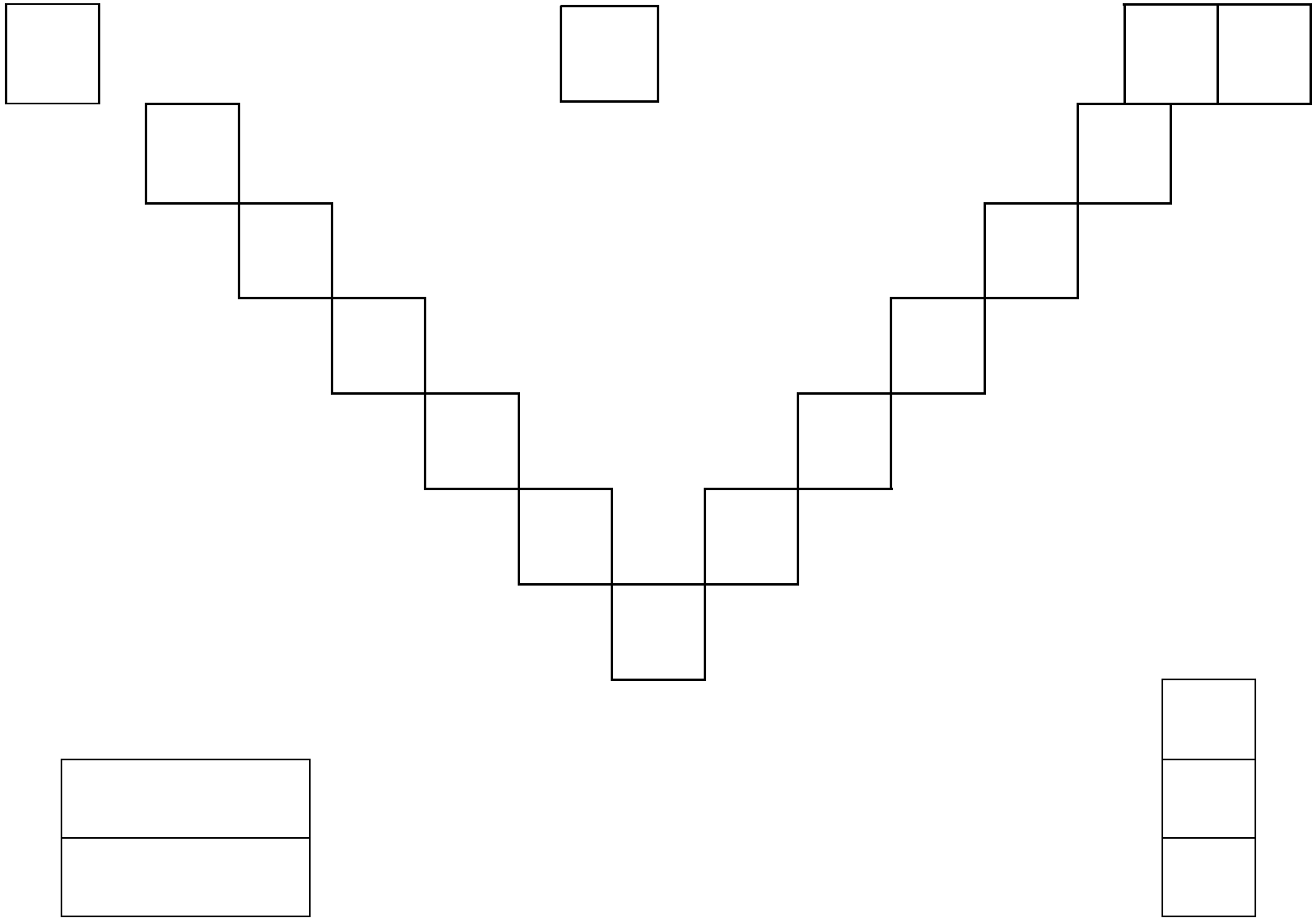


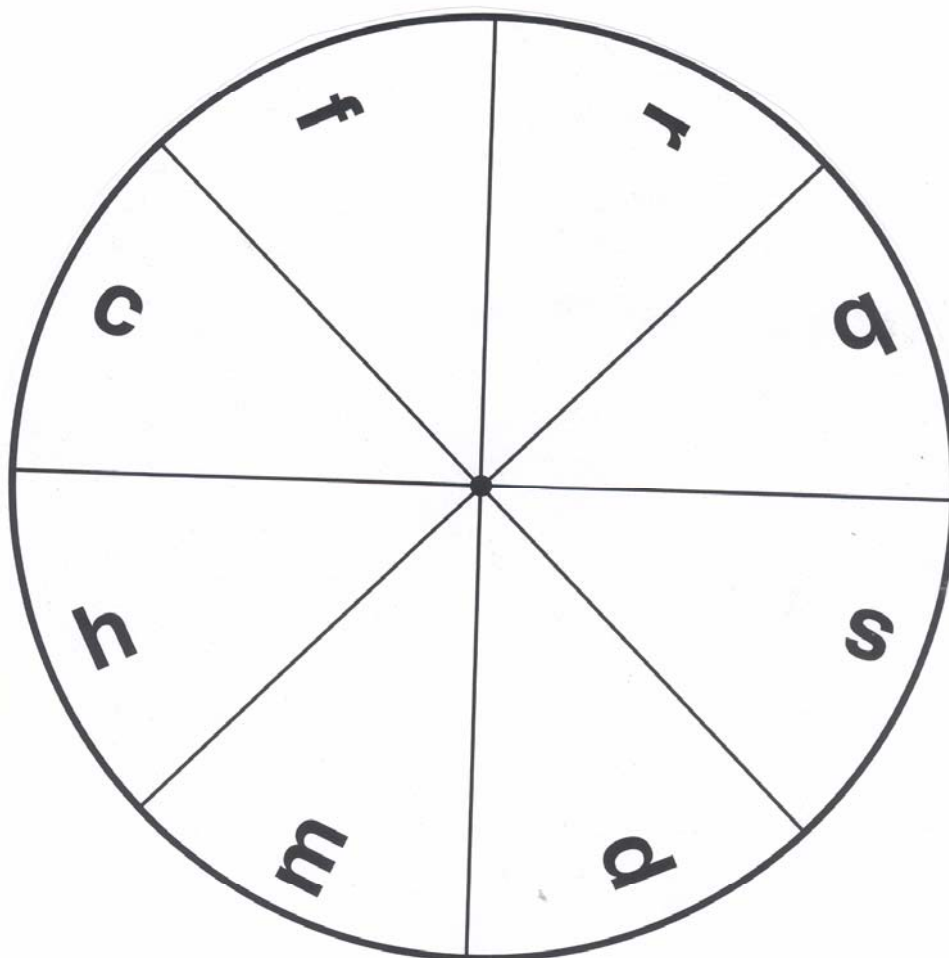
HANDOUT 1



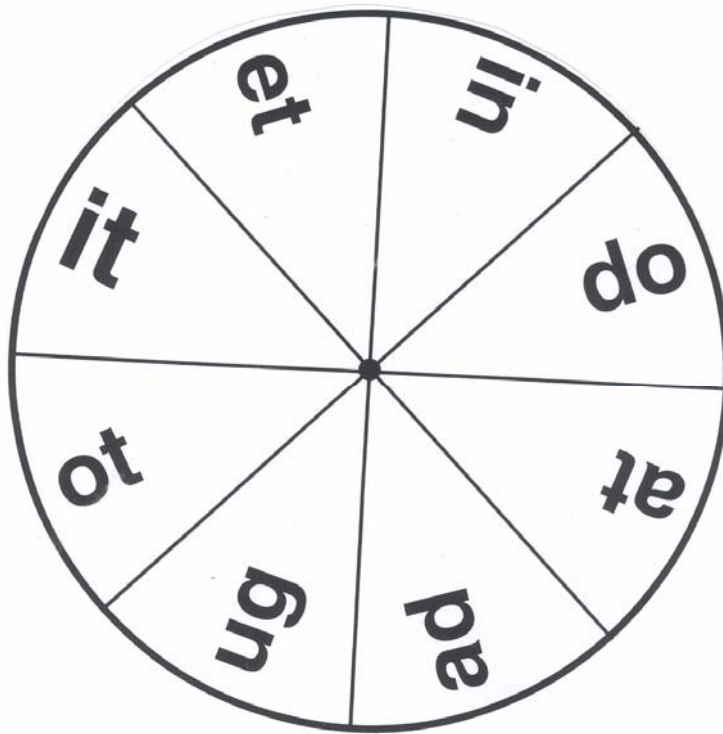
HANDOUT 1

Sunshine	Cowboy	Bookcase	Seesaw	Wristwatch	Withdraw
Baseball	Cupcake	Inside	Cowgirl	Snowplow	Somehow
Someplace	Outside	Shoeshine	Oatmeal	Bullfrog	Cartwheel
Steamship	Sometime	Himself	Daytime	Backyard	Bathtub
Cardboard	Airplane	Eyelash	Playmate	Doorknob	Knothole
Football	Herself	Doorbell	Upset	Handbook	Snowball
Homework	Housework	Applesauce	Bobcat	Ladybug	Bulldog
Armpit	Popcorn	Spaceship	Shapeless	Toothbrush	Haystack
Birthday	Highway	Hallway	Myself		

Handout 3



Handout 3



Handout 3a

Wheel of Words

Write down all of the letter combinations that you made on your word wheel.

Handout 4

The Great Depression: 1929 to the 1940s

On October 24, 1929, a day now known as Black Thursday, the prices of stocks in America fell rapidly. The following week, stocks went down even further, and the shareholders panicked. They sold off 16 million shares of stock on the following Black Tuesday. People lost so much money that they became desperate, some even committing suicide. Banks closed and more and more people lost their jobs. Without jobs, they could not pay for their homes.

That was only the beginning. For the next four years, stock prices continued to fall by almost 80%. People pulled their money out of banks to protect it. Others could not pay off their loans and debts. The result was 9,000 more failed banks, wiping out savings accounts of millions of Americans who once trusted them.

With no money, people suffered greatly in the 1930s. Thousands lost their homes and had nowhere to turn for food and shelter. More than 25,000 families went out on the roads looking for jobs and a new way of life. Some reports state that over 200,000 young people were found wandering from town to town, hopping trains, living in hobo camps looking for some form of support. In 1933, the worst year, more than 13 million people or one of every four workers in the U.S. was unemployed.

Welfare agencies and religious missions sometimes fed these wanderers a little soup or beans. Clothing was more difficult to find. As a result of these impoverished conditions, millions fell sick and some died of malnutrition.

The farmers became organized in 1932 and decided to go on strike, hoping that if they didn't send their goods to market, it would raise the prices. Next came the droughts in the Midwest and in the Southwest. This area, often called the Dust Bowl, became so dry that no crops would grow. Farmers just packed up their goods and left their farms behind. Many went to California looking for any jobs they could find, but that meant more low wages, long hours, and living in the fields.

People were startled into new ways of thinking about what life can deliver because there seemed to be no reason for all these events. Young adults were most affected by the events during these years because they had no hope for advancing in the workplace. If they could find a job, it was not a job with a future for them. As a result, when they married and began to raise children, they often were obsessed with getting and keeping a job, living frugally, and saving their money. Because they had not experienced the hardships, their children did not understand this attitude.

Handout 4a

The Great Depression: 1929 to the 1940s

On October 24, 1929, the day now known as Black Thursday, the prices of stocks in the market fell rapidly. The following week, stocks went down even further, and the shareholders panicked. They sold off 16 million shares of stock in the following Black Tuesday. People lost so much money that they became desperate, some even committing suicide. Banks closed and many people lost their jobs. Without jobs, they could not pay for their homes.

That was only the beginning. For the next few years, stock prices continued to fall by almost 80%. People plied their money to the banks to protect it. They could not pay off their loans and debts. The result was 9,000 more failed banks, wiping out savings accounts of millions of Americans who had trusted them.

With no money, people suffered greatly in the 1930s. Thousands lost their homes and had nowhere to turn for food and shelter. More than 25,000 families went to the roads looking for jobs and a new way of life. Some reports state that over 200,000 young people were found wandering from town to town, hoping for work, living in homeless camps looking for some form of support. In 1933, the worst year, more than 13 million people were out of work for workers in the U.S. was unemployed.

Without goods and raw materials, many factories had to shut down. Little space remained. Clothing was more difficult to find. The result of these impoverished conditions, millions fell sick and some died from malnutrition.

The farmers became organized in 1932 and decided to go on strike, hoping that if they didn't send their goods to the market, the world would stop. Next came the droughts in the Midwest and in the Southwest. The result, the Dust Bowl, became so dry that the crops would grow. Farmers just packed up their goods and left their farms behind. Many went to California looking for new jobs they could find, but they found more low wages, long hours, and living in shacks.

People were startled not only by the way of thinking but also by the fact that they could not do anything about it. Young adults were most affected by the events during these years because they had no help from their parents in the workplace. If they could find a job, it was not a job worth fighting for. The result, when they married and began to raise children, they often were beset with getting and keeping a job, living frugally, and saving their money. Because they had not experienced the hardships, their children did not understand the truth.

Handout 5

To bury the hatchet	To do a double take
A can of worms	To bring off
To be even Steven	To cook someone's goose
To be a wet blanket	To keep it under your hat
To be out in left field	To sniff out
To smell a rat	To stand firm
To talk back	To get in someone's hair
To rain cats and dogs	To read the riot act
To kick the bucket	To take to the cleaners
Across the board	To carry out a task
Forgive a wrong	Look at more than one time

Handout 5a

A mess	To not owe
To make something happen without error	To cause trouble
To not want to do as others are doing	To keep a secrete
To not be close to what is actually happening	To know someone is not doing right
To answer when no answer is warranted	To locate
To not be swayed by opinion or others	To be a bother
A heavy rain	To die
Everyone	To verbally address someone
To take everything from someone	To complete an activity

Activity 5
Handout 6 – A Spring Day

In small groups, work together to develop prompts for the story. Write a prompt for before, during and after reading.

One spring day Susan was sitting by an old oak tree. She wanted to be out of the sun, so she sat in the shade under the tree. As she sat there, she looked up into the branches and saw a nest with three eggs in it.

One of the eggs had a small hole in it. As she watched, she saw a beak poke out to the hole in the shell. The shell broke open and there sat a baby bird.

Susan did not touch the bird. She knew it was too little to fly and she would scare it. She continued to sit under the tree; she hoped she would get to see two more baby birds, if she waited.

Prediction:

Applying background knowledge:

Retell:

What question would you ask of students before reading the story?

What question would you ask of students during reading the story?

What question would you ask of students after reading the story?

Consonant and Vowel Sounds Chart

Consonant Sounds

Vowel Sounds

1. /b/ butter

2. /p/ pet

3. /m/ mouse

4. /f/ fuzz

5. /v/ vest

6. /th/ think

7. /th/ them

8. /t/ tiger

9. /d/ desk

10. /n/ nose

11. /s/ smile

12. /z/ zipper

13. /sh/ ship

14. /zh/ measure

15. /ch/ chair

16. /j/ judge

17. /k/ kite

18. /g/ goat

19. /ng/ sang

20. /y/ yellow

21. /wh/ whistle

22. /w/ wagon

23. /h/ hand

24. /l/ lion

25. /r/ rose

26. /e/ see

27. /ī/ sit

28. /a/ make

29. /ē/ bed

30. /ă/ cat

31. /i/ time

32. /ō/ fox

33. /ŭ/ cup

34. /aw/ saw, call, water, bought

35. /o/ vote

36. /oo/ book

37. /u/ tube, moo

38. /ə/ (schwa) about, lesson

39. /oi/ oil, boy

40. /ou/ out, cow

41. /er/ her, fur, sir

42. /ar/ car

43. /or/ corn

GLOSSARY

Accuracy. The ability to perform a skill, such as reading words, correctly.

Alphabetic principle. The principle that letters in written words represent sounds in spoken words.

Automaticity. The ability to quickly and accurately recognize letters, sounds, and words without hesitation.

Blending. The process of combining individual sounds or word parts to form whole words either orally or in print. Example: combining the speech sounds /c/, /a/, and /t/ to form the word *cat*.

Choral reading. Reading of text by several students in unison.

Comprehension. The ability to understand and draw meaning from spoken and written language.

Context. The words and sentences occurring before and after an unknown word that provide hints about its meaning.

Decoding. Using letter-sound relationships and word knowledge to convert printed words into spoken language. Example: converting *c*, *a*, and *t*, into the /c/, /a/, and /t/ sounds to read the word *cat*.

Explicit instruction. Overtly teaching the steps required for completing a task.

Fluency. The ability to perform reading skills such as naming letters, reading words, and reading connected text quickly, smoothly, and automatically.

Grapheme. The smallest unit of written language representing the sounds in words. Example: the written letters *ai*, which represent the sound /ai/ in *rain*.

Letter-sound correspondence. The association between a specific letter and its corresponding sound. Example: the letter *m* and the sound /m/, as in the word *man*.

Letter knowledge. The ability to automatically identify the names and the most common sounds of the letters of the alphabet.

Listening comprehension. The ability to understand and get meaning from spoken language.

Listening vocabulary. The words people can understand when spoken.

Main idea. The most important point or idea in a text.

Onset-rime instruction. The use of word patterns to read unfamiliar words. The *rime* involves the vowel and final consonants of the word, such as the /at/ in *sat*; the *onset* refers to the initial consonants of the word, such as the /s/ in *sat* or the /tr/ in *train*.

Partner reading. The process of reading in pairs.

Peer tutoring. The process in which students teach each other academic skills.

Phoneme. The smallest unit of sound.

Phonemic awareness. The ability to recognize and manipulate phonemes in spoken words by orally blending, segmenting, adding, and deleting them.

Phonics. The systematic process of teaching sound-symbol relationships to decode words.

Phonological awareness. The ability to manipulate the sound system of spoken language, including words, rhymes, syllables, onset-rimes, and phonemes. Phonological awareness is a broad term encompassing *phonemic awareness*.

Reading. The process of transforming print into meaning.

Reading comprehension. The ability to understand and get meaning from written language.

Repeated reading. The process of reading text several times with feedback to develop speed and accuracy.

Rhyme. Words that have the same ending sounds, but not necessarily the same letters. Examples: *state*, *straight*, and *bait* all rhyme with each other.

Segmenting. Breaking whole words into individual sounds or word parts. Example: breaking up the word *cat* into the speech sounds /c/, /a/, and /t/.

Sight words. Words that are read fluently and automatically at first sight.

Speaking vocabulary. Words people use when they speak.

Summarizing. The process of synthesizing the main ideas in a text.

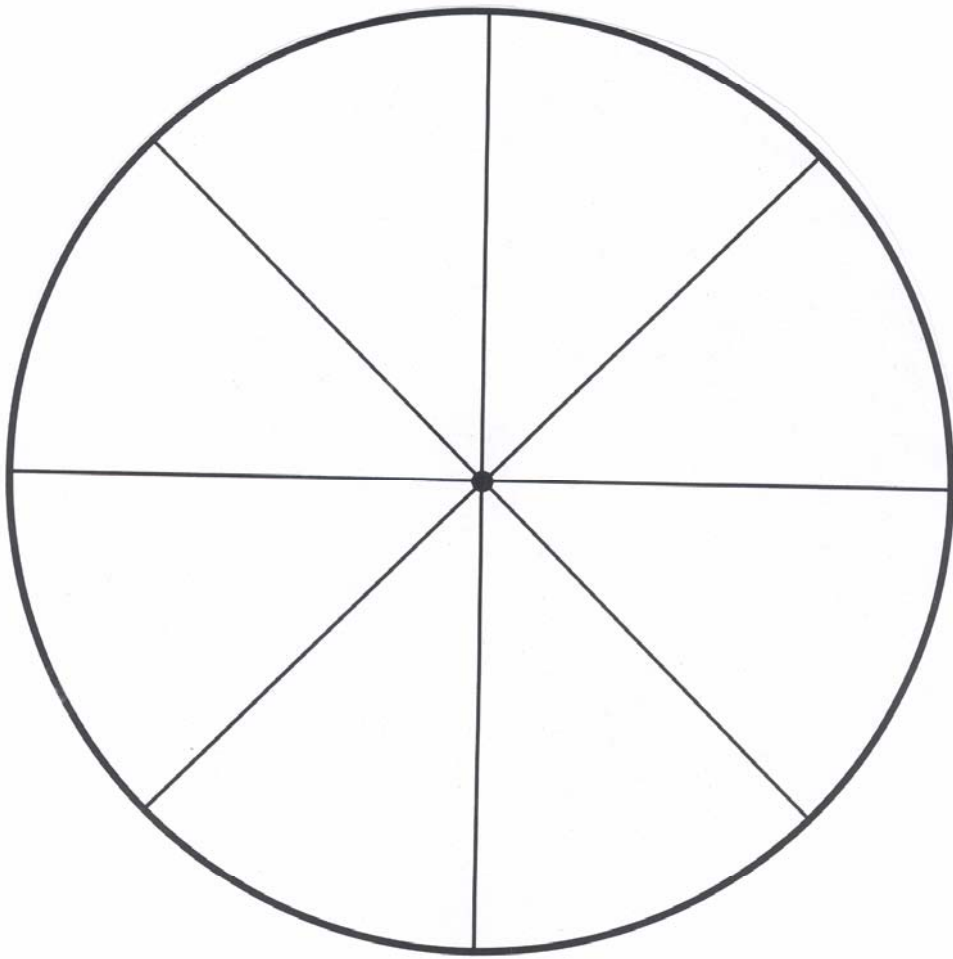
Syllable. A unit of pronunciation, usually containing a vowel.

Systematic instruction. A planned, sequential program of instruction.

Tape-assisted reading. The process of reading text along with an audiotape of a fluent reader.

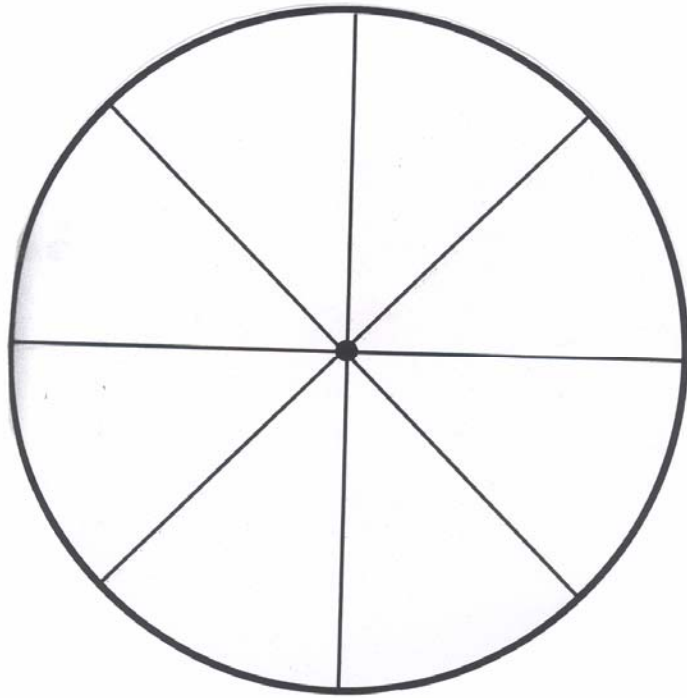
Text. The words composing written material such as a story, newspaper article, or sections of a textbook.

Text structure. The organization of the content in written material.



Resource 3

Resource 3



Resource 4

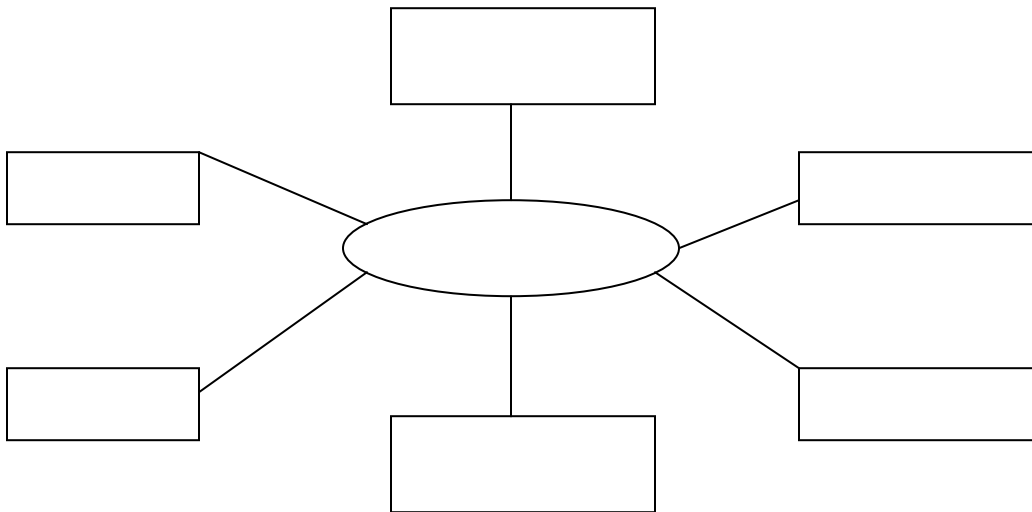
Materials for Teaching Skills

Sentence Strips – 3-by-24 inch strips with writing guidelines – can be made or purchased through teacher supply stores.

Word Cards – can be printed on index cards or purchased through teacher supply stores.

Strategies to use:

Word webs:



Place a word in the oval and students brainstorm words to put in boxes that can be related to synonyms, antonyms, rhyming or any other relationship that is being worked on.

Comprehension Board

WHO?	WHAT?
WHERE?	
WHEN?	