Advanced Decoding: Multisyllabic Words

The purpose of this activity is for students to apply the knowledge, when reading two-syllable words, that vowel team syllables have two or more vowels.

Prepare

- Print out the Vowel Team Syllable poster from the 6 Syllable Types Classroom Poster Set.
- Print out the entire set of posters from the Syllable Division Poster Set.
- Distribute whiteboards and markers to each student. Use paper and pencils if you don’t have enough whiteboards for each student.
- Use the sentence list (or word bank) at the end of the activity.

Warm-Up

Previously, we learned how to read two-syllable words with vowel pair syllables. Let’s do a quick review of the steps we followed. Review the steps by first referencing the Vowel Team Syllable poster and then the Syllable Division posters.

1. Look for the vowels, underline them. Find the consonants between the vowels. Put a slash between the consonants.
2. Look at the first syllable and read the entire syllable with the correct vowel sound.
3. Look at the second syllable and read the entire syllable with the correct vowel sound.
4. Read the entire word, one syllable at a time, and then put the syllables together to read the whole word.

Today, we are going to continue reading multisyllabic words with vowel team syllables, but we are going to look at words that also have consonant blends and digraphs.

Remember that consonant blends are when you see two consonants together, for example, flip, stump, trap. Digraphs are two consonants that make one sound, as in shin, chop, and that.

Modeling

Display the When I bump into three… and When I bump into four… posters.

Here are two more strategies we can use to figure out where to divide the syllables.
Two-Syllable Words: Vowel Team Syllables
With Blends and Digraphs

Modeling Continued

When I see a multisyllabic word, the first thing I do is find the first
two vowels in the order that I read, from left to right. I mark them,
then I look at the consonants in between. I might find three or four
consonants between the vowels. Here is what I need to remember:

• When I bump into three, blends and digraphs I must see! Blends
  and digraphs will stick together.

• The same thing will happen if there are four consonants between the
  vowels: When I bump into four, blends and digraphs I cannot ignore!

• Sometimes, when there are three consonants, I might see two choices
  for blends. If this happens, I push the blend to the second syllable.

My turn, watch me. I’m going to look at this first word.

1. Write estreat on the board. I spot the vowels and underline them.
   Point to the vowels e and ea and underline them. I look in between the
   vowels and see three consonants. Point to the three consonants, str.

2. Point to the When I bump into three...Syllable Division poster and read,
   When I bump into three, blends and digraphs I must see! I know I
   need to look for blends or digraphs and keep them together, so I
   will put a slash between the s and the tr. Put a slash between the s
   and the tr.

3. I look at the first syllable and notice that it is one vowel followed
   by one consonant. So I know it is a closed syllable. Because it’s a
   closed syllable, the vowel will make a short vowel sound. Point to
   the e and make the short vowel sound. Then, read the entire syllable
   with the short vowel sound, es.

4. I look at the second syllable, and notice it has two or more vowels
   combined.

5. So I know it is a vowel team syllable. Because it’s a vowel team
   syllable, the vowel will make a long vowel sound. Point to the ea and
   make the long vowel sound. Then, read the entire syllable with the
   short vowel sound, treat.

6. Now, I will read the whole word with both syllables, es-treat, estreat.

Guided Practice

Let’s try the next one together. Pass out whiteboards and markers or
paper and pencils, and have all students copy the word that you write on
the board.
Guided Practice Continued

Let’s go through the steps together.

1. Write steamship on the board and have students copy it on their whiteboards. Let’s spot the vowels and underline them. Make sure students underline the vowels ea and i. We look in between the vowels and see three consonants. Point to the three consonants, msh.

2. Point to the When I bump into three... Syllable Division poster and read, When I bump into three, blends and digraphs I must see! We know we need to look for blends or digraphs and keep them together. Put a slash between the m and the sh.

3. We look at the first syllable and notice that it is two vowels combined. So we know it is a vowel team syllable. Because it’s a vowel team syllable, the vowel will make a long vowel sound. Point to the ea and make the long vowel sound /E/ as in “me”. Then, read the entire syllable with the long vowel sound, steam.

4. We look at the second syllable and notice that it is one vowel followed by one consonant. So we know it is a closed syllable. Because it’s a closed syllable, the vowel will make a short vowel sound. Point to the i and make the short vowel sound. Then, read the entire syllable with the short vowel sound, ship.

5. Now, we will read the whole word with both syllables, steam-ship, steamship.

If Correct: Nice work! You read a multisyllabic word with a vowel team syllable and consonant blends by using our division rule.

If Incorrect: Let’s review the steps and rules again. Go through the steps with students and model with the word “steamship.” When we have a multisyllabic word that we are going to read, the first thing we do is find the vowels in the word. We underline them, then look for the consonants in between. If there are three consonants, we need to look for blends or digraphs and keep them together: When I bump into three, blends and digraphs I must see!

Practice

I want you to try the next one on your own by writing the word on your whiteboard, underlining the vowels, and dividing the syllables. Select the next word from the word bank below and write it on the board. Copy the multisyllabic word I show you.

If students struggle on their own, review the steps above, and go through the syllabication process with them.
Two-Syllable Words: Vowel Team Syllables
With Blends and Digraphs

Support

- Read the word first and have students repeat the word as they feel their chin drop to help cue them as to where to divide the word into syllables.
- To make the pattern more recognizable, have students highlight vowels and say the long vowel sound.

Challenge

Move on to dividing three-syllable multisyllabic words.

