

Includes National Reading Vocabulary Words for Grade 4

QUICK READING & SPELLING INTERVENTION Grade 4 +

Excellent for Regular and Special Classrooms

n a t i o n
v a c a t i o n
l o c a t i o n
p o p u l a t i o n
i n f o r m a t i o n

NEW APPROACH

Makes learning
multisyllable words
EASY by using the
brain's natural ability
for patterns, rhymes,
and rhythms.

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GLAVACH & ASSOCIATES

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Duplication of this book on a scale larger than the individual classroom is permitted only with the publishers' written approval.

www.strugglingreaders.com

TEACHER'S GUIDE

OVERVIEW

Quick Reading and Spelling Intervention, Grade 4+, is a teacher resource book from which teachers can choose lessons in an order that relates to classroom study units or use the lessons in sequence as student workbooks. The resource book presents important high frequency reading words, including words from the *National Reading Vocabulary* for grade 4, in predictable decoding patterns. Students gain essential reading and spelling skills in a high frequency reading word context, a context of words that they need for reading their textbooks and other classroom materials. The book is based on more than five years of highly successful research and development using the unique approach of grouping multisyllable words by common endings, sound patterns, and rhyming. Students typically make dramatic progress with the approach. The program is used in grade 4 with students reading at grade 3 to grade 4 levels or with older students needing a structured approach to multisyllable words,

Quick Reading Intervention, Grade 4+, is based on the idea that the brain is highly efficient and that it organizes information by patterns, predictable patterns that give the brain a framework on which to hook new information. Working with predictable word patterns that rhyme allows students' brains to do much of the work. Organizing words by identical word endings helps students spell, pronounce, and comprehend words. By analyzing words with identical word endings, students learn clusters of words that share common elements: nation, vacation, and population, for example. *Quick Reading and Spelling Intervention, Grade 4+*, helps students learn word elements that appear in thousands of other words.

Quick Reading and Spelling Intervention, Grade 4+, has sixteen lessons (with a packet for each lesson). Each of the sixteen lessons has the same structure, making the program comfortable for students and easy for teachers to present. Presenting the program requires only becoming familiar with the lesson structure. Teachers become familiar with the structure of all lessons simply by using the "For the Teacher" directions given for lesson 1, following in this Teacher's Guide.

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USING *QUICK READING INTERVENTION, GRADE 4+*

Quick Reading Intervention, Grade 4+, includes seven components:

- A. Spelling Practice
- B. Practice Spelling Test
- C. Vocabulary Study
- D. Word Sort Puzzles
- E. Rapid Reading Practice
- F. Final Spelling Test
- G. Independent Reading

LESSON 1 (and the lesson structure for LESSONS 2 to 16)

For the Teacher:

Materials: ●Dictionaries available for students. ●For each student, duplicate and staple pages 1,3,4, and 5 to make lesson 1 packet. ●For each student, duplicate page 2, Practice Spelling Test, but do not include it in the lesson 1 packet. Give page 2 to students when they are ready for the Practice Spelling Test. ●Independent Reading books for all students.

COMPONENT A

●PAGE 1. SPELLING PRACTICE

1. Before giving the lesson 1 packets to students, present all Practice Spelling Words (listed on page 1) by writing the words on the chalkboard in syllables just as they are on page 1. With students looking at each word, say the word slowly, emphasizing each syllable, and then have students say the word with you quickly, in the normal pronunciation. Tell students that saying the words aloud helps their brains remember the words. After you have presented all of the words, ask students what they notice about the words. Say that, yes, the words all end in the letters **le**.
2. Pass out lesson packet 1. Have students complete page 1. Then they study the words for the Practice Spelling Test.

COMPONENT B

● PAGE 2. PRACTICE SPELLING TEST

1. Pass out page 2, Practice Spelling Test.
2. Tell students that you will say each word and use it in a phrase or sentence, and they will write the missing letters on the lines to complete each word.
3. Say to students:
Number 1 is **fumble**. Write the letters on the lines to complete the word **fumble**,
(to **fumble** a football) **fumble**.
Number 2 is **stumble**. Write the letters on the lines to complete the word **stumble**,
(to **stumble** down the stairs) **stumble**.
4. Continue with the pattern of saying each word, telling students to write the letters on the lines to complete the word, using the word in a phrase or sentence, and repeating the word.
5. After students complete the Practice Spelling Test, check the test. As you spell each word, have students check their own tests to reinforce the correct spelling and to offer more spelling practice.

COMPONENT C

● PAGE 3. VOCABULARY STUDY

Part 1. Discuss vocabulary word meanings with students. For more common words, have students use each word in an oral sentence. For more difficult words, have students write each word in a sentence or write the dictionary definition of the word. Also, divide difficult words among student groups, each group finding dictionary definitions for different words to share with the other groups. Time spent on vocabulary study depends on students' abilities. Discussing vocabulary words with the students, playing games in which students are given points for word definitions, and using other vocabulary word classroom strategies add much to student vocabulary study motivation and learning.

