Teacher's Manual

Two-Syllable Words

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Introduction to Word Warm-ups

What Is Word Warm-ups?

Word Warm-ups® is a supplemental program intended to do the following:

- Develop mastery and automaticity in the decoding of one- and two-syllable words with common phonics and syllable patterns and words that contain the most common prefixes and suffixes.
- Provide opportunities to apply knowledge of phonics and syllable patterns while reading connected text.
- Promote the continued development of phonemic awareness.

The Word Warm-ups program is designed for students who cannot decode words easily. Word Warm-ups 1 supports students in learning to read phonetically decodable, one-syllable words automatically. Word Warm-ups 2 supports students in reviewing common phonics patterns using compound words, learning to read words with the two-syllable word patterns, and learning to read some three-syllable words with the most common prefixes and suffixes.

Word Warm-ups uses three strategies to develop automatic decoding skills:

Instruction and Modeling

For each featured phonics or syllable pattern, students look at words while listening and responding to the audio instruction. The audio instruction models the sounds of the letters and letter combinations that form the most common phonics and syllable patterns in the English language. The audio instruction also models how to decode words containing these patterns.

Repeated Reading

Students practice decoding the words until able to read them at a predetermined goal rate. This repeated reading provides the practice necessary for students to learn the common phonics and syllable patterns and the decoding of words with these patterns.

Progress Monitoring

Students graph the number of words they can read in one minute before practicing and then again after practicing. The graph provides proof of progress, motivating students to continue to read and improve.

Overview of the Word Warm-ups Series

Word Warm-ups 1 is designed for students who have had some phonics instruction but have not yet mastered the decoding of one-syllable words with automaticity.

Word Warm-ups 2 is designed for students who need to master two- and three-syllable word patterns with automaticity, including compound words, two-syllable word patterns, and words with the most common prefixes and suffixes. Yellow Section A presents compound words as a review of all skills taught in the Blue Exercises of Word Warm-ups 1. Yellow Section B presents compound words as a review of all skills taught in the Green Exercises of Word Warm-ups 1.

Word Warm-ups 1	**Word Warm-ups 2**
Blue Exercises ♦ Section A: Letter names and sounds of the consonants and short vowels ♦ Section B: Words with short vowels ♦ Section C: Words with sh, ch, th, wh, or ng (consonant digraphs) ♦ Section D: Words ending with two consonants (consonant blends) ♦ Section E: Words beginning with two or more consonants (consonant blends)	**Yellow Exercises** ♦ Section A: Compound words with short vowels, consonant digraphs, and beginning and ending consonant blends ♦ Section B: Compound words with long vowels and silent e, long vowel pairs, one vowel followed by r, less-common sounds of consonants, and other sounds of vowels
Green Exercises ♦ Section F: Words with long vowels and silent e ♦ Section G: Words with long vowels with vowel pairs ♦ Section H: Words with one vowel followed by r ♦ Section I: Words with the less-common sounds of consonants ♦ Section J: Words with other sounds of vowels	**Orange Exercises** ♦ Section C: Two-syllable word patterns including compound words, words with two or three consonants between two vowels (VCCV, VCCCV), one vowel followed by r, long vowel pairs, and other sounds of vowels ♦ Section D: Two-syllable word patterns with short and long vowel words that end with l-e, and short and long vowel words with one medial consonant (VC/V, V/CV) **Brown Exercises** ♦ Section E: Words with suffixes -s, -es, -ing, -er, -ed /t/, -ed /d/, and -ed *syllable* ♦ Section F: Words with prefixes re-, un-, dis-, mis-, and de-

Word Warm-ups Research and Rationale

The National Reading Panel (2000) identified five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Core programs include instruction in all five components. Word Warm-ups is a supplemental program intended for students who need additional instruction and practice in phonics and support in fluency.

Research-based findings in reading instruction and instructional design components provide the foundation for Word Warm-ups.

Reading Instruction Research

The Word Warm-ups program is designed to align with reading research on the effectiveness of explicit, systematic phonics instruction; the need for explicit instruction in decoding multi-syllabic words; and the importance of building automatic decoding skills.

Phonics

Phonics is "a system of teaching reading that builds on the alphabetic principle, a system of which a central component is the teaching of correspondences between letters and groups of letters and their pronunciations" (Adams, 1990, p. 50).

Systematic and Explicit Phonics Instruction

After completing a thorough meta-analysis of many well-designed studies, the National Reading Panel found "solid support for the conclusion that systematic phonics instruction makes a bigger contribution to children's growth in reading than alternative programs providing unsystematic or no phonics instruction" (2000, p. 2-92). The National Reading Panel also stated that "the hallmark of systematic phonics programs is that they delineate a planned, sequential set of phonic elements, and they teach these elements, explicitly and systematically" (2000, p. 2-99).

Word Warm-ups is a systematic program that explicitly teaches and applies phonics skills based on a combination of usefulness and difficulty. Word Warm-ups 1 reviews letter/sound correspondences and explicitly teaches the blending of sounds to form one-syllable words. Word Warm-ups 2 continues sequential phonics instruction by providing more practice in applying phonics skills to decode two-syllable words.

Decoding Multi-Syllabic Words

The ability to decode single-syllable words does not necessarily transfer to reading multi-syllable words (Just & Carpenter, 1987). Yet students in grades five and above encounter thousands of unknown words each year (Nagy & Anderson, 1984), and a large number of those words are multi-syllabic (Cunningham, 1998). Awareness of syllable patterns and the ability to break words into decodable parts (including prefixes and suffixes) have been shown to help students read unfamiliar multi-syllabic words more easily (Bhattacharya & Ehri, 2004; Shefelbine, 1990). Consequently, systematic and explicit instruction in decoding multi-syllabic words is important.

The lessons in Word Warm-ups 2 introduce the most common syllable patterns, prefixes, and suffixes in the English language. Students apply phonics skills to decode each syllable. Students

hear how each decodable part of a word is pronounced and how the word actually sounds when the parts are blended.

Fluency

Fluency is "the ability to read text quickly, accurately, and with proper expression" (NRP, 2000, p. 3-5). Fluency is essential to reading because the ability to decode automatically allows students to focus on the meaning of the text (LaBerge & Samuels, 1974).

Automatic Decoding

In order to read text fluently, a student must be able to decode words accurately and automatically. Most phonics programs teach students to decode accurately, but learning phonics does not guarantee that students are able to decode words automatically. Often students who can decode words accurately sound them out slowly. This slow decoding prevents them from reading fluently. In order to become fluent readers, students need to learn to decode unknown words automatically.

In Word Warm-ups, students practice decoding words with the featured phonics or syllable patterns until they are able to recognize the patterns easily and read the words rapidly. Then, to apply their automatic decoding skills, the students read a list of challenge words that contain the featured patterns, as well as a story that uses several words with the featured patterns.

Instructional Design Research

To determine which strategies increase the achievement of students with diverse learning needs, researchers have studied the power of goals and motivation. Researchers have also studied intervention methods and the effectiveness of their various instructional components.

Goals and Motivation

By communicating goals and expectations, an instructor can increase students' academic achievement (Althoff et al., 2007). In addition, providing students with feedback on their progress toward short- and long-term goals has been shown to increase students' performance (Conte & Hintze, 2000). When students are given specific goals, they demonstrate significantly higher self-efficacy (Schunk & Rice, 1988).

In Word Warm-ups, students know their goals. They must decode words or read stories with the featured phonics or syllable pattern. They must perform these tasks accurately and rapidly enough to meet a goal rate. While working in the program, students graph their progress on each exercise and track their own personal improvement.

Instructional Components

Swanson and his colleagues (1999) conducted an extensive meta-analysis of 180 intervention studies and identified a number of instructional components that demonstrated effectiveness with students. The lessons in Word Warm-ups include many of these instructional components, including the following:

- Attention to sequencing
- Segmentation
- Control of task difficulty
- Modeling
- Practice and repetition
- Review

Attention to Sequencing

Instruction that includes breaking down tasks and sequencing short activities affects student outcomes (Swanson et al., 1999). We must teach students how to read words beginning with the sounds of the letters; then, we must teach them to blend these letters into words (Kaméenui et al., 2002).

In Word Warm-ups, skills are taught in a series of short, carefully sequenced activities. The process of decoding words is broken down into specific tasks. First, students are told to look at the word and listen for the featured phonics or syllable pattern; this task raises their awareness of the pattern. Next, using explanation and modeling, students are taught how to use the phonics or syllable patterns to blend words. Then they read the words independently until they are able to read them well.

Segmentation

Segmentation of skills improves student achievement (Swanson et al., 1999). Segmentation is breaking the targeted skill into small units and then synthesizing the units back into the targeted skill. One example of segmentation in the teaching of reading is breaking the code into its phonological and alphabetic parts and then connecting these parts to reading words and text (Kaméenui et al., 2002).

In Word Warm-ups, students learn to read words that feature the letters, sounds, and syllables they are taught. Then, they apply their newly acquired pre-requisite skills to the act of reading word lists with increasing automaticity. Finally, they read stories containing words with the featured patterns.

Control of Task Difficulty

Controlling the difficulty of tasks—beginning with simple and then moving to more demanding ones—supports students during initial learning phases and promotes independence as students become more capable (Kaméenui et al., 2002; Swanson et al., 1999). The use of cues and prompts in diminishing frequency provides the support students need as they acquire difficult skills.

Word Warm-ups is designed with great attention to controlling difficulty. Word Warm-ups 1 and 2, for example, provide picture cues when concepts are introduced, but the pictures are absent for later tasks when the students are more proficient. In addition, students first practice reading the word lists down the columns because the columns consist of words with similar sounds and/or syllable patterns to help students decode more easily. Then students practice reading the words across the rows, which provides the opportunity to decode the words without the support of patterns. Also, in Word Warm-ups 2, the syllables are divided by spaces in the exercises that teach the patterns, but the spaces are eliminated in the subsequent exercises.

Modeling

Modeling and carefully explaining the steps required to do a task helps students correctly perform the task. It also increases the likelihood that students will perform the task independently later (Swanson et al., 1999). When teaching students to read, the steps for reading words must be made conspicuous by modeling the strategy before students practice (Kaméenui et al., 2002).

In Word Warm-ups, the audio for each lesson exercise carefully explains the featured pattern for the exercise. Then the audio slowly models the sounds of the pattern and then demonstrates how to blend the sounds or syllables to read sample words. Later, the audio models the blending of each word in the lesson to ensure that the students will read and practice the words correctly.

Practice and Repetition

Intuitively, we know that practice helps us become better at many things we do. Research indicates that repeated practice is an effective and efficient way of achieving word reading skills in and out of connected text reading (Swanson et al., 1999).

In Word Warm-ups, students practice decoding words with the featured phonics or syllable patterns until they are able to recognize the patterns easily and read the words rapidly. The students then practice reading a story that contains several words with the featured patterns to build reading fluency. In both the word list exercises and story exercises, students practice repeatedly until they reach their goal rate. This process increases their efficiency at the new skill.

Review

Regularly reviewing skills is an effective instructional tool (Swanson et al., 1999). However, review should be more than just rote rehearsal. Designing reviews that combine newly acquired skills with skills taught less recently extends the reader's understanding (Kaméenui et al., 2002).

Word Warm-ups includes regular reviews of new skills after each section of new skills is introduced and practiced. In addition, challenge exercises at the end of each section require students to apply their newly acquired skills while reviewing skills previously mastered: the student must read unfamiliar words that contain both new and mastered phonics or syllable patterns.

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Word Warm-ups 2 Program Overview

This chapter provides overviews of the Word Warm-ups® procedure, materials, and exercises.

Procedure Overview

The Word Warm-ups program incorporates three strategies—(1) Instruction and Modeling; (2) Repeated Reading; and (3) Progress Monitoring—into a series of steps. These steps, described below, are designed to maximize the time a student spends learning phonics and syllable patterns and using this knowledge to decode two- and three-syllable words.

The Word Warm-ups procedure is as follows:

- First, the student looks at the words in the exercise while listening and responding to the audio instruction. The audio instruction helps the student learn the phonics or syllable patterns featured in the exercise. It also supports the correct pronunciation and decoding of example words containing the phonics or syllable patterns.
- Next, the student establishes a baseline score (cold score) for progress monitoring. The student sets a timer for one minute, reads a list of words with the featured phonics or syllable patterns, and uses a blue pencil or crayon to graph the number of words s/he read correctly in one minute.
- Next, the student reads along with an audio recording of the word list to learn the words. The student hears each syllable and then the whole word.
- Then the student does repeated timed readings of the list. The student practices until s/he is able to read the list at the goal rate of 50 words correct per minute.
- When the student meets the goal and is ready to try passing the exercise, the teacher listens to the student read the list. If the student reads at the goal rate with three or fewer errors while reading for the teacher, s/he passes the exercise. After the student passes, the teacher has the option of dictating five to ten words from the list for the student to write. The teacher provides additional instruction if the student has difficulty spelling (encoding) the words.
- Using a red pencil or crayon, the student graphs the passing score (hot score) in the same bar of the graph as the baseline score (cold score), which gives visual feedback on the improvement s/he made by working on the exercise. Monitoring progress motivates the student to keep improving on subsequent exercises.

Note: Some exercises in the program contain stories featuring the phonics or syllable patterns. For these exercises, students follow the same procedure, but they read a story instead of a list of words.

Materials Overview

To use Word Warm-ups 2, you will need the following materials.

Program Materials

The following program materials are included in Word Warm-ups:

Assessment Materials

You can use the assessment materials to identify which students will benefit from the program, where to place students in the program, and how to build exercise packets for students. The assessment materials include a Student Assessment, Assessment Scoring Worksheet, a Class Assessment Data Collection Sheet, and a Pronunciation Guide. Blackline masters of the worksheets and guide are available in the appendix.

