a time.
The student echoes. Mix up the order and do it again.
- 2) **Teacher names** the word. **Student points** to the word.
The student echoes. Mix up the order and do it again.
- 3) **Teacher points** to a word **silently**. **Student says** the word.
You, the teacher, echo. Mix up the order and do it again.

Sentence: Point, Say, Trade

Now, use the same method for each **sentence**. Emphasize the word with the new phonogram in it while underlining it.

- 1) **Teachers points** to each sentence and **reads** one at a time.
The student echoes. Mix up the order and do it again.
- 2) **Teacher reads** the sentence. **Student points** to the sentence.
The student echoes. Mix up the order and do it again.
- 3) **Teacher points** to a sentence **silently**. **Student reads** it aloud.
You, the teacher, echo. Mix up the order and do it again.

New Sentences

These sentences were formed from words that were in the Bible story. The concepts are more in today's sphere. Students read the sentences and silently choose one to illustrate in the space below. Then each student passes their page to the next. That child decides which sentence is being illustrated and puts a check mark next to that sentence. Pass around all the pages. How many kids guessed the right sentences? Now, have the students write the correct sentence under his or her own illustration.

New Words from Old Words

If you follow all the instructions, especially with a group, this page will take at least 20 minutes or more. Each child should have their own set of letter tiles that have been photocopied onto card stock and cut and put into baggies. Two sets are needed for each child.

They start with the word on the left. These are words they learned or practiced in the story. They form new words by exchanging letters.

After they have formed and read aloud all the new words, they can read the sentences, which have been formed out of the new words.

GAME for New Words from Old Words

For this game, the students will write each word from a sentence onto index cards and race to see who can create the sentence first. This is how you can play it in a group of 12 students. Adapt for any number, even one child can race an adult or a clock. Each student needs a copy of the page, pencil, and index cards. Ask them to print as neatly as possible.

- 1) Divide the group into three teams of four students. The first team will use the first two sentences. The second team, sentences 3 and 4. The third team sentences 5 and 6.
- 2) Get a stack of blank index cards. Let the students cut the index cards in half to stretch out the stack. Start with just one sentence, the first one. Count the words and give the student that many index cards plus one for the end punctuation. For example, if the sentence has six words, the student will need seven index cards.
- 3) The kids print one word of each word in the sentence on each index card. The period, question mark, or exclamation mark takes its own card. Print neatly!
- 4) When that is done, the children turn the cards face down and mix them up. At GO, they race to see who can build the sentence first.
- 5) Now, do the same for the next sentence. Now, do the same, mixing up both sentences.
- 6) Now, leave the stack of mixed up cards on the table and the teams move to the next table and use those cards to form the next set of two sentences.

7) Keep track of who wins the most often. They must read each sentence perfectly to get the points.

For more fun...

Put all the cards together face down in a big, mixed-up stack. All the kids sit in a circle around the stack and “fish.” They each take one card at the same time. Then, they take another card at the same time, and another. Who can form any made-up sentence first? Who can made the sentence that made the most sense? Who made the silliest sentence? Play until all the cards are gone.

Spell Well

The students can each have their own page or you can recreate the chart on the marker board. Go over the spelling rule orally several times. Let the students repeat and try it on their own. It is best to learn these rules word-for-word. Then students can fill in the missing letters while spelling them aloud. Give them more orally and they spell into the correct column.

Make a Book

Use the box below to use as a cover for the mini books. It is nice if you can use colored paper for the covers. If you would like to make a larger book, email us and we will send you the Word files. This way you can recreate the original files to any size you like.

	<p>My Mini Book About</p> <p>By:</p>
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Assessments

Dictation and Student Page

You will dictate these sounds, syllables, words, rule breakers and sentences while the student records the answers on their own student sheet.

We have chosen a variety of phonograms and words and sentences to cover all, or most, of the new and learned spelling patterns. When you dictate, say the category and the number. When you dictate the phonograms, it is best to put them in context. We can have many spellings of the same sound and this will help them to differentiate. For example, you may say, “/ame/ in game.” Also, for the words and rule breakers, you may want to put into the context of a sentence. For example, for the rule breaker “some,” you can say: “Some. I want some candy.” This also avoids conflicts with homophones, such as “some” and “sum.”

Point System

We have kept this page to 50 points possible to make the math simple for you to grade. If a student misses 3 points on the page, the score would be 47/50 or 94/100, which is an A. The student would then earn an A in Sound-to-Symbol or spelling (or writing). If the student's work is illegible, consider that he or she may have dysgraphia and do not count the messiness against that student.

To add points, give one point per correct phonogram, word, syllable and rule breaker. In the sentences, also give one point each for getting each of these correct:

- 1) Capital letter on the first word.
- 2) Each punctuation that is correct: periods, question marks, commas, quote marks, and exclamation marks.
- 3) Each syllable gets its own point.
- 4) If a spelling rule or trigraph or even a digraph is new, feel free to give extra points as the student gets each letter correct.
- 5) Draw a tiny red star above each correct word, syllable, etc.

6) Remember that students of every age respond best to encouragement. Those words such as “Great job!” “You remembered!” or smiley faces are your best teaching tool:)

Points for Sentences

This sentence below is worth 12 points. We gave an extra point for spelling the **c-k** at the end of “quick.” The 3 stars above the word “quick” are for the capital letter, the correct spelling and the -ck. The two stars above the word “three” are for the trigraph “thr.”

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Quick, get three cups for the men!

Assessment Story

You will need one copy of the 47-word story for the student and one for you for each student. Ask the student to read the 47-word story. If the student makes a mistake, he or she must return to the beginning of the sentence and try again. Circle the error. If they self-correct quickly, do not count that against them. Time them to see if they can read the passage in less than a minute. Don't count it against them if they cannot read it so fast.

Ask the comprehension questions. Give a point for each answer. Try to get them to answer in a full sentence orally. You might want to give them extra points for answering using full sentences with the correct pronunciation and grammar, according to their abilities.

The page is worth 50 points: 47 for reading and 3 for comprehension. Record on the student page their points and grade for spelling out of 50 (double for percentage out of a hundred) and the same for reading.