Part 2. Personal drawings help students remember word meanings. Individual students draw personal pictures of self selected vocabulary words. For words that are difficult to draw with pictures, students write each word in an interesting, decorative way. After students complete the drawings, they write a sentence about each picture they have drawn.

To reinforce the word meanings with all students, display the drawings in the classroom and discuss the word meanings.

COMPONENT D

● PAGE 4. WORD SORT PUZZLE 1

With word sorting, students focus on word structure. They can visualize similar word structures. Word sorting makes words manipulative. Words can be moved around.

1. Pronounce the word box words with students.
2. Choosing the words in a left to right direction, students write the words under the correct ending spelling patterns. In each column, the number of boxes matches the number of words.
3. (Optional). Students cut the word cards and use them for word sorting activities. After students practice sorting words into the appropriate categories, they practice speed sorts to help them work toward automaticity. Speed sorts work well with students in pairs or cooperative groups. Members of the pair or group that complete the word sort in the shortest time are the winners. Winners usually receive bonus points or prizes.

COMPONENT E

● PAGE 5. RAPID READING PRACTICE

Part 1. Students draw arcs under syllables in the words. They complete part 1 independently, or you read the words at a quick, challenging pace, while students follow along and draw arcs under the syllables. Students make greater progress if you read the words. The words are in the same patterns as the Timed Reading words in part 2.

Part 2.

1. Before the timings, you and all students read the words aloud.
2. Then, individually, students read as many words as they can in one minute, aloud softly to themselves or aloud to you or to a student partner. If students finish reading the words, they start again at the beginning and add to the total number of words they have already read.

COMPONENT F

FINAL SPELLING TEST

1. Review the Spelling Practice Words from page 1 with students.
2. Give a sheet of lined notebook paper to each student. Have students number their papers from 1 through 8. Dictate the words for them to write, using each word in a phrase or sentence. (Optional: Choose 2 of the more difficult words as bonus words. For example, in lesson 1 you might choose **tricycle** and **motorcycle**.)

COMPONENT G

INDEPENDENT READING

Quick Reading Intervention, Grade 4+, lessons provide extensive decoding practice for students. To apply and to reinforce the students' decoding skills, follow the lessons with independent silent and oral classroom reading to develop reading fluency. Also, use the audio workbook program *Reading the News for Reading Fluency* for developing reading fluency. Purchase the program at www.StrugglingReaders.com.

PRACTICE SPELLING TEST 1

1. ___ ___ ___ / **ble**

2. ___ ___ ___ ___ / **ble**

3. ___ ___ / **gle**

4. ___ ___ ___ / **le**

5. ___ ___ ___ / ___ ___ ___ / **le**

6. ___ ___ ___ / ___ ___ ___ ___ / **le**

7. ___ ___ / ___ ___ / **cle**

8. ___ ___ ___ / ___ ___ / **cle**

SCORE _____

VOCABULARY 1

PART 1

● Discover the word meanings. (Discover the word relationships. ■ ✓ ●)

eagle article particle fumble■
stumble■ vehicle✓ tricycle✓ motorcycle✓
angle● triangle● rectangle● circle●

PART 2

WORD PICTURES

● Choose four interesting words from Part 1, above, and draw a picture for each word.

WORD SORT PUZZLE 1

fumb <u>le</u>	stumble	circle	angle
triangle	vehicle	eagle	article
particle	rectangle	tricycle	motorcycle

- Write each word under the correct spelling.

-ble

-cle

-gle

fumb <u>le</u>		

READING PRACTICE 1

- Make an arc under each syllable.



fum ble

stum ble

ea gle

ang le

tri ang le

rec tang le

cir cle

ar ti cle

par ti cle

ve hi cle

tri cy cle

mo tor cy cle

RAPID READING TEST 1



fumble

stumble

eagle

angle

triangle

rectangle

circle

article

particle

vehicle

tricycle

motorcycle

TIME _____ SCORE _____

SPELLING CHART 2

1. ren **tal** _____
2. to **tal** _____
3. vi **tal** _____
4. lo **cal** _____
5. cap i **tal** _____
6. hos pi **tal** _____
7. prac ti **cal** _____
8. fes ti **val** _____

PRACTICE SPELLING TEST 2

1. ___ ___ ___ / **tal**

2. ___ ___ / **tal**

3. ___ ___ / **tal**

4. ___ ___ / **cal**

5. ___ ___ ___ / ___ / **tal**

6. ___ ___ ___ / ___ ___ / **tal**

7. ___ ___ ___ ___ / ___ ___ / **cal**

8. ___ ___ ___ / ___ ___ / **val**

SCORE _____