Yellow, Orange, and Brown Exercises—Pre-Cut Copies and Blackline Masters

The program materials include a package of pre-cut Yellow, Orange, and Brown Word Warm-ups exercises. This package includes six copies of each exercise in the program, organized by section. Blackline masters of these exercises are included in the Student Exercises book. You can create additional student exercises as needed by photocopying them from the Student Exercises book.

Yellow, Orange, and Brown Audio CDs

The 18 audio CDs that come with the program include six copies of the audio for the Yellow Exercises, six copies of the audio for the Orange Exercises, and six copies of the audio for the Brown Exercises. The audio CDs have a track for each exercise with instruction and a recording of each word list or story. The track numbers correspond to the exercise numbers (e.g., Yellow Exercise 15 corresponds to track 15 on the yellow CD).

Storage Box

The Word Warm-ups storage box is a convenient place to store student copies of exercises. Six pre-cut copies of each exercise are included in Word Warm-ups. Instead of making more copies every time a student starts a new section, you can keep several copies of each section (collated and stapled into packets) and store them in the box behind the appropriate labeled divider tabs. This set-up helps you quickly select the section of exercises you need.

Mini-folders With Graphs

By using a Word Warm-ups graph to monitor progress on each exercise, a student will see how much s/he improves between the cold and hot timings and how his/her scores improve over time. The graphs correspond to the Yellow, Orange, and Brown Exercises. Blackline masters of the mini-folder with graphs are included in the appendix. Create the mini-folder by photocopying the graph pages back to back. The student can write his/her name next to the Word Warm-ups steps on the front of the folder. The student can store the exercises on which s/he is working inside this mini-folder.

Poster

The 11" x 17" color poster of the steps can help students remember the steps. Each student will also have a small version of this poster on the front of his/her mini-folder. An 8.5" x 11" blackline master of the poster is available in the appendix.

Super Word Reader Awards

The Super Word Reader Awards keep parents involved in the learning process. After a student passes all the exercises in a packet, staple a Super Word Reader Award to it as a cover letter and send the packet home for the student to review with his/her parent(s)/guardian(s). A blackline master of the award is available in the appendix.

Additional Materials

The following additional materials are required for the Word Warm-ups program. All of the materials listed below (except power sources) are available for purchase through Read Naturally (www.readnaturally.com; 800.788.4085).

Audio CD Players

Each student needs access to an audio CD player and needs to be able to work on this equipment alone. Ideally, each student will have a CD player at his/her workstation. However, students can share equipment if the CD players are centrally located. One way to share CD players is to have a listening table. A student sits at the table with the CD players only while doing the first two steps: the Look, Listen, and Respond step and the Read Along step. Each student must work at another location during all other steps. Students can also share equipment by picking up the CD players from a central location and returning them when finished.

Earphones

Earphones are very important for ensuring that a student hears the recording of the exercise clearly. Earphones also reduce the distraction of other students reading along with the audio.

Timers

Each student uses a timer for cold timings and to time each practice. The teacher uses the timer for the hot timing. Choose timers that are digital but that do not count down the seconds. Having a countdown tempts the student to take his/her eyes off the page to check the time. The timers must have an audio signal to indicate when the time is up. Read Naturally offers timers that meet these requirements, as described in the following table.

Timer	Description
The Standard Electronic Timer	Can be set for any number of minutes and beeps after the set number of minutes has elapsed.
The Words Per Minute Timer	Calculates a student's words per minute whether s/he is reading for a specific length of time or the entire word list or story. Beeps softly after each minute.
The Basic One-Minute Timer	Times for one minute only. Has a two-second alarm and an indicator that shows when the timer is running.

Crayons / Colored Pencils

Each student uses crayons and/or colored pencils to mark the cold and hot scores on the graph. Using one color for the cold score and another color for the hot score helps the student and teacher to quickly identify the amount of progress the student has made. Using blue for the cold score and red for the hot score works very well. Colored pencils with blue on one end and red on the other end are available through Read Naturally.

Power Sources

You will need a power source for each audio CD player in use. Power strips and extension cords work fine but can be cumbersome. Another option is to use regular or rechargeable batteries, which allow flexibility in seating arrangements.

Optional Materials

The following materials are optional and available for purchase through Read Naturally (www.readnaturally.com; 800.788.4085).

Reading Guides

Reading guides are transparent pieces of plastic with a straight edge. A student can use the reading guide to track words across a line of text. The plastic should be sturdy and tinted to reduce glare.

Red and Green Pouches

Red and Green pouches are pouches with red on one side and green on the other side. A student can turn the green side up when s/he is working and does not need assistance (i.e., the teacher can "go"). S/he can turn the red side up to signal that s/he is ready to pass an exercise (i.e., the teacher should "stop"). The student can keep pencils and a reading guide in the pouch.

Exercises Overview

Word Warm-ups 2 consists of 57 audio-supported exercises divided into colors: Yellow, Orange, and Brown.

Sections

The Yellow Exercises are grouped into the following sections:

Section A: Compound words with short vowels, consonant digraphs, and beginning and ending consonant blends.

Section B: Compound words with long vowels and silent e, long vowel pairs, one vowel followed by r, less-common sounds of consonants, and other sounds of vowels.

The Orange Exercises are grouped into the following sections:

Section C: Two-syllable word patterns including compound words, words with two or three consonants between vowels (VCCV, VCCCV), one vowel followed by r, long vowel pairs, and other sounds of vowels.

Section D: Two-syllable word patterns with short and long vowel words that end with l-e, short and long vowel words with one medial consonant (VC/V, V/CV).

The Brown Exercises are grouped into the following sections:

Section E: Words with suffixes -s, -es, -ing, -er, -ed /t/, -ed /d/, and -ed *syllable.*

Section F: Words with prefixes re-, un-, dis-, mis-, and de-.

Types of Exercises

Each section includes several exercises that review the phonics patterns through compound words, teach the syllable patterns in two-syllable words, or teach two-syllable words with prefixes or suffixes.

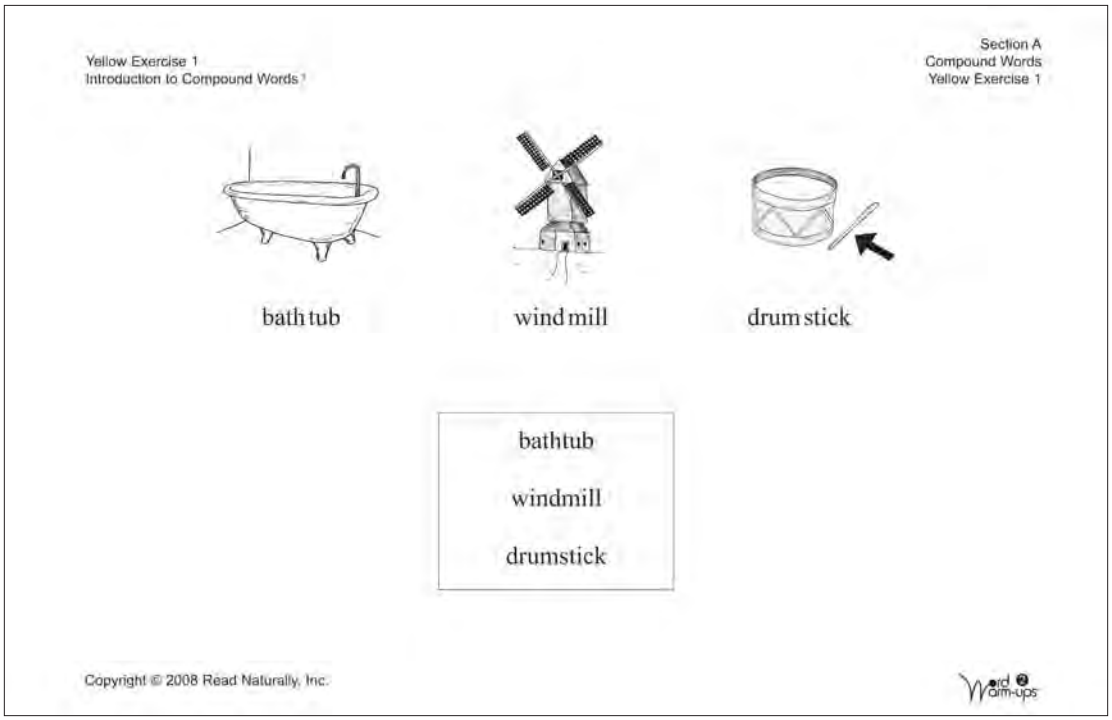
Each section includes the following exercises:

- an introduction exercise
- four to six lesson exercises
- a review exercise
- a story exercise
- a challenge exercise

Introduction Exercise

Each section begins with an introduction exercise. The introduction extends phonemic awareness by presenting several words with illustrations that represent the featured sounds or syllables for the section. The words have spaces separating the syllables. The words are presented again in a box at the bottom of the page without the spaces between the syllables.

The audio instruction directs the student to look at the words under each illustration. The narrator pronounces the parts of the word and then the whole word. Then the student is directed to stop the CD and read the words in the box independently.

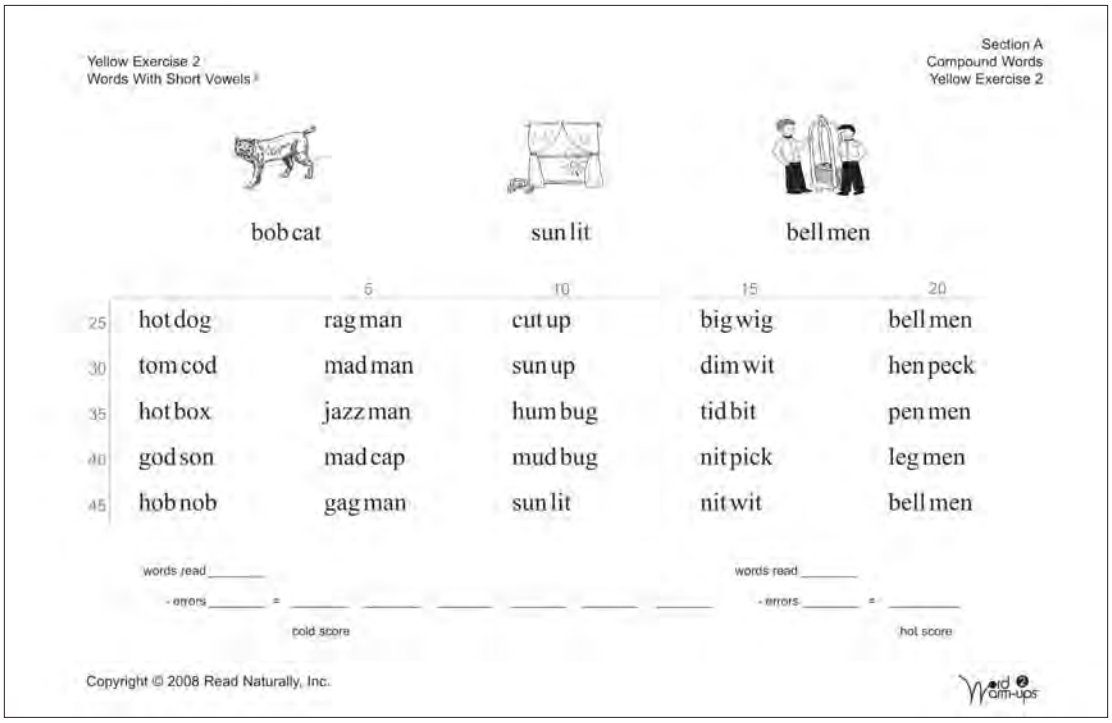


introduction exercise

Lesson Exercises

Each section includes four to six lesson exercises. At the top of each lesson exercise, there are one or more example words that are used to teach the featured phonics or syllable pattern. The example words have illustrations above them. Below the example words is a table with five columns of words. The words in each column share a common phonics or syllable pattern or are related in some way. The words have spaces between syllables. The words are divided based on dictionary pronunciation guidelines.

The audio instruction teaches the featured phonics or syllable pattern and models the pronunciation of the example words. Students are directed to pause the CD and do a cold timing. The audio continues as the narrator pronounces each syllable—and then the whole word—for each column of words while the student reads along. This audio gives the phonetic pronunciation of the individual parts of the word and then says the word the way it is really pronounced. The student is then directed to stop the CD and begin practicing the words.


Yellow Exercise 2
Words With Short Vowels

Section A
Compound Words
Yellow Exercise 2

bob cat | sun lit | bell men

		5	10	15	20
25	hot dog	rag man	cut up	big wig	bell men
30	tom cod	mad man	sun up	dim wit	hen peck
35	hot box	jazz man	hum bug	tid bit	pen men
40	god son	mad cap	mud bug	nit pick	leg men
45	hob nob	gag man	sun lit	nit wit	bell men

words read _____
- errors _____ = _____ _____ _____ _____ _____ _____
cold score

words read _____
- errors _____ = _____
hot score

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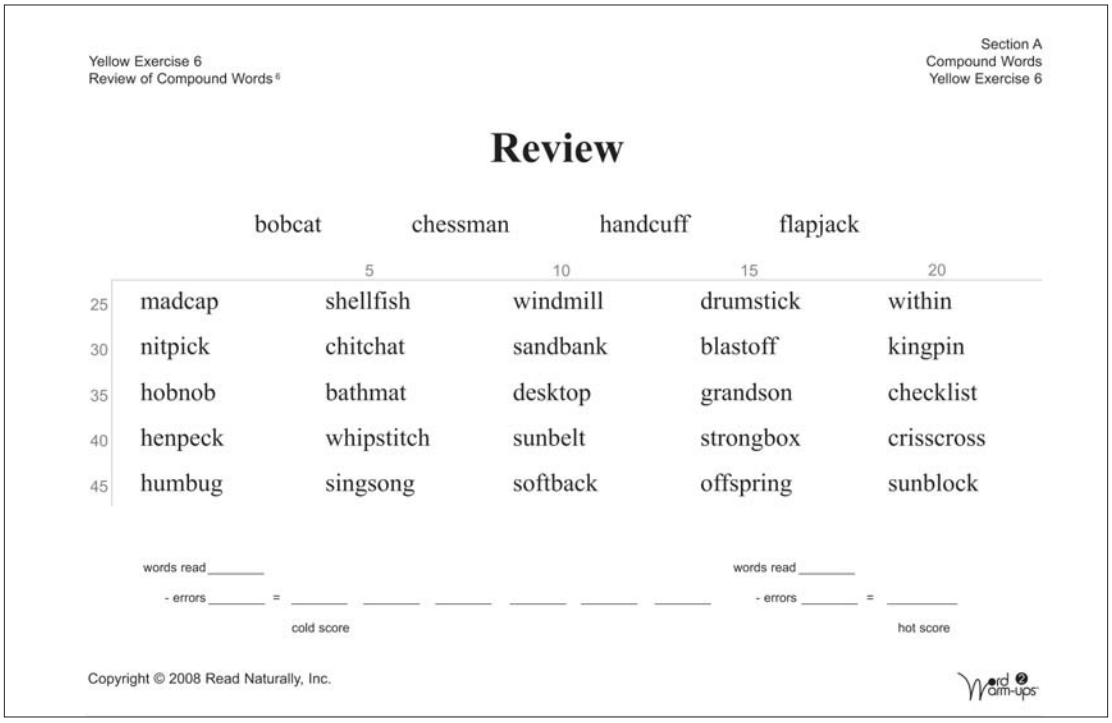
lesson exercise

Review Exercise

Each section has one review exercise following the lesson exercises. At the top of each review exercise, there are several words that represent the phonics or syllable patterns taught in the section. Below these example words is a table with five columns of words. All of the words in the review exercise are taken from the lesson exercises in that section. Because this exercise is a review of previously practiced words, the words do not have spaces between syllables and there are no illustrations. Each column has words from one lesson exercise.

The audio instruction reviews the examples of the featured phonics or syllable patterns presented throughout that section. Then students are directed to pause the CD and do a cold timing. Then the audio continues and directs the student to read along as the narrator pronounces each syllable—and then the whole word—for each column of words. The student is then directed to stop the CD and begin practicing the words.



Yellow Exercise 6
Review of Compound Words 6

Section A
Compound Words
Yellow Exercise 6

Review

bobcat chessman handcuff flapjack

		5	10	15	20
25	madcap	shellfish	windmill	drumstick	within
30	nitpick	chitchat	sandbank	blastoff	kingpin
35	hobnob	bathmat	desktop	grandson	checklist
40	henpeck	whipstitch	sunbelt	strongbox	crisscross
45	humbug	singsong	softback	offspring	sunblock

words read _____ - errors _____ = _____ cold score

words read _____ - errors _____ = _____ hot score

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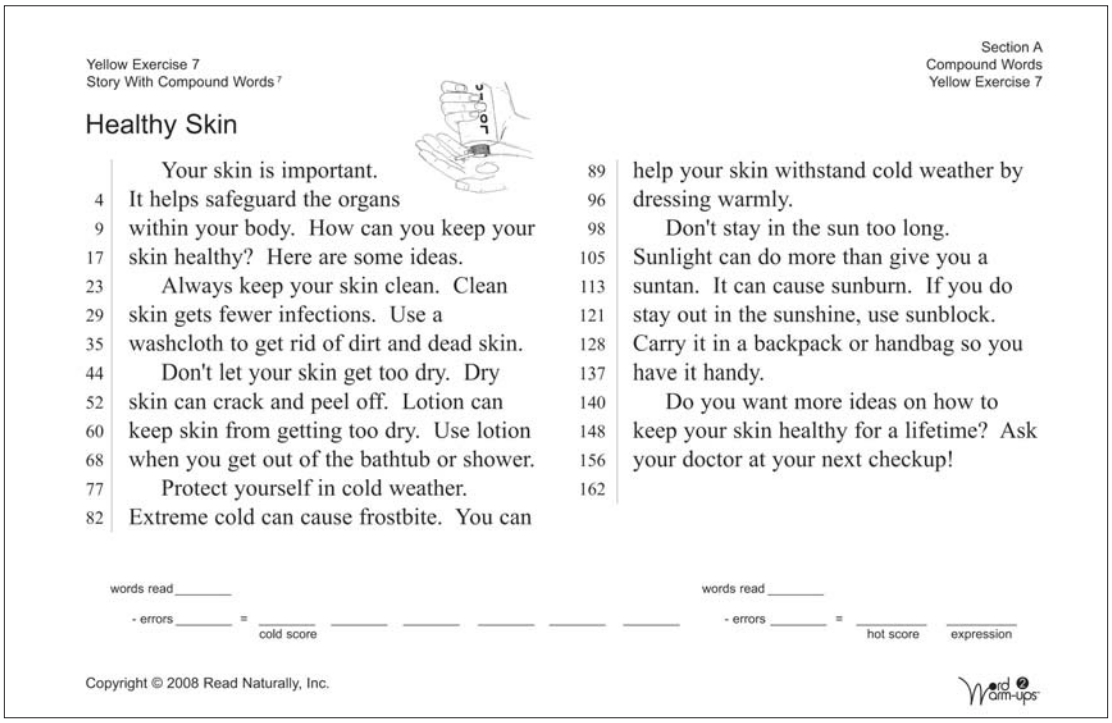
review exercise

Story Exercise

Each section has one story exercise following the review exercise. These nonfiction stories contain several words that feature the phonics or syllable patterns taught in the section. The numbers along the left side of the story are used for counting the number of words students read as they practice.

The audio instruction reminds students that the words in the story represent the patterns they have learned in the section. Students are directed to pause the CD and do a cold timing. Then the audio continues as the narrator reads the story. The student is then directed to stop the CD and begin practicing the story.



Yellow Exercise 7
Story With Compound Words 7

Section A
Compound Words
Yellow Exercise 7

Healthy Skin

Your skin is important.
4 It helps safeguard the organs
9 within your body. How can you keep your
17 skin healthy? Here are some ideas.
23 Always keep your skin clean. Clean
29 skin gets fewer infections. Use a
35 washcloth to get rid of dirt and dead skin.
44 Don't let your skin get too dry. Dry
52 skin can crack and peel off. Lotion can
60 keep skin from getting too dry. Use lotion
68 when you get out of the bathtub or shower.
77 Protect yourself in cold weather.
82 Extreme cold can cause frostbite. You can
89 help your skin withstand cold weather by
96 dressing warmly.
98 Don't stay in the sun too long.
105 Sunlight can do more than give you a
113 suntan. It can cause sunburn. If you do
121 stay out in the sunshine, use sunblock.
128 Carry it in a backpack or handbag so you
137 have it handy.
140 Do you want more ideas on how to
148 keep your skin healthy for a lifetime? Ask
156 your doctor at your next checkup!
162

words read _____
- errors _____ = _____ _____ _____ _____ _____ _____
cold score

words read _____
- errors _____ = _____ _____
hot score expression

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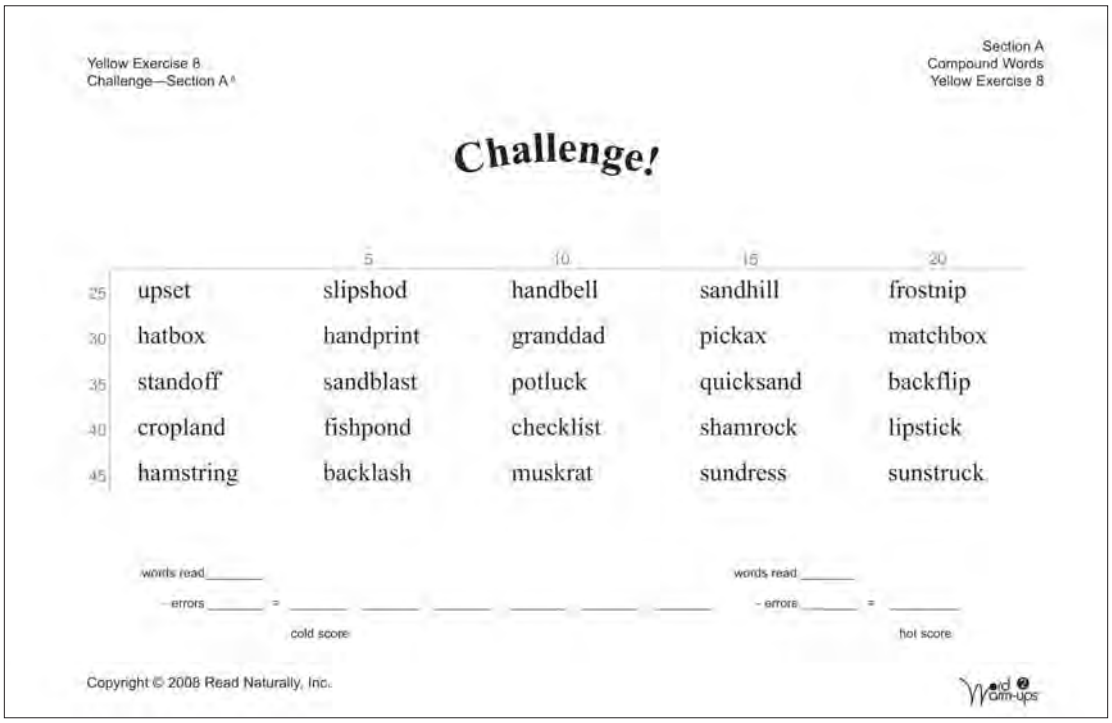
story exercise

Challenge Exercise

Each section ends with a challenge exercise. The challenge exercise lists new words that contain patterns taught in the current section as well as previous sections within the program. The words do not have spaces between syllables, and the words in the table are arranged randomly without attention to common phonics or syllable patterns.

The audio instruction states that these words are challenge words. Students are directed to pause the CD and do a cold timing. Then the audio continues and directs the student to read along as the narrator pronounces each syllable—and then the whole word—for each column of words. The student is then directed to stop the CD and begin practicing the words.



Yellow Exercise 8
Challenge—Section A

Section A
Compound Words
Yellow Exercise 8

Challenge!

	5	10	15	20
25	upset	slipshod	handbell	sandhill	frostnip
30	hatbox	handprint	granddad	pickax	matchbox
35	standoff	sandblast	potluck	quicksand	backflip
40	cropland	fishpond	checklist	shamrock	lipstick
45	hamstring	backlash	muskrat	sundress	sunstruck

words read _____ words read _____
- errors _____ = _____ - errors _____ = _____
cold score hot score

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challenge exercise

Format of Printed Exercises

Headings for the student

These headings help the student match the printed exercise to its audio component.

- exercise color and number
- exercise name and track number

Headings for the teacher

These headings help the teacher organize the student exercises.

- letter of the section
- section title
- exercise color and number

Numbering system

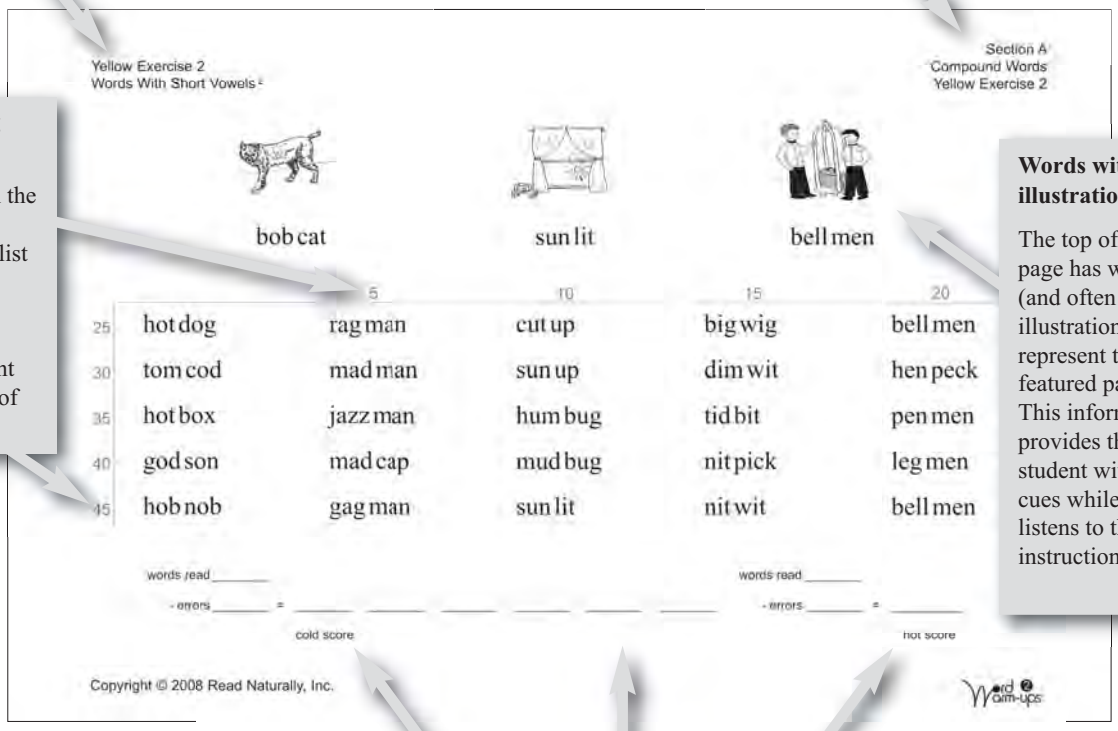
Numbers on the top and left sides of the list enable the student or teacher to quickly count the number of words read.

Words with illustrations

The top of the page has words (and often illustrations) that represent the featured pattern. This information provides the student with visual cues while s/he listens to the audio instruction.

Score lines

The first time the student reads the list (or story), s/he records the number of words correct per minute on the cold score line. After each practice, the student writes his/her score on one of the blank lines. When the student reads for the teacher and reaches the goal, the teacher records the score on the hot score line.



Word lists consist of 25 words, which are presented in five columns. The student reads down the columns and then across the rows.

Whenever possible, the words in each column are related in some way. This format enables the student to learn the pattern. When the student reads down the columns of most lists, s/he is assisted by the common phonics or syllable patterns. When the student reads across the rows, s/he applies the knowledge of the featured pattern without the extra support of the words being related.

Format of Audio Support

Each Yellow Exercises CD has the audio support for the 18 Yellow Exercises; each Orange Exercises CD has the audio support for the 20 Orange Exercises; each Brown Exercises CD has the audio support for the 19 Brown Exercises. The audio instruction for each exercise and the word list or story for each exercise are recorded on the same track.

The audio for the introduction, lesson, and review exercises walks the student through the steps of looking, listening, and responding to the sample words presented. Each lesson, review, and challenge exercise continues with an audio recording of the word list. This audio gives the phonetic pronunciation of the individual parts of each word and then says the whole word the way it is really pronounced. The student will practice without the audio after s/he has learned to accurately decode the words. During practice, the student only reads each word the way it is usually pronounced. Each story exercise contains an audio recording of the story, read at a rate with which the student can easily read along. The student uses the audio to read along with the story as the narrator models correct pronunciation and phrasing.

Audio Script

The audio script for each exercise varies depending on the type of exercise (introduction, lesson, story, etc.) and the pattern being taught. The terminology is consistent in all audio scripts.

A portion of the audio for Yellow Exercise 2 (illustrated on the previous page) reads as follows:

> Look at the compound word bobcat.
>
> The first part, bob, has only one vowel, o.
>
> The o is followed by the consonant b.
>
> So the o says its short sound, /ŏ/.
>
> The second part, cat, has only one vowel, a.
>
> The a is followed by the consonant t.
>
> So the a says its short sound, /ă/.
>
> Listen for the /ŏ/ sound in bob and the /ă/ sound in cat as you read the compound word with me.
>
> Ready? Bob *(slight pause)* cat. Bobcat.

The script goes on to explain the features of the other two words in the same manner. The narrator then says:

> Look at the words in the table.
>
> Each compound word is made of two words with short vowel sounds.
>
> Pause the CD and time yourself.

At this point, the student pauses the CD and does his/her cold timing. Next, the student plays the CD and reads the words down each column along with the narrator.

Word Warm-ups Steps

This section provides information about the steps of the Word Warm-ups® program so you will be familiar with them before teaching them to your students. The introduction exercises use only the first step. All other exercises use all seven steps.

The steps of the Word Warm-ups program are as follows:

1. Look, Listen, and Respond
2. Cold Timing
3. Mark and Graph Cold Score
4. Read Along
5. Practice
6. Hot Timing
7. Mark and Graph Hot Score

Note: The following descriptions discuss each step as it applies to word list and story exercises.

1. Look, Listen, and Respond

The student looks at the exercise sheet while listening to the audio instruction on the CD and responding appropriately. This step helps the student learn the featured phonics or syllable patterns or introduces the story.

2. Cold Timing

The student pauses the CD and does a cold timing.

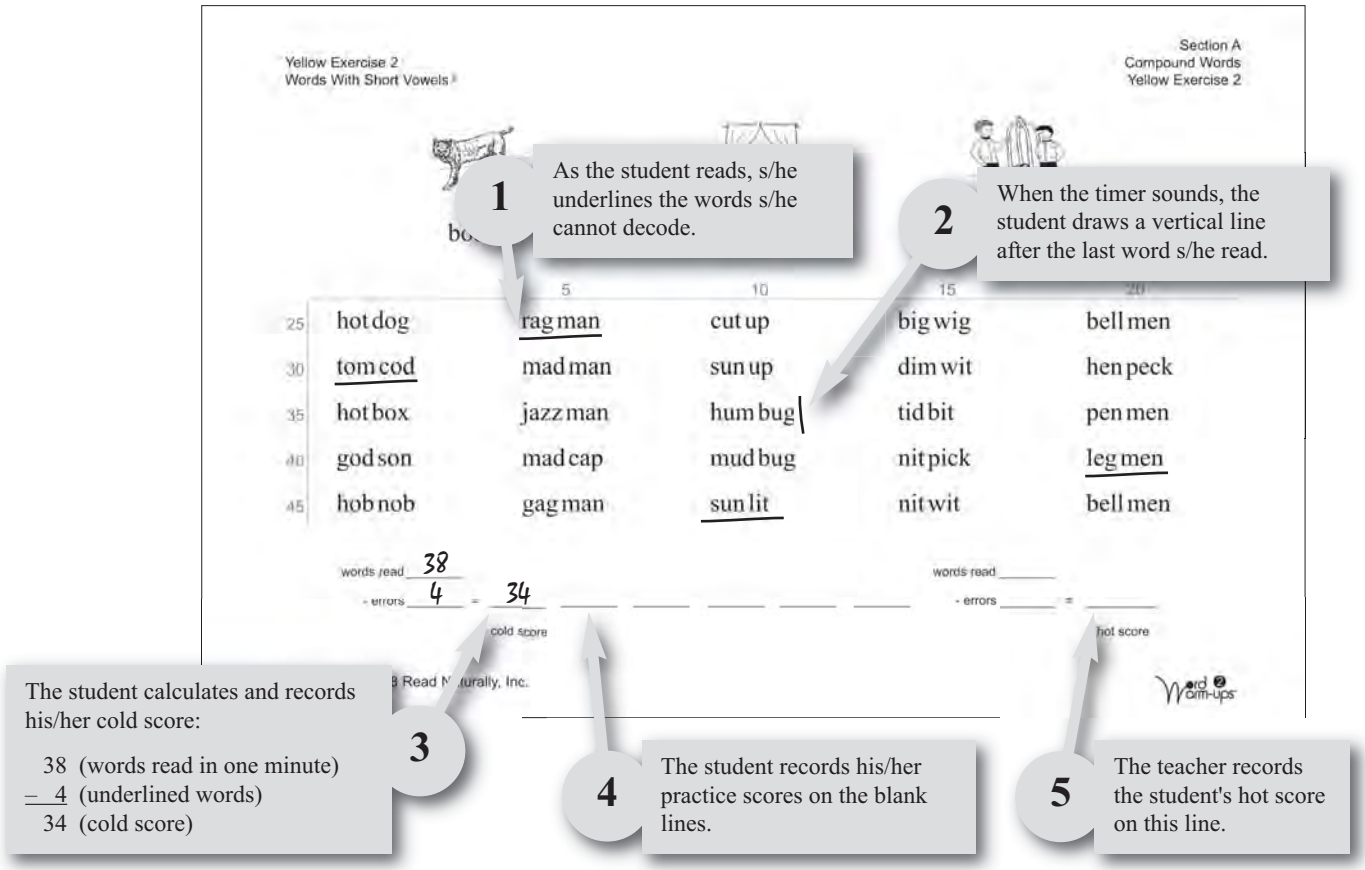
Cold Timing for Word List Exercises

The cold timing step for a word list exercise is the student's first attempt to read the words in the exercise. The student sets a timer and reads the words down and then across for one minute, underlining any words s/he does not know. The student makes a vertical line after the last word s/he read when the minute timing is up. The student counts the number of words read. S/he then subtracts the number of words s/he underlined from the number s/he read to calculate the cold score.

Note: You may choose to conduct the cold timing for the student. However, students would have to wait for you before listening to the word list. Consequently, they would have less time to practice. The cold timing is not an assessment; it is meant to provide motivation.

Calculating Words Correct Per Minute for Word Lists

The sample below shows how a student (or teacher) calculates the number of words correct per minute. This procedure applies to lessons exercises, review exercises, and challenge exercises.



Notice the vertical line after the word *humbug*. *Humbug* was the last word the student read when the timer sounded. To find the number of words s/he read, the student starts at the number on the left-hand side of the row (in this case, 35). S/he then counts the words across the row until s/he reaches the last word s/he read (in this case, 38). To calculate the cold score, the student subtracts the number of words s/he underlined (in this case, 4). 38 – 4 = 34.

Note: This sample assumes that the student read down all the columns and then started reading across the rows. In the following situations, the student will count from the number at the top of the column:

- The timer sounded while the student was reading down the columns and had not yet begun to read across the rows.
- The student read all the words down and across in less than one minute. In this case, the student should start again, reading down the columns until the timer sounds. The student will then count down the column to the last word s/he read and add 50 to this number.

Cold Timing for Story Exercises

The cold timing step for a story exercise is the student's first attempt to read the story independently. The student reads the story for one minute, underlining any words s/he does not know. The student makes a vertical line after the last word s/he read when the timer sounds. The student counts the number of words read. S/he then subtracts the number of words s/he underlined from the number s/he read to calculate the cold score.

Calculating Words Correct Per Minute for Stories

For story exercises, a student calculates his/her words correct per minute similarly to how s/he calculates his/her score on word lists. There are numbers along the side of each story. Beginning with the number on the left-hand side of the row being read when the timer sounded, s/he counts the words across to the last word s/he read. S/he then subtracts the underlined words to calculate the score.

Determining the Story Goal

Based on his/her cold score on the story, the student will set a goal of words correct per minute s/he must be able to read in order to pass the story.

The stories in Word Warm-ups 2 are written at a mid-third-grade level. The reading levels of students using these materials vary greatly. Thus, determining exact formulas for goals is challenging. However, the guidelines below will be appropriate for many students. Use what you know about a student to set an appropriate goal.

- Goal for first graders: add 20 words per minute to the student's cold score.
- Goal for second graders and above: add 30 words per minute to the student's cold score.

3. Mark and Graph Cold Score

The student writes the cold score for the word list or the story on the cold score line on the exercise sheet. Then the student marks the cold score in blue on his/her Word Warm-ups graph. Younger students can color in the graph. Older students may not want to color in the bar graph. These students can monitor their progress by marking the graph with a line and the date for each timing.

4. Read Along

The student continues by pressing Play and reading along with the recording of the word list or story. For the word list exercises, the narrator reads each part of the word and then the whole word. The audio models segmenting the word into parts and then blending the parts into the whole word. The student should quietly subvocalize while s/he reads along.

Tip: If students question the value of subvocalizing, explain that for the brain to make the connections necessary to read well, they need to see, hear, and say the words.

Students who need more support may need to read along with the audio recording several times.

Teachers may decide to eliminate the Read Along step with some students. Students who are becoming proficient readers may benefit more from applying the featured pattern to each word independently and reading it without the audio support.

5. Practice

The student practices reading the word list or story until able to reach his/her goal of words correct per minute.

Practice for Word List Exercises

During the practice step for the word list exercises, the student practices reading the words multiple times until s/he can reach the goal of 50 words correct per minute with three or fewer errors. If the student is unable to figure out some of the words, s/he should return to step 4 and read along with the audio recording of the word list for that exercise again.

Note: The audio for the Read Along step gives the phonetic pronunciation of the individual parts of the word and then says the whole word the way it is really pronounced. During practice, the student only reads each word the way it is really pronounced.

Practice for Story Exercises

During the practice step for the story exercises, the student practices reading the story multiple times for one minute each time until able to read at the goal rate s/he calculated based on his/her cold score. The student should read the story with three or fewer errors and appropriate expression. If the student is still unable to figure out some of the words, s/he should return to step 4 and read along with the audio recording of the story again.

6. Hot Timing

When the student reaches the goal while practicing either the word list or the story, s/he signals to the teacher that s/he is ready for the Hot Timing step. The teacher then listens to the student read and determines if the student has passed the exercise.

Hot Timing for Word List Exercises

The teacher will pass a student on a word list if both of the following occur:

- The student reads 50 or more words correctly in one minute or less.
- The student makes three or fewer errors.

Note: To pass, the student must read 50 or more words *correctly*. If s/he reads 51 words but makes three errors, the student's score is 48, and s/he does not pass.

Hot Timing for Story Exercises

The teacher will pass a student on a story if all of the following occur:

- The student reads at the goal rate.
- The student reads the story with good expression.
- The student makes three or fewer errors.

Optional Spelling Activity

After the student passes or attempts to pass a word list, the teacher has the option of dictating five to ten words with the featured pattern for the student to spell. The student writes the words

on the back of the exercise sheet.

This activity provides the student with an opportunity to demonstrate his/her knowledge by spelling several words with the featured pattern. It provides the teacher with an additional assessment of the student's ability to apply the pattern.

The teacher should provide additional instruction if the student has difficulty spelling the words.

Scoring the Hot Timing

When you (the teacher) listen to a student during his/her hot timing, you will mark his/her errors and, on story exercises, rate his/her expression.

Note that hot timing scoring guidelines are different from the scoring guidelines for the Word Warm-ups Student Assessment. Unlike the Student Assessment scoring, you will *not* count self-corrected and slowly decoded words as errors in the hot timing. Self-corrected and slowly decoded words will inherently count against a student's score because they will reduce the number of words per minute s/he reads. Thus, marking them as errors would doubly penalize the student.

The following sections describe how to count errors and rate expression.

Errors

Do not correct the student during the hot timing, but make a note of his/her errors; you may want to review these words with the student later. You will mark the following as errors:

- Mispronunciations.
- Hesitations (three seconds or more). If a student hesitates for three seconds, tell the student to skip the word, and teach the student to decode it later. Count the word as an error.
- Omissions.
- Substitutions.

Not Errors

The following are not errors and should not be counted against the student's hot score:

- Mispronunciations due to dialect or speech problems.
- Repetitions.
- Self-corrections.
- Insertions.
- Slowly decoded words (words decoded within three seconds).

Failure to Pass

If the student does not pass, you can choose from one or more of the following options before retesting the student:

- Point out the words that the student read incorrectly, and read the words with the student.
- Teach the sounds or the patterns again if necessary.
- Direct the student to listen to the audio instruction in the exercise again.

- Direct the student to read along with the audio recording of the word list or story for the exercise again.
- Direct the student to continue practicing the word list or story.
- If the student has not done the optional spelling activity for this exercise, dictate five to ten words from the list for the student to spell, and provide reinforcement on the featured pattern(s).

Note: If the student cannot pass after ten practices, you may want to temporarily lower the goal. If the student consistently cannot pass after ten practices, consider reassessing the student to decide if you should make any adjustments to the student's program or goal.

Rating Expression on Story Exercises

You can use the table below as a guideline for determining an appropriate expression rating when passing a student on a story. There is a line on each story exercise page on which you can write the student's expression rating.

Expression Rating	Description
1	The student reads haltingly, seldom uses phrasing, and reads without expression.
2	The student reads phrases of three to four words (especially when reading words s/he knows well) and usually pauses for end punctuation.
3	The student usually uses correct phrasing. Appropriate use of inflection and attention to punctuation occurs in some of the story.
4	The student reads conversationally, consistently using correct phrasing and inflection and attending to all punctuation.

7. Mark and Graph Hot Score

After the student passes, the teacher writes the hot score for the word list or the story on the student's exercise sheet. Then the student marks the hot score in red on the Word Warm-ups graph. S/he uses the same bar used for the cold score by filling in the graph up to the hot score mark above what s/he already colored in blue. Comparing the cold score with the hot score provides proof of the student's progress, motivating him/her to continue to practice and improve.

Teacher Responsibilities

Teacher preparation is necessary to ensure that your implementation of Word Warm-ups® runs smoothly. Major teacher responsibilities include the following:

1. Planning and setting up your Word Warm-ups program
2. Assessing students
3. Placing students
4. Building exercise packets
5. Lesson plans to introduce Word Warm-ups
6. Monitoring student progress
7. Adapting the program
8. Communicating with students and parents

As you begin planning and implementing Word Warm-ups, keep in mind the features that make the program work: instruction and modeling, repeated reading, and progress monitoring.

Planning and Setting Up

This section explains the setup and materials required to implement the Word Warm-ups program. Planning and setting up involves preparing a schedule, choosing a setting, and gathering materials.

Preparing a Schedule

Word Warm-ups is most effective when students work in the program for at least ten minutes daily. A student can stop anywhere in an exercise and continue the next day without difficulty. The program works well when used in the following ways:

- As a reading station activity for all students.
- As an individualized activity for differentiated instruction.
- As an intervention for at-risk students.
- As a warm-up to Read Naturally ME or SE.

Choosing a Setting

Word Warm-ups can be used in the classroom, resource room, or as part of an extended day program.

Gathering Materials

Before implementing the Word Warm-ups program, you need to make sure you have the necessary materials. Use the supply list below to help gather the materials you will need.

Program Materials

___ assessment materials
___ exercises (all colors)
___ audio CDs (all colors)
___ storage box
___ mini-folders with graphs
___ poster
___ Super Word Reader Awards

Additional Materials

___ audio CD players
___ earphones
___ timers
___ crayons/colored pencils
___ power sources

Optional Materials

___ red and green pouches
___ reading guides

Assessing Students

This section provides guidelines for assessing your students using the Word Warm-ups 2 Student Assessment. The subsequent two sections describe how to place students and build exercise packets using the assessment results.

The Word Warm-ups 2 Student Assessment evaluates a student's ability to decode words with common phonics and syllable patterns at an automatic level. Results of the assessment will help you to do the following:

- Determine if a student can benefit from the Word Warm-ups 2 program.
- Correctly place a student in either the Comprehensive Program or the Customized Option.
- Build packets of exercises for each student according to his/her individual needs.
- Monitor student progress.

Assessment Overview

The examiner should be knowledgeable about the assessment before administering it. The examiner should be familiar with the format, read the procedures, and review the correct pronunciation of the words in the assessment. (See the Pronunciation Guide and Syllable Guide in the appendix for examples of correct pronunciation.)

The first two parts of the assessment are a screening to assess basic phonics sound patterns using uncommon first or last names. Using unfamiliar names decreases the possibility that the student already knows some of the one-syllable words in the assessment. Thus, the examiner is better able to assess the student's ability to decode the phonics patterns. If a student has difficulty with these two parts of the assessment, Word Warm-ups 2 may not be an appropriate placement at this time; the student should be tested using the Word Warm-ups 1 Student Assessment instead. (The Word Warm-ups 1 Student Assessment is available on the Read Naturally website, www.readnaturally.com).

The Word Warm-ups 2 Student Assessment booklet is organized so that the phonics and syllable patterns are presented in the same sequence as they are in the Word Warm-ups 2 program. Sections A through F in the Student Assessment booklet correspond to sections A through F in the Word Warm-ups 2 program. These sections of the assessment use less familiar real words that represent the kinds of phonics or syllable patterns taught in each section. The sections and their featured patterns are listed below.

Yellow Exercises

Section A: Compound Words

Section B: More Compound Words

Orange Exercises

Section C: Two-Syllable Words

Section D: More Two-Syllable Words

Brown Exercises

Section E: Words With Suffixes

Section F: Words With Prefixes

Administering the Assessment

The assessment serves two purposes: screening and placement. The screening (Part 1 and Part 2) will help you decide whether or not students are ready for Word Warm-ups 2. Sections A through F will help you place students in the appropriate sections of Word Warm-ups 2. You should assess a student on as many sections of the assessment as possible. If a student shows frustration, stop testing that section and continue on to the next section. Discontinue the assessment if the student exhibits frustration in two or more sections or you think s/he cannot continue. When assessing, do not indicate to the student whether a response is correct or incorrect.

Getting Started

You will need the following materials to administer the assessment:

- The Word Warm-ups 2 Student Assessment booklet.
- Assessment Scoring Worksheet (blackline master is in the appendix).
- The Pronunciation Guide (blackline master is in the appendix).

Assessment Procedures

1. Sit across from the student, and place the Student Assessment booklet in front of him/her.
2. In the Student Assessment booklet, turn to Screening Part 1 and say to the student, *"Look at the words in this section. Most of the words are the first or last names of people. The names are unusual, so you may not be familiar with them. Read each name to me."*
3. Listen to the student read each word. On your Assessment Scoring Worksheet, make a checkmark under each word the student reads correctly. If the student self-corrects, write SC (self-corrected) on the line below the word. If the student decodes a word slowly, write SD (slowly decoded) on the line below the word. If the student decodes the word incorrectly, write the student's incorrect response on the line below the word.

   Tip: In order to give yourself time to record responses, direct the student to wait until you say "next" before going on to the next word.
4. If the student uses a less common sound for some letters in a word, ask the student if s/he knows any other sounds those letters can make. The student must be able to decode using the most common pronunciation. (See the Pronunciation Guide for more information.)
5. Using steps 2 through 4, continue the screening for Part 2. If the student makes zero to four errors on the screening for Part 1 and for Part 2, continue testing using the Word Warm-ups 2 Student Assessment. If the student makes five or more errors on either of the screenings, Word Warm-ups 2 may not be an appropriate placement at this time. You may want to test the student using the Word Warm-ups 1 Student Assessment, available on the Read Naturally website (www.readnaturally.com).
6. Turn to section A of the Student Assessment booklet, and say to the student, *"Look at the words in this section. Read each word to me."*

7. Listen to the student read each word. On your Assessment Scoring Worksheet, make a checkmark under each word the student reads correctly. If the student self-corrects, write SC (self-corrected) on the line below the word. If the student decodes a word slowly, write SD (slowly decoded) on the line below the word. If the student decodes the word incorrectly, write the student's incorrect response on the line below the word.
8. Using steps 6 and 7, continue the assessment for Sections B through F. Test as many sections as possible, but you may stop if the student's frustration level is high.

Scoring the Assessment

Use the following guidelines to determine a student's errors, self-corrected, and slowly decoded words on the assessment.

Note: The scoring system for the assessment is different from the scoring system for Word Warm-ups exercises.

When listening to a student read each section of the assessment, you will mark the following:

Errors

Count the following as errors:

- Words read incorrectly
- Omissions

Self-Corrected (SC)*

If the student decodes a word incorrectly and then self-corrects the error, mark the word self-corrected (SC).

Slowly Decoded (SD)*

If the student has to carefully sound out a word in order to read it, mark the word slowly decoded (SD).

*You will mark self-corrected and slowly decoded words in the assessment because they indicate that the student lacks automaticity in decoding the pattern.

Calculating the Total Scores

After completing the assessment, calculate the student's total score for each section. The total score is the sum of the number of errors, the number of self-corrections, and the number of slowly decoded words the student had in that section of the assessment. To calculate the student's total score for a section, mark the Assessment Scoring Worksheet in the following way:

1. Write the number of decoding errors the student made on the line marked Errors.
2. Write the number of self-corrected words on the line marked Self-Corrected.
3. Write the number of slowly decoded words on the line marked Slowly Decoded.
4. Add the number of errors to the number of self-corrected and slowly decoded words to calculate the student's total score for the section, and write this number on the line marked Total Score.

Tip: As you look at a student's total score on a specific section, consider how many slowly decoded words and self-corrected words were part of the total score. As teachers, we want to recognize that the student did finally get the right word; but remember, the purpose of Word Warm-ups is to build automaticity in decoding skills.

If many of the student's errors were self-corrected, s/he is not firm in that particular decoding skill, and s/he needs practice to build automaticity.

If most of a student's errors were slowly decoded words, s/he has the skill necessary to decode that type of word, but s/he needs practice to build automaticity. Use what you know about an individual student to decide if s/he should be placed in a section in which s/he had a high level of accuracy but merely decoded the words slowly.

Placing Students

After assessing students and recording their total scores for each section on the Assessment Scoring Worksheet, you will analyze the data to decide if and how each student can benefit from the Word Warm-ups program. The following information is intended as a guideline. Use your knowledge of your students in conjunction with this information to determine how to best use the program with your students.

To decide if a student needs Word Warm-ups 2, first look at the Screening Part 1 and Part 2 scores. If a student makes five or more errors in either of these two parts, Word Warm-ups 2 may not be the appropriate level at this time. You may want to consider testing the student using the Word Warm-ups 1 Student Assessment to see if it is a more appropriate level. Word Warm-ups 1 provides a more in-depth instruction of phonics patterns and builds automaticity using one-syllable words. (The Word Warm-ups 1 Student Assessment is available on the Read Naturally website, www.readnaturally.com.)

If a student made four or fewer errors on each part of the screening, look at the total scores for each of the sections (A through F) on the Assessment Scoring Worksheet. If a student has a total score of three or higher on any section of the assessment, s/he can benefit from Word Warm-ups 2.

Once you've determined which students will benefit from Word Warm-ups 2, you will continue to analyze the assessment data to decide whether s/he should use the Comprehensive Program or the Customized Option.

Comprehensive Program

The Comprehensive Program is for students who need instruction on most or all of the phonics and syllable patterns featured in Word Warm-ups 2. Most primary grade students, and occasionally older students who struggle with decoding, will benefit from the Comprehensive Program. If a student scores three or higher on one section of the assessment and continues to score three or higher on most subsequent sections of the assessment, s/he will use the Comprehensive Program.

Customized Option

Some students may not require the Comprehensive Program but still need structured and sequential instruction in the phonics and syllable patterns they have not yet mastered. These students should use the Customized Option. If a student has a total score of three or higher on just some sections of the assessment, s/he will use the Customized Option.

Placement Table

Use the following table to help you determine whether to place a student in the Comprehensive Program or the Customized Option based on the student's assessment results.

If the student has a total score of...	**and the student...**	**then the student should use the...**
three or higher on a section of the assessment	scores three or higher on all or most subsequent sections	Comprehensive Program.
three or higher on a section of the assessment	scores three or higher on some additional sections scattered throughout the assessment	Customized Option.

Building Exercise Packets

After deciding whether a student will use the Comprehensive Program or the Customized Option, you will build packets of exercises for the student.

Comprehensive Program Packets

Comprehensive Program packets are for students in the Comprehensive Program. A Comprehensive Program packet includes the introduction exercise, all the lesson exercises, and the review, story, and challenge exercises for a section. To build these packets of exercises, you will need the student's Assessment Scoring Worksheet. Build the packets of exercises as follows:

1. Find the first section of the assessment on which the student scored three or higher.
2. Build a packet of exercises (including the introduction exercise, all the lesson exercises, the review exercise, the story exercise, and the challenge exercise) for that section.
3. Build Comprehensive Program packets of exercises for all subsequent sections of Word Warm-ups in the same way.
4. You will first supply the student with the packet of exercises that corresponds to the first section of the assessment on which s/he scored three or higher. After the student completes it, you will supply him/her with all subsequent packets in alphabetical order.

Customized Option Packets

Customized Option packets are for students using the Customized Option. A Customized Option packet includes the introduction exercise, all the lesson exercises, and the review, story, and challenge exercises that correspond only to the section(s) of the assessment on which the student scored three or higher. To build these packets of exercises, you will need the student's Assessment Scoring Worksheet. Build the packets of exercises as follows:

1. Find the first section of the assessment on which the student scored three or higher.
2. Build a packet of exercises (including the introduction exercise, all the lesson exercises, the review exercise, the story exercise, and the challenge exercise) for that section.
3. After the student completes the first packet, supply him/her with subsequent packets in alphabetical order *only* for sections on which s/he scored three or higher.

Building Exercise Packets Table

Use the following table to help you build exercise packets for your students.

If you placed a student in the...	**you will build packets for...**	**and each packet should include...**
Comprehensive Program	the first section of the assessment on which the student scored three or higher, and all subsequent sections in the program	• introduction exercise • all lesson exercises • review exercise • story exercise • challenge exercise
Customized Option	*only* the sections of the assessment on which the student scored three or higher	• introduction exercise • all lesson exercises • review exercise • story exercise • challenge exercise

Recording Class Data (optional)

After you have assessed several students and recorded their total scores on the Assessment Scoring Worksheet, you have the option of transferring this information to the Class Assessment Data Collection Sheet. (A blackline master is in the appendix.) You may find that it is convenient to have all of this information in one place when you begin building exercise packets for students.

In the columns for Sections A through F, record students' total scores on each section of Word Warm-ups. (See directions on the Class Assessment Data Collection Sheet.)

In the column titled "Comprehensive Program: Starting with section ___" on the Class Assessment Data Collection Sheet, write down the section on which a student using the Comprehensive Program first scored three or higher. You will build Comprehensive Program packets of exercises for the student, starting with this section.

In the column titled "Customized Option: Only sections ___" on the Class Assessment Data Collection Sheet, write down the section on which a student using the Customized Option first scored three or higher and all other sections on which s/he scored three or higher. You will build Customized Option packets of exercises for the student including only these sections with scores of three or higher.

Lesson Plans to Introduce Word Warm-ups 2

This section provides two lesson plans to help you introduce Word Warm-ups to your students. It is important to walk through each step with the students. In the first lesson, all students will work together on the same two exercises. In the second lesson, the students will work more independently. Depending on the age and skill of your students, each lesson may take more than one teaching session. Allow at least 15 to 20 minutes for each lesson. If students use the Read Naturally program, they may already have many of the skills covered in this lesson plan. You should adjust this lesson plan to fit the needs of your students. Review the entire lesson plan before working with students.

Introduction to Word Warm-ups 2—Lesson 1

Materials

Each student will need the following materials for this lesson:

- One stapled copy of Yellow Exercises 9 and 10.
- A pencil.

The teacher will need the following materials for this lesson:

- One complete packet of Yellow Exercises 9–18.
- The album with Word Warm-ups CDs.
- An audio CD player with speakers.
- A timer.
- A Word Warm-ups mini-folder with graphs.
- The Word Warm-ups poster.
- Red and blue pencils or crayons.

Introductory Activity

- Gather up to six students around a table.
- Show students your packet of Yellow Exercises 9–18, and explain that it is a sample packet of exercises.
- Briefly describe each type of exercise in the packet.
- Introduce the Word Warm-ups poster, and inform students that they will follow these steps as they work on the exercises.
- Give each student a stapled copy of Yellow Exercises 9 and 10, and explain that they will work on these sample exercises with you.

Look, Listen, and Respond Step

- Ask students to look at the heading on the left side of Yellow Exercise 9 and notice the words "Yellow Exercise."
- Ask students to identify the number they see next to the words "Yellow Exercise" (9). Explain that this number is the lesson number.
- Explain that Exercise 9 is an introduction exercise. Ask students to notice the heading titled "Introduction to More Compound Words." Point out the superscript number next to this title. Explain that this number is the track number for the lesson on the CD.
- Refer to the poster and inform students that when they work on introduction exercises, they will only complete the Look, Listen, and Respond step.
- Show students the album of audio CDs, and demonstrate how to find the CDs for Yellow, Orange, and Brown Exercises.
- Explain that you will be using a yellow CD because Exercises 9 and 10 are Yellow Exercises.
- Insert the CD, and show students how to find track 9.
- Turn on the CD, and complete Exercise 9 with the students.
- Ask the students to turn to Yellow Exercise 10, and explain that this is a lesson exercise. Each lesson exercise starts with the Look, Listen, and Respond step.
- Ask students to identify the track number for Yellow Exercise 10 (track 10).
- Turn on the CD, and complete the Look, Listen, and Respond step for Exercise 10 with the students. Press Pause when the narrator says, "Pause the CD and time yourself."

Cold Timing Step

- Inform students that the next step is called the Cold Timing step. During this step they will read the words out loud, but softly. This is called subvocalizing.
- State that students will read the words down the columns first (which is easier, because the words have a common pattern) and then across the rows. They will underline any words they do not know how to pronounce.
- Identify that during this lesson the students will read with you and should not read faster than you. Later, when they are working on their own, they will read at their own pace.
- Explain that today you will time the students. When they work on their own, they will time themselves.
- Set the timer for one minute.
- Read the words while the students read along with you. Read slowly so you do not complete the list during the timing. Say three words incorrectly, and underline them as you read.

- When the timer sounds, have students look at their exercise sheets and draw a vertical line after the last word they read with you.
- Review the words you underlined as errors, and make sure students have underlined them as well.

Counting Words Activity

- Ask students to count the words in the first column with you, and have them point to the 5 at the top of the second column. State that the 5 represents the number of words in the first column.
- Continue to count on with the students, counting the first word in the second column as 6. When the students finish the second column, ask them to notice the number 10 at the top of the third column. State that the 10 represents the number of words in the first two columns.
- Continue this process until the students have counted all of the columns. When they get to the last word (25), show them that the number 25 is written on the left side of the word list.
- Explain that they will start with this number to count across the rows.
- Starting with 25, ask students to count across the first row with you. Then direct their attention to the number 30 at the beginning of the second row.
- Tell students to continue counting until they have counted all of the words.
- Demonstrate, using your own list, how to count the number of words you and the students read in one minute. Instruct students to write this number on the words read line.
- Ask the students to count the number of errors (underlined words), and direct them to write this number on the errors line.
- Tell students to do the subtraction problem and to write the answer on the cold score line.

Mark and Graph Cold Score Step

- Show students a Word Warm-ups Yellow Exercises Graph, and demonstrate how to graph the cold score using a blue pencil or crayon.
- Explain that students will have their own graphs when they work independently.

Read Along Step

- Press Play to continue Yellow Exercise 10 (track 10), and have students read along, subvocalizing with the narrator.

Practice Step

- Tell students that during the Practice step, they will practice reading the list several times using the timer and recording their scores. Practicing many times will help them get better at reading the words. Today they will practice with you; later they will practice on their own.
- Explain to students that if there are words they aren't sure how to pronounce while practicing, they can read along with the audio of the word list again for help.

- Explain that the goal for the Practice step is to read 50 or more words correctly, with three or fewer errors, in one minute. If students read down the columns and across the rows before the timer sounds, they should go to the beginning of the first column and start reading down again.
- Set the timer for one minute, and read the words with the students. Read slowly so you do not read all 50 words during the timing. Say all the words correctly.
- When the timer sounds, have students draw a line after the last word they read with you.
- Ask the students to count the number of words read and to write the score on the first practice line.
- Set the timer, and read the words with the students again. This time, read all 50 words correctly before the timer sounds.
- Explain that because the students read 50 words, with three or fewer errors, in one minute, they met the goal. Have students record this score on the next practice line.

Hot Timing Step

- Explain that because the students met the goal, they are ready to pass the exercise. This step is called the Hot Timing step.
- Identify for students the method they will use to alert you (via red/green pouches or another method) when they are ready to pass.
- Tell students that they must continue to practice while they wait for you. If they do not work while they wait, they will lose their turn to read for you and pass the exercise.
- Identify the requirements for passing: Students must read 50 or more words correctly, with three or fewer errors, in one minute. If students read down the columns and across the rows before the timer sounds, they should go to the beginning of the first column and start reading down again.
- Inform students that today you are going to pretend that everyone has passed the exercise.
- Direct students to write the number 54, a passing score, on the words read line on the right side of the exercise sheet.
- Direct students to write the number 3 on the errors line on the right side of the exercise sheet.
- Tell students to do the subtraction problem and to write the answer on the hot score line. Explain to students that when they do their individual hot timings, you will write this score if they pass.
- Dictate five words from the word list. Instruct students to spell out the words on the back of their exercise sheets as you dictate them.

Mark and Graph Hot Score Step

- Show students the Yellow Exercises Graph again.
- Using a red pencil, show them how to graph the hot score above the cold score.

Introduction to Word Warm-ups 2—Lesson 2

The students have now walked through all the steps with you. For the second lesson, you will walk through the steps again, this time allowing students to work more independently. This lesson may take two 15- to 20-minute teaching sessions.

Note: This lesson plan is based on the assumption that you have already assessed the students, placed them in the Word Warm-ups program, and created at least one packet of exercises for each student.

Materials

You will need the following materials for this lesson:

- One stapled set of exercises for each student

  Before the lesson—using results from the Word Warm-ups Student Assessment to guide you—you will create a set of exercises for each student. Because placement is individualized, each student may have a different set of exercises.
- An audio CD for each student (Yellow, Orange, or Brown, depending on the student's placement)
- An audio CD player and earphones for each student
- A pencil for each student
- A timer for each student
- A mini-folder with graphs for each student
- A red/blue pencil or red and blue crayons for each student
- Optional: Red/green pouches or red/green construction paper signals for each student (used to indicate the need for teacher assistance at the Hot Timing step)

Introductory Activity

- Gather a small group of students around you at a table.
- Remind students to use the poster to help them remember the steps.
- Demonstrate proper handling of an audio CD.
- Demonstrate proper use of the audio CD player if necessary.
- Give each student his/her CD, packet of exercises, and other materials.

Look, Listen, and Respond Step

Introduction Exercise

- Tell students they will look, listen, and respond using the introduction exercise in their packet.
- Review how to find the correct track number for the exercise, and show students how to select this track number on their audio CD players.

- Remind students to look at the words, listen, and respond to the narrator.
- Direct students to push the Play button and listen to the audio.

Lesson Exercise

- When everyone is finished with the introduction exercise, have students turn to the first lesson exercise in their packets.
- Direct students to push the Play button and look, listen, and respond to the audio.
- Remind students that they will pause the CD before timing themselves. Instruct them how to use the pause function if necessary.

Cold Timing Step

- When everyone is finished with the Look, Listen, and Respond step, tell students that they will read at their own pace for the cold timing.
- Remind students to underline any words they do not know and to draw a vertical line after the last word they read when the timer sounds.
- Set one timer for one minute, and tell students to begin reading.
- After the timer sounds, review how to count and calculate the number of words read correctly.
- Ask students to mark their cold scores on the bottom of their exercise sheets.

Mark and Graph Cold Score Step

- Give the students their mini-folders. Ask them to write their names on the front, store their exercises inside, and review the list of Word Warm-ups steps on the front. Show them how the mini-folder opens to display the yellow and orange graphs, and then show them the brown graph on the back.
- Show them how to find the correct place to graph their scores.
- Review how to graph cold scores in blue.
- Have each student graph his/her score.

Read Along Step

- Remind students to press Play on the CD to continue. Have students read along, subvocalizing with the narrator.
- Remind students that they may read along with the narrator more than once to learn the words.

Practice Step

- When everyone is finished with the Read Along step, inform students that now they are ready to practice reading the words alone and that they will practice the words many times until they reach the goal.
- Teach the students how to use their timers.

- Review how they will underline words they don't know, calculate their words correct per minute, and record their practice scores.
- Inform students that it may take three to ten practices before they meet the goal.
- If students are using red/green pouches or cards, instruct students to turn up the green side to show they are working independently (i.e., the teacher can "go"). They will turn up the red side when they meet their goal (i.e., the teacher should "stop"), but they will keep practicing while they wait for you to come to do a hot timing.
- Have students start their timers and begin practicing.

Hot Timing Step

- Attend to students who alert you that they are ready to pass. Listen to them read, and mark errors.
- If a student passes the exercise, write the score on the hot score line at the bottom of the page.
- Dictate five words from the word list. Instruct the student to spell out these words on the back of his/her exercise sheet.
- If a student does not pass the hot timing, choose one or more of the following options:
  - Point out the words that the student read incorrectly, and decode the words with the student.
  - Direct the student to continue to practice the word list or story.
  - Teach the phonics or syllable pattern(s) again if necessary.
  - Direct the student to listen to the audio instruction in the lesson exercise again.
  - Direct the student to read along with the audio recording of the word list or story for the exercise again.

Tip: Do not listen to a student who is not practicing while waiting for you to do a hot timing. If a student does not practice while waiting for you, tell the student s/he has lost a turn for you to do the hot timing. Then listen to a student who is practicing. When you finish, return to the first student only if s/he is practicing. Losing one turn will remind the student to practice the words while waiting.

Mark and Graph Hot Score Step

- If the student passes, have the student graph his/her hot score.
- Direct the student to start working through the next exercise in his/her packet.

Story Exercises

- When one student has passed all lesson exercises, tell all the students to stop working. Introduce the story exercise. (It may be several days before the first student has passed all the lesson exercises and is ready for the story exercise.)

- Tell students that they will follow the same steps as they did when working in the lesson exercises, but this time they will read a story that uses words containing the phonics or syllable patterns taught in their current section.
- Direct students to listen to the audio instruction and then press Pause on their CD players.
- Direct students to do a cold timing of the story. Remind them to underline any words they do not know. Teach them how to count the number of words read and to write their scores on the cold score lines.
- Teach the students how to figure out their story goals. As a general rule, if the student is in first grade, s/he will add 20 to his/her cold score for the story to get the goal. If s/he is in second grade or above, s/he will add 30 to get the goal.
- Direct the students who are ready to do the story exercise to complete the Read Along and Practice steps. Other students should return to their current lesson exercises.

Note: Pass a student on the story if s/he reads it at the goal rate, with expression, and makes three or fewer errors. If a student does not pass, instruct him/her to keep practicing or listen to the story again.

Monitoring Student Progress

As a student works in the program, you will observe his/her progress to make sure that the exercises s/he is using fit his/her current level of development. Each hot timing will give you an opportunity to periodically monitor the student's progress on reading words with the featured patterns to decide if you should make any adjustments to your use of the program with the student.

Use the Word Warm-ups Student Assessment to monitor progress. Administer the assessment mid year and at the end of the year to gauge progress and to help you decide whether a student should continue in or exit from the program.

Consider administering the assessment when the student completes the Yellow, Orange, and/or Brown Exercises to help you determine if the student needs additional instruction in the phonics or syllable patterns s/he has already studied. If you reassess a student and s/he has total scores of three or higher on a few sections for which s/he has already completed packets of exercises, make adjustments to the Word Warm-ups program for the student. See Adapting the Program (next page) for more information about some possible adjustments. If you reassess a student and find that s/he has made little or no progress, consider using a more in-depth phonics program with the student.

Adapting the Program

You may find that you need to adapt the program format for some students because they are quickly developing their phonics and syllable skills or because they are making insufficient progress.

Student Passes Exercises Too Quickly

If the student's cold timing rate for exercises in a section is at or near the goal rate and/or the student needs only one or two practices to pass lesson, review, and challenge exercises, consider making one or more of the following adjustments:

- If, after listening to the audio, the student needs only one or two practices to pass an exercise, s/he may do future exercises without listening to the audio. The student will go straight from cold timing to practice.
- Move the student to the next section of exercises if appropriate.
- Review the results of the student's assessment, and consider placing the student in a more difficult section.
- Reassess the student to help you make a more appropriate placement.

Student Has Difficulty Passing Exercises

If a student is unable to reach the goal rate of 50 words correct per minute with three or fewer errors on lesson, review, and challenge exercises, even after ten practices, consider making one or more of the following adjustments:

- Require the student to read along with the audio of the word list two or three times to see if this added practice with the modeling can help the student increase his/her reading rate.
- Lower the goal rate for the student, choosing a rate that is challenging yet within reach. The student should reach the goal within ten practices.
- Review the results of the student's assessment and consider placing the student in an easier section.
- Reassess the student to help you make a more appropriate placement.

Student Has Difficulty With Patterns Already Studied

If progress monitoring indicates that the student continues to have difficulty with the phonics or syllable patterns s/he already studied, consider one or more of the following:

- Require the student to re-do the exercises for the patterns not yet mastered, and add the following steps:
  - Have the student read along with the audio of the word list two or three times before practicing it.
  - If you have not been doing the spelling activity during the Hot Timing step, dictate five to ten words containing the featured pattern(s), and have the student write them on the back of the exercise sheet.
- On all subsequent exercises, require the student to add the steps listed above to the regular Word Warm-ups steps.

Communicating With Students and Parents

Communicating with students and parents/guardians is an important teacher responsibility. In addition to promoting parental support and addressing parents' questions and concerns, communication fosters a sense of teamwork.

When a student begins working in Word Warm-ups, it is helpful to send home a letter that explains the program so that parents/guardians are involved from the beginning. A blackline master of this letter is available in the appendix.

You can keep parents/guardians involved by sending home a packet of exercises each time a student completes a section. You can use the Super Word Reader Award as a cover letter and include comments about the student's progress. A blackline master of the Super Word Reader Award is available in the appendix. You can also send home the student's graph when s/he has finished Word Warm-ups 2 to provide visual proof of the student's gains.

When a student is making gains, it is important to communicate this success to both the student and his/her parent(s)/guardian(s). Sharing this success can be very motivating for the student.

Appendix

This appendix includes blackline masters for the following Word Warm-ups® 2 materials.

- **Letter to Parents**

  Teachers can send this letter home to parents/guardians to introduce them to the Word Warm-ups program.

- **Word Warm-ups 2 Assessment Scoring Worksheet**

  Examiners use this worksheet to record a student's errors, self-corrected words, slowly decoded words, and total scores when administering the Word Warm-ups 2 Student Assessment. Examiners may also use this worksheet to determine which Word Warm-ups option a student should use and the section in which each student should begin working.

- **Word Warm-ups 2 Class Assessment Data Collection Sheet**

  Examiners use this worksheet to record students' total scores for each section on the Word Warm-ups 2 Student Assessment. Examiners will use the data they record in conjunction with the placement guidelines in this manual to determine which Word Warm-ups option students should use and the section in which each student should begin working.

- **Pronunciation Guide and Syllable Guide**

  Examiners use these guides to understand pronunciation of the letters and the letter combinations as well as the syllable patterns in the exercises and to help score the Word Warm-ups 2 Student Assessment.

- **Mini-Folder With Graphs**

  Students graph their cold and hot scores on this mini-folder to see their progress. There are three graphs on the mini-folder page. Each corresponds to one set of exercises: Yellow, Orange, and Brown. To make the mini-folder, photocopy the pages back to back and then fold the paper in half. The front of the mini-folder also includes a list of the Word Warm-ups steps. Students use this mini-folder to store packets of exercises.

- **Step Poster**

  This 8.5" x 11" version of the Word Warm-ups poster will remind students of the steps in the procedure.

- **Super Word Reader Awards**

  Students may bring Super Word Reader Awards home along with completed packets of exercises to share success with their parents/guardians.

Date _____

Dear Parent/Guardian:

Your child, _____, will soon begin working in the Word Warm-ups program. Word Warm-ups is a program designed to support students in decoding words accurately and automatically.

The ability to accurately and automatically identify letter sounds and syllables—and then effortlessly blend them into words—is critical to developing reading skills. When students can accurately and automatically read words, they can focus on the meaning of the text, because they are not using all their mental energy trying to decode the words.

While working in the Word Warm-ups program, your child will work on exercises that support the accurate and automatic decoding of words. The words in these exercises contain specific phonics and/or syllable patterns that are challenging for your child.

The Word Warm-ups procedure is as follows:

- Your child will listen to an audio recording identifying the phonics or syllable pattern that applies to the words your child is learning; your child will then read along as a proficient reader correctly reads words with this pattern.
- Your child will then practice reading words with the featured phonics or syllable pattern several times until s/he can read them at a goal rate of words correct per minute set by the teacher.
- Your child will monitor his/her progress by keeping a record of his/her score on the timed readings before and after practicing.

As your child's decoding ability increases, s/he will continue to work on more difficult phonics and syllable patterns, continuing to master each set of words at the goal rate.

Periodically, your child will bring home packets of completed Word Warm-ups exercises. Please share in your child's success by listening to him/her read the words in the exercises to you. Thank you for your support.

Sincerely,

_____

Word Warm-ups 2 Assessment Scoring Worksheet

Name _____

Date _____

Examiner Script

Parts 1 and 2: Say to the student, *"Look at the words on this page. Most of the words are the first or last names of people. The names are unusual, so you may not be familiar with them. Read each name to me."*

Sections A through F: Say to the student, *"Look at the words in this section. Read each word to me."*

Screening: Part 1

Kash	Chom	Jed	Clum	Tiv
Kith	Mang	Lux	Strell	Hosk

If the total score is 5 or more, Word Warm-ups 1 might be a more appropriate placement.

Errors _____
+ Self-corrected _____
+ Slowly decoded _____
= Total score _____

Screening: Part 2

Knap	Beav	Jove	Vern	Hawn
Sike	Gart	Foyd	Zoat	Tace

If the total score is 5 or more, Word Warm-ups 1 might be a more appropriate placement.

Errors _____
+ Self-corrected _____
+ Slowly decoded _____
= Total score _____

Yellow Section A: Compound Words

flagstaff	cobweb	thickset	dragnet	snapshot
windsock	kinship	chopstick	setback	wingman

If the total score is 3 or more, assign Section A.

Errors _____
+ Self-corrected _____
+ Slowly decoded _____
= Total score _____

Yellow Section B: More Compound Words

newborn	darkroom	capsize	rawhide	downturn
knotweed	footnote	raceway	oilcan	soybean

If the total score is 3 or more, assign Section B.

Errors _____
+ Self-corrected _____
+ Slowly decoded _____
= Total score _____

Orange Section C: Two-Syllable Words

fennel	mascot	sterling	newton	meager
hacksaw	tendril	brayer	carton	towel

If the total score is 3 or more, assign Section C.

Errors _____
+ Self-corrected _____
+ Slowly decoded _____
= Total score _____

Orange Section D: More Two-Syllable Words

flavor	rumple	habit	sable	fiddle
bacon	modest	prattle	basin	maple

If the total score is 3 or more, assign Section D.

Errors _____
+ Self-corrected _____
+ Slowly decoded _____
= Total score _____

Brown Section E: Words With Suffixes

sneaked	browsed	scorner	faints	jested
seasoned	relishes	pardoning	profited	banished

If the total score is 3 or more, assign Section E.

Errors _____
+ Self-corrected _____
+ Slowly decoded _____
= Total score _____

Brown Section F: Words With Prefixes

retreat	unclasp	disburse	defuse	miscount
disfavor	defender	mistaken	unfasten	rebottle

If the total score is 3 or more, assign Section F.

Errors _____
+ Self-corrected _____
+ Slowly decoded _____
= Total score _____

Word Warm-ups 2 Class Assessment Data Collection Sheet

Student Name	A: Compound Words	B: More Compound Words	C: Two-Syllable Words	D: More Two-Syllable Words	E: Words With Suffixes	F: Words With Prefixes	Comprehensive Program: Starting with section __	Customized Option: Only sections __
	Record students' total scores on each section of the Word Warm-ups Student Assessment. Circle each "total score" of 3 or higher. Use this data and the information in the Word Warm-ups 2 Teacher's Manual to determine the section of Word Warm-ups in which each student should begin working.							
	Total Score	Total Score	Total Score	Total Score	Total Score	Total Score		
	Total Score	Total Score	Total Score	Total Score	Total Score	Total Score		
	Total Score	Total Score	Total Score	Total Score	Total Score	Total Score		
	Total Score	Total Score	Total Score	Total Score	Total Score	Total Score		
	Total Score	Total Score	Total Score	Total Score	Total Score	Total Score		
	Total Score	Total Score	Total Score	Total Score	Total Score	Total Score		
	Total Score	Total Score	Total Score	Total Score	Total Score	Total Score		
	Total Score	Total Score	Total Score	Total Score	Total Score	Total Score		
	Total Score	Total Score	Total Score	Total Score	Total Score	Total Score		
	Total Score	Total Score	Total Score	Total Score	Total Score	Total Score		
	Total Score	Total Score	Total Score	Total Score	Total Score	Total Score		
	Total Score	Total Score	Total Score	Total Score	Total Score	Total Score		
	Total Score	Total Score	Total Score	Total Score	Total Score	Total Score		
	Total Score	Total Score	Total Score	Total Score	Total Score	Total Score		

Pronunciation Guide

You may use this guide to understand pronunciation of the patterns in the exercises and to help you score the Word Warm-ups 2 Student Assessment.

Yellow Exercises

Consonant	Example
b	bat
c	cut
d	dip
f	fun
g	get
h	hat
j	jog
k	kit
l	lip
m	mug
n	nap
p	pet
q	quest*
r	rid
s	sod
t	tuck
v	van
w	wet
x	mix**
y	yak
z	zip
Short Vowel	**Example**
a	apple
e	elephant
i	igloo
o	octopus
u	umbrella
Digraph	**Example**
sh	ship
ch	chick
th	thumb/the
wh	whip
ng	ring

Long Vowel	Example
a consonant e	cake
i consonant e	kite
o consonant e	rope
u consonant e	mule/lute
ai	pail
ay	say
ea	team
ee	feet
oa	boat
oe	toe
ie	pie
ye	bye
ue	due
ui	suit
R-Controlled Vowel	**Example**
ar	jar
or	fork
er/ir/ur	herd/bird/turn
Less Common Consonant(s)	**Example**
gn	gnome
kn	knife
wr	wrist
c	cent
g	gem
Other Sounds of Vowels	**Example**
au/aw/all	haul/hawk/ball
ow/ou	cow/out
oi/oy	soil/toy
oo/ew	boot/new
oo/u	book/bush

* The letter q says /k/. However, most of the time q is followed by the vowel u. When this occurs, the sound is pronounced /kw/.

** The letter x says /x/ or /ks/. X often comes in the middle or at the end of the word. When this occurs, the sound is pronounced /ks/.

Syllable Guide

Orange Exercises

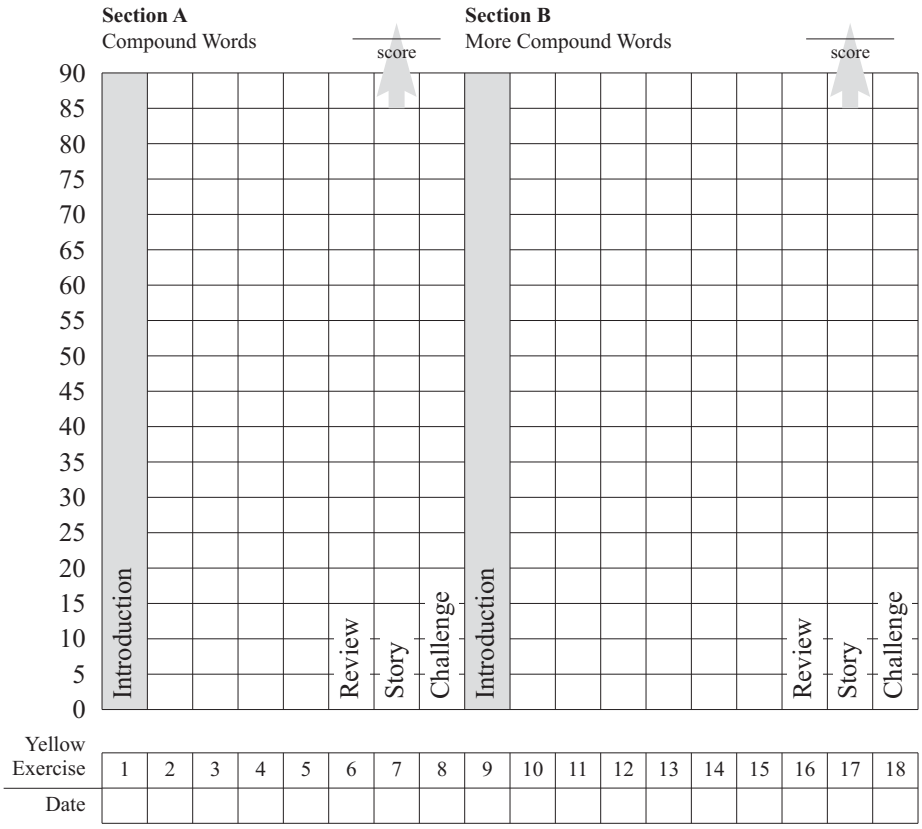
Two-Syllable Word Patterns	Example
Compound words	tear / drop
Words with two consonants between two vowels	can / non pret / zel
Words with three consonants between two vowels	dol / phin pil / grim
Words with one vowel followed by r	hor / net
Words with long vowel pairs	cray / on
Words with other sounds of vowels	fau / cet
Short vowel words that end with l-e	shut / tle whis / tle
Long vowel words that end with l-e	sta / ple
Short vowel words with one medial consonant	rad / ish
Long vowel words with one medial consonant	do / nut

Brown Exercises

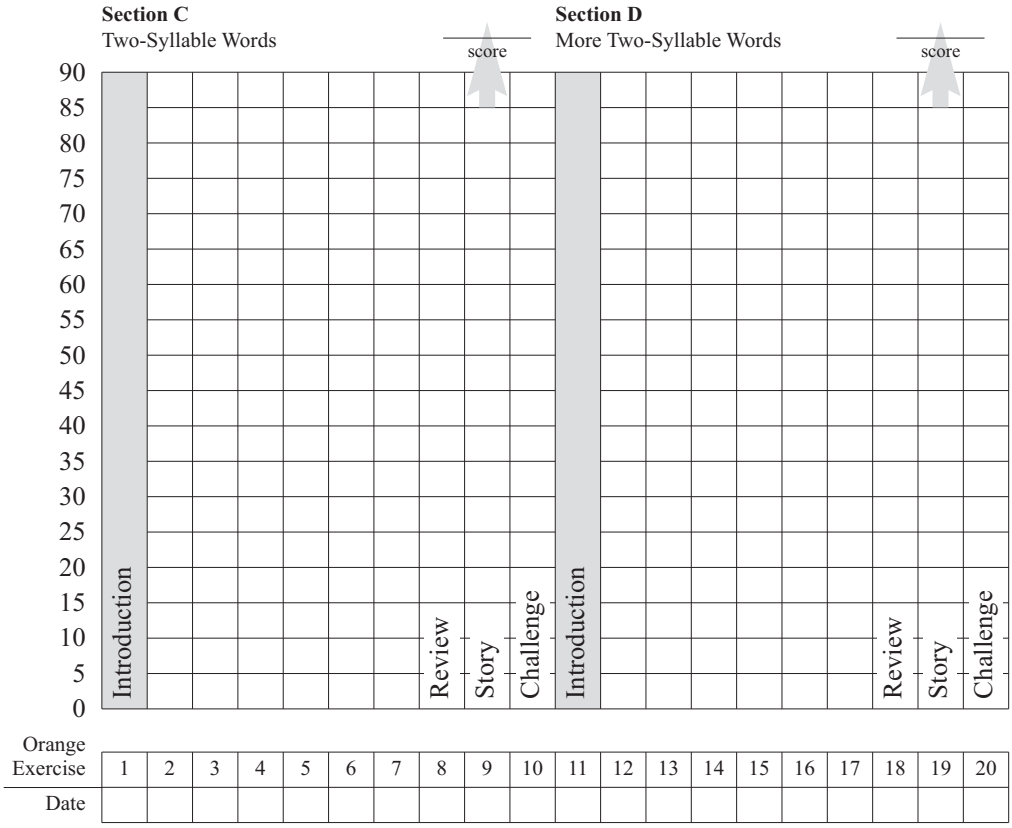
Suffix	Example
-s	earphones
-es	radishes
-ing	backpacking gardening
-er	schoolteacher traveler
-ed /t/	handcuffed finished
-ed /d/	sunburned buttoned
-ed	uprooted exited

Prefix	Example
re-	restacks refocus
un-	unpainted unfinished
dis-	displeased disconnect
mis-	misspelling misbutton
de-	delighted deforest

Yellow Exercises Graph



Orange Exercises Graph



Name _____

Class _____

Word Arm-Ups®

Mini-Folder

Word Arm-Ups steps

1. Look, listen, and respond.
2. Do your cold timing.
3. Mark and graph your cold score.
4. Read along with the audio.
5. Practice reading on your own.
6. Do your hot timing with a teacher.
7. Mark and graph your hot score.

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Brown Exercises Graph

Section E
Words With Suffixes

score

Section F
Words With Prefixes

score

	Brown Exercise	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Date																			
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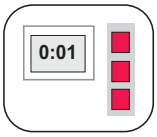
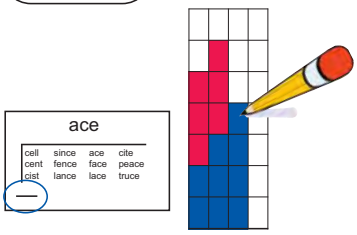
Word Warm-ups® steps

1. Look, listen, and respond.

2. Do your cold timing.



3. Mark and graph your cold score.

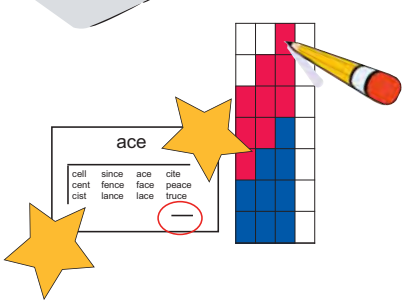


4. Read along with the audio.

5. Practice reading on your own.

6. Do your hot timing with a teacher.

7. Mark and graph your hot score.



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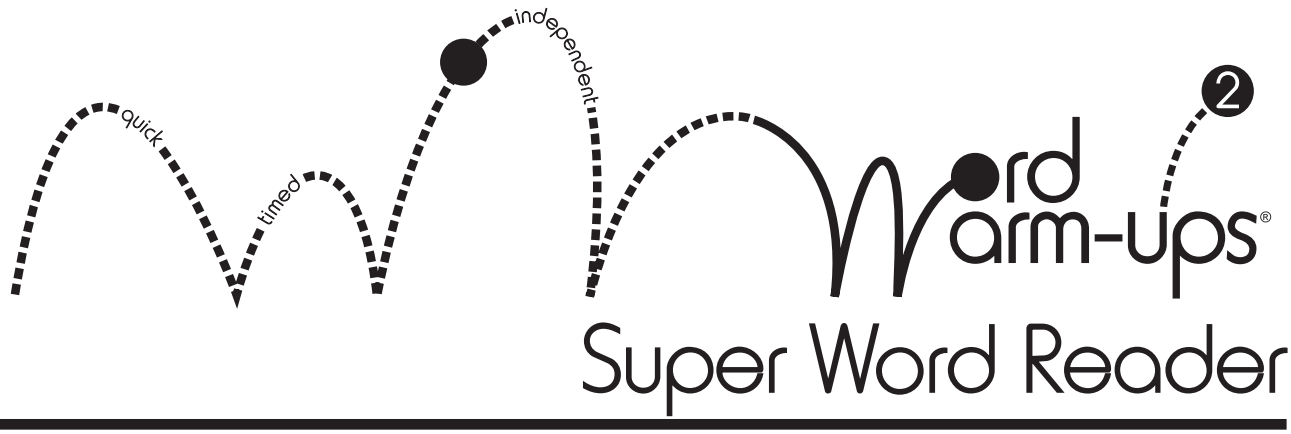


Super Word Reader

_____ has completed Section _____ of Word Warm-ups 2. This super word reader can read all the words in this packet well. Share your super word reader's accomplishment by listening to your child read the words in this packet.

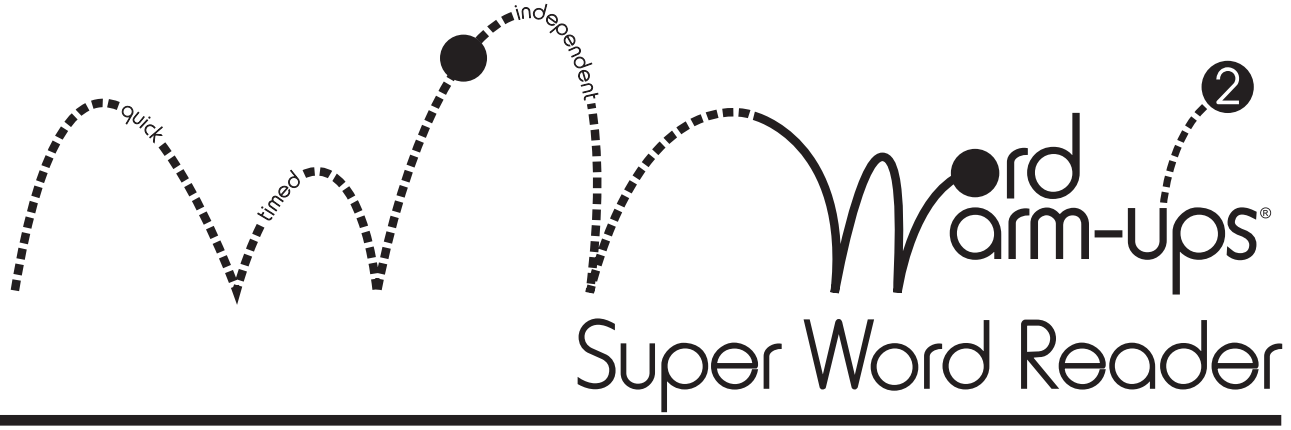
Teacher comments _____

_____

_____

_____

Teacher's Signature



Super Word Reader

_____ has completed Section _____ of Word Warm-ups 2. This super word reader can read all the words in this packet well. Share your super word reader's accomplishment by listening to your child read the words in this packet.

Teacher comments _____

_____

_____

_____

Teacher's Signature

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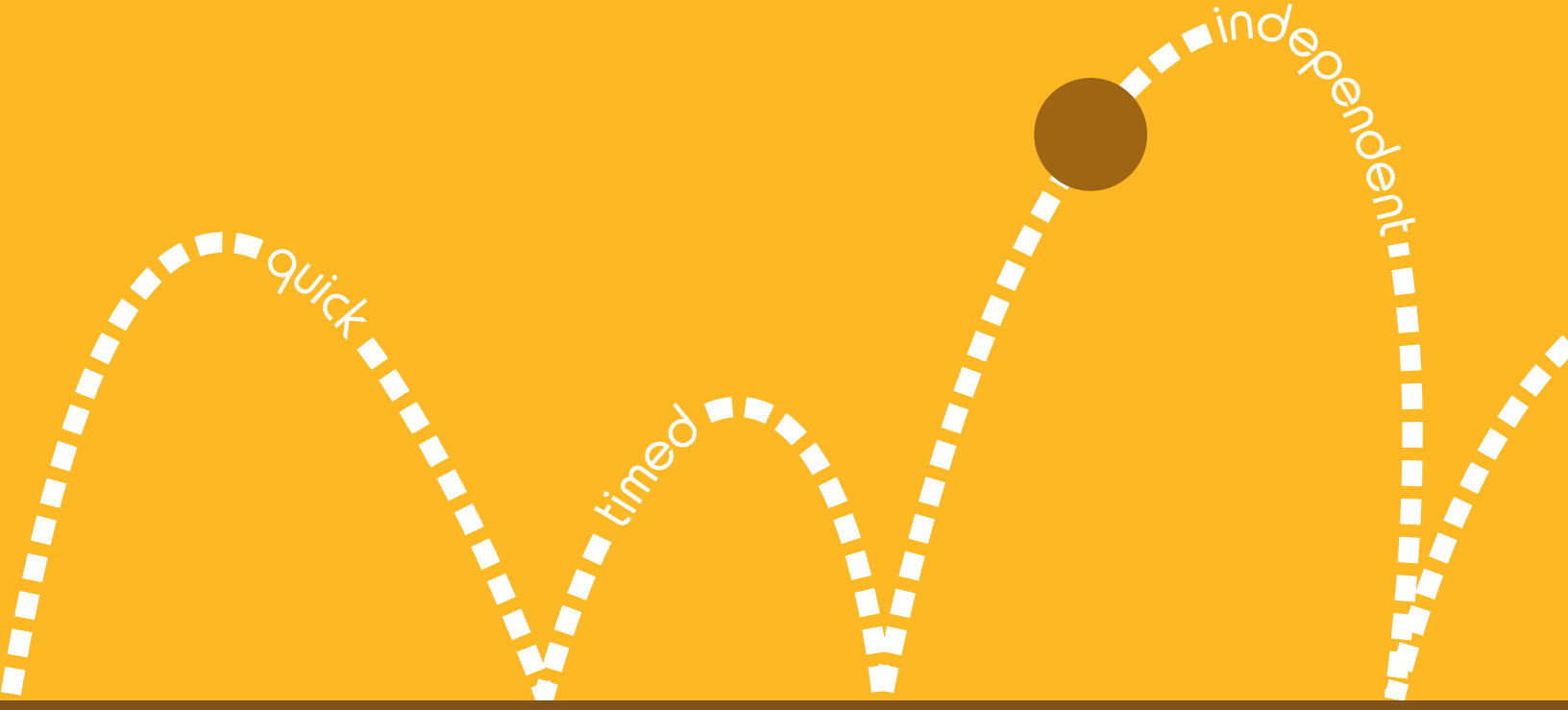

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