Word Bank

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllable division</th>
</tr>
</thead>
<tbody>
<tr>
<td>discreet</td>
<td>dis-creet</td>
</tr>
<tr>
<td>Kathleen</td>
<td>Kath-leen</td>
</tr>
<tr>
<td>sweepstake</td>
<td>sweep-stake</td>
</tr>
<tr>
<td>trochee</td>
<td>tro-chee</td>
</tr>
<tr>
<td>degree</td>
<td>de-gree</td>
</tr>
<tr>
<td>asleep</td>
<td>a-sleep</td>
</tr>
<tr>
<td>daydream</td>
<td>day-dream</td>
</tr>
<tr>
<td>engrain</td>
<td>en-grain</td>
</tr>
<tr>
<td>withdrawn</td>
<td>with-drawn</td>
</tr>
<tr>
<td>mushroom</td>
<td>mush-room</td>
</tr>
<tr>
<td>dewdrop</td>
<td>dew-drop</td>
</tr>
<tr>
<td>instead</td>
<td>in-stead</td>
</tr>
<tr>
<td>encroach</td>
<td>en-croach</td>
</tr>
<tr>
<td>employ</td>
<td>em-ploy</td>
</tr>
<tr>
<td>absent</td>
<td>ab-sent</td>
</tr>
<tr>
<td>seashell</td>
<td>sea-shell</td>
</tr>
</tbody>
</table>
Two-Syllable Words: Vowel Team Syllables With Blends and Digraphs

Word Bank Continued

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllable division</th>
</tr>
</thead>
<tbody>
<tr>
<td>widespread</td>
<td>wide-spread</td>
</tr>
<tr>
<td>entreat</td>
<td>en-treat</td>
</tr>
<tr>
<td>seamstress</td>
<td>seam-stress</td>
</tr>
<tr>
<td>seashore</td>
<td>sea-shore</td>
</tr>
</tbody>
</table>

Wrap-Up

Amazing work reading vowel team syllables with blends and digraphs today!
**Word Detectives**

<table>
<thead>
<tr>
<th>Fluency 3</th>
<th>Activity Breakdown:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>• Present a list of words from the story to the class that you pretend not to understand (or be able to pronounce, depending on the goal).</td>
</tr>
<tr>
<td></td>
<td>• Students review the story for themselves to find other words that are difficult for them to pronounce and/or understand the meaning of, and add those words to the board.</td>
</tr>
<tr>
<td></td>
<td>• Students, with your guidance, group the words into two categories:</td>
</tr>
<tr>
<td></td>
<td>• those that someone in the class may have a clue about.</td>
</tr>
<tr>
<td></td>
<td>• those that are a complete mystery.</td>
</tr>
</tbody>
</table>

**Goals:**

• To instill a class atmosphere where questions and curiosity about words are encouraged.
• To make students aware of words that are challenging in the text.
• To help students to be able to pronounce challenging and/or multisyllabic words.
• To help students understand the meaning of challenging words in the text.

**Prepare**

• Print out one copy of Smelly Cat for you and one for each student.
• Print out one copy of Word Detectives - Word List from Smelly Cat for you and one for each student.
• Get a dictionary(ies), either book or online, one for you and one for each student.

**Introduce**

I need your help. When I read the story, I found some words that I had a hard time with. Write the words from the word list on the board.

**Activity**

1. When you read, it’s common to find challenging words. But good readers rarely let them slip by. They become Word Detectives! Word Detectives use clues and tools to help them understand challenging words. I’m sure some of you are already great Word Detectives, and today, you’ll all become better at it! The first thing you need to do is identify your suspects. I want you to read through the story and underline any words that you find challenging for any reason. Remember, good detectives would never let a suspect slip by if they weren’t 100 percent sure of its meaning or pronunciation.

2. Begin the activity and give appropriate work time for the length of the passage.
3. I’m glad to have such helpful detectives! Now, as we hear which suspects each detective has found, remember: Different detectives have different suspects. You may even be able to help other detectives with a suspect they have identified. But, don’t call it out. That’s not fair to all of the detectives here! After all of the suspects are on the board, there will be a chance to help.

4. Add students’ words to yours on the board. Create an environment in which students are willing to share their uncertainty by referring back to your own list, sharing why you were uncertain, keeping the class from calling out replies, and by commending those willing to share their questions. Celebrate as the list grows bigger. We are really going to understand everything about this story after this!

5. Now that we have our suspects, we have some work to do. A good detective needs to be organized, so we’ll organize our list. Make a table on the board with two columns:

<table>
<thead>
<tr>
<th>Words we may know or have a clue about</th>
<th>Words that are very mysterious</th>
</tr>
</thead>
</table>

6. If you think you can help with one of these challenging words, raise your hand, tell me which word, and I’ll put it in the Words we may know column. Don’t tell us the clue yet, that’s coming soon! The words that no one feels he or she can help with will be put in the mysterious column.

7. After all of the words are sorted, invite students to explore the words for which they feel they have clues for the meaning or pronunciation.
   a. This could come by way of a formal class discussion, with students individually sharing ideas.
   b. For a more lively experience, students could be led toward first interviewing one another before sharing results with the group, like true detectives!

8. If these ideas do not arise from class sharing...
   a. Point to phonemes, syllabication, and similar words for clues on pronunciation difficulties.
   b. Discuss prefixes, suffixes, roots, and similar words that the class may know for difficulties with meaning.

9. