

Review Lesson 1

Materials Needed:

- *Student Book*: Review Lesson 1
- Review Overhead Transparency A
- Appendix A Reproducible 1: *REWARDS* Strategies for Reading Long Words
- Appendix A Reproducible 2: Prefixes, Suffixes, and Vowel Combinations Reference Chart
- Paper or cardboard to use when covering the overhead transparency
- Washable overhead transparency pen

Text Treatment Notes:

- Black text signifies teacher script (exact wording to say to students).
- Green text in parentheses signifies directions or prompts for the teacher.
- Green text signifies answers or examples of answers.
- Green graphics treatment signifies reproduction of Overhead information.
- Green text and green graphics treatment do not appear in the *Student Book*.

PREPARATION

- Write the following words on a chalkboard or overhead transparency:

intentionally
unconventionality
inventiveness

- Photocopy and distribute Appendix A Reproducibles 1 and 2 (*REWARDS* Strategies for Reading Long Words and Prefixes, Suffixes, and Vowel Combinations Reference Chart). Have students place the copies in their notebooks or in folders for later reference.

INTRODUCTION

- In the next few days, we are going to review strategies for reading longer words that you learned in the *REWARDS* program. You will remember how to figure out words such as **(point to each word on a chalkboard or the overhead) intentionally, unconventionality, and inventiveness.**
- First, we are going to review the skills you need to read longer words. Then, we will practice reading longer words in sentences and in some of our classroom books.

ACTIVITY A

Vowel Combinations

ACTIVITY PROCEDURE

(See the *Student Book*, page 1.)

In this activity, students review the sound to say when they see a combination of letters. Have students point to the letters in their *Student Books*. Tell students the sound as it is pronounced in the key word. Have students practice saying the sounds.

- Open your *Student Book* to **Review Lesson 1**, page 1. Find **Activity A**. We are going to review some sounds. You learned all of them in the *REWARDS* program, but you may need a short review.
- Look at the first line of letter combinations. Point to the letters **a - y**. The sound of these letters is usually /ā/. What sound?_
- Point to the letters **a - i**. The sound of these letters is usually /ā/. What sound?_
- Point to the letters **a - u**. The sound of these letters is usually /aw/. What sound?_
- Look at the second line of letter combinations. Point to the letters **e - r**. The sound of these letters is usually /er/. What sound?_
- Point to the letters **i - r**. The sound of these letters is usually /er/. What sound?_
- Point to the letters **u - r**. The sound of these letters is usually /er/. What sound?_
- Point to the letters **a - r**. The sound of these letters is usually /ar/. What sound?_
- Go back to the beginning of the first line. Say the sounds again. What sound?_ Next sound?_ Next sound?_
- (Continue Step 9 until students have reviewed all sounds in the two lines.)**

ACTIVITY B

Vowel Conversions

ACTIVITY PROCEDURE

(See the *Student Book*, page 1.)

In this activity, students review how to switch between saying the *sound* and saying the *name* for a particular vowel letter. They review that when they see a vowel letter in a long word, they should first say the sound. If it doesn't make a real word, they will say the name. Have students point to the letter while you tell them the sound, and have them repeat the sound. Then, have students point to the same letter while you tell them the name, and have students repeat the name. Have students practice saying the sound, then the name for each letter.

1. Find **Activity B**. When you are reading words and see these letters, first try the sound. If it doesn't make a real word, then try the name.
2. Point to the first letter. The sound is /ă/. What sound?_ The name is **a**. What name?_
3. Point to the next letter. The sound is /ĭ/. What sound?_ The name is **i**. What name?_
4. Point to the next letter. The sound is /ɔ/. What sound?_ The name is **o**. What name?_
5. First letter again. What sound?_ What name?_
6. Next letter. What sound?_ What name?_
7. Next letter. What sound?_ What name?_

ACTIVITY A Vowel Combinations

ay (say)	ai (rain)	au (sauce)	
er (her)	ir (bird)	ur (turn)	ar (farm)

ACTIVITY B Vowel Conversions

a i o

ACTIVITY C Prefixes and Suffixes

(d)iscover	dis	(a)dvertise	ad
(m)istaken	mis	(i)nsert	in
(a)bdomen	ab	(i)mmediate	im

ACTIVITY C

Prefixes and Suffixes

ACTIVITY PROCEDURE

(See the *Student Book*, page 1.)

In this activity, students review identifying and pronouncing prefixes and suffixes. In this lesson, have students first point to the words, then the circled prefixes, while you pronounce them. Ask students to repeat the words and prefixes after you.

1. Find **Activity C**. Now, we are going to review prefixes. Where do we find prefixes?_
2. Point to the first column. The first word is **discover**. What word?_ Point to the circled prefix. The prefix is /dis/. What prefix?_
3. Point to the next word below. The word is **mistaken**. What word?_ Point to the prefix. The prefix is /mis/. What prefix?_
4. (Repeat with **abdomen** and /ab/.)
5. Point to the third column. The first word is **advertise**. What word?_ The prefix is /ad/. What prefix?_
6. (Repeat with **insert** and /in/ and **immediate** and /im/.)
7. Find the second column. It has prefixes only. Read the prefixes. What prefix?_ Next?_ Next?_
8. Find the last column. What prefix?_ Next?_ Next?_

ACTIVITY A Vowel Combinations

ay (say)	ai (rain)	au (sauce)	
er (her)	ir (bird)	ur (turn)	ar (farm)

ACTIVITY B Vowel Conversions

a i o

ACTIVITY C Prefixes and Suffixes

(d)iscover	dis	(a)dvertise	ad
(m)istaken	mis	(i)nsert	in
(a)bdomen	ab	(i)mmediate	im

ACTIVITY D

Strategy Instruction

ACTIVITY PROCEDURE

(See the *Student Book*, page 2.)

In this activity, students practice using all their skills for figuring out longer words. First, use three words to show students how to use the strategy. Then, work with students to apply the strategy to the remaining words. For each word, ask students if the word has prefixes, then circle them. Underline the vowels and have students say the sounds. Finally, have students say the word, first part by part, and then as a whole word.



Use Overhead A: Activity D

1. Turn to page 2. Find **Activity D**.
2. We are going to review the *REWARDS* strategy for figuring out longer words.
3. Look up here. Watch me use the *REWARDS* strategy. (Point to the word **abstract** in Line #1.)
4. First, I circle prefixes. (Circle **ab**. Point to the prefix and ask . . .) What prefix?_
5. Next, I underline the vowels in the rest of the word. (Underline **a** in **stract**. Point to the vowel and ask . . .) What sound?_
6. Next, I say the parts in the word. (Loop under each part and say the parts: **ab** **stract**.)
7. Next, we say the whole word. Remember to make it a real word. What word?_
8. (Repeat Steps 4–7 with **insist** and **impact**.)
9. Let's read some more words.
10. (Point to the word **distraught**.) Does the word have a prefix?_ (If the answer is "yes," circle the prefix and ask . . .) What prefix?_
11. (Underline the vowels in the rest of the word and ask . . .) What sound?_
12. Say the word by parts. (Loop under each part and ask . . .) What part?_ What part?_
13. (Run your finger under the whole word.) What word?_
14. (Repeat Steps 10–13 with **misfit** and **admit**.)

Note: You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY D Strategy Instruction

- | | | |
|---------------|--------|--------|
| 1. abstract | insist | impact |
| 2. distraught | misfit | admit |

ACTIVITY E Strategy Practice

- | | | |
|-------------|---------|------------|
| 1. birthday | misplay | discard |
| 2. maintain | disband | indistinct |
| 3. modern | adject | imprint |
| 4. absurd | insert | railway |

ACTIVITY F Sentence Reading

1. If you have a ticket, they will admit you to the theater.
2. You maintain a machine by taking care of it.
3. My mother hopes to discard all her old clothes.
4. The play's plot was absurd, so the actors must disband.
5. The markings on the bird were indistinct.
6. My sister must learn to not be a misfit.
7. Marcos will insist on buying a new car this year.
8. His abstract paintings had an impact.
9. My bad day left me feeling distraught.
10. Jasmine left an imprint of her hand in the sand.

ACTIVITY E

Strategy Practice

ACTIVITY PROCEDURE

(See the *Student Book*, page 2.)

In this activity, students practice using the strategy themselves for figuring out longer words. Have students circle prefixes and underline the vowels. Assist students in checking their work, then reading each word, first part by part, and then as a whole word.



Use Overhead A: Activity E

1. Find **Activity E**.
2. Now, it's your turn. For each word, circle prefixes and underline the vowels in the rest of the word. Be careful. Remember that some words have no prefixes, and some words have one or more prefixes. Look up when you are done.—
3. (Show the overhead transparency.) Now, check and fix any mistakes.—
4. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word in Line #1.) Look up here.—
5. (Loop under each word part in **birth day**.) What part?— What part?—
6. (Run your finger under the whole word.) What word?—
7. (Repeat Steps 4–6 with all words in Activity E.)

Note: You may wish to provide additional practice by having students read a line to the group or to a partner.

REVIEW LESSON

1

ACTIVITY D Strategy Instruction

- | | | |
|---------------|--------|--------|
| 1. abstract | insist | impact |
| 2. distraught | misfit | admit |

ACTIVITY E Strategy Practice

- | | | |
|----------------------------|-----------------|--------------------|
| 1. birth <u>day</u> | <u>mis</u> play | dis <u>card</u> |
| 2. main <u>tain</u> | dis <u>band</u> | <u>in</u> distinct |
| 3. mod <u>ern</u> | <u>ad</u> dict | <u>im</u> print |
| 4. <u>a</u> bs <u>ur</u> d | <u>in</u> sert | rai <u>lway</u> |

ACTIVITY F Sentence Reading

1. If you have a ticket, they will admit you to the theater.
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3. My mother hopes to discard all her old clothes.
4. The play's plot was absurd, so the actors must disband.
5. The markings on the bird were indistinct.
6. My sister must learn to not be a misfit.
7. Marcos will insist on buying a new car this year.
8. His abstract paintings had an impact.
9. My bad day left me feeling distraught.
10. Jasmine left an imprint of her hand in the sand.

2 REWARDS Plus: Reading Strategies Applied to Social Studies Passages

ACTIVITY F

Sentence Reading

ACTIVITY PROCEDURE

(See the *Student Book*, page 2.)

In this activity, students use the strategy for figuring out longer words in the context of sentences that contain words they have already practiced. Have students read a sentence to themselves. Then, choose from several options of having students read the sentence together, to partners, or individually to the class.

Note: If you are teaching older students for whom "thumbs-up" is inappropriate, have students look at you when they can read the sentence.

1. Find **Sentence #1** in **Activity F**. These sentences include words that we practiced today. Read the first sentence to yourself. When you can read all the words in the sentence, put your thumb up.
2. (When students can read the sentence, use one of the following options:
 - a. Ask students to read the sentence together [i.e., choral reading].
 - b. Have students read the sentence to their partners. Then, call on one student to read the sentence to the group.
 - c. Ask one student to read the sentence to the group.)
3. (Repeat these procedures with the remaining sentences. Be sure that you give ample thinking time for each sentence.)

ACTIVITY D Strategy Instruction

- | | | |
|---------------|--------|--------|
| 1. abstract | insist | impact |
| 2. distraught | misfit | admit |

ACTIVITY E Strategy Practice

- | | | |
|-------------|---------|------------|
| 1. birthday | misplay | discard |
| 2. maintain | disband | indistinct |
| 3. milder | adject | imprint |
| 4. absurd | insert | railway |

ACTIVITY F Sentence Reading

1. If you have a ticket, they will admit you to the theater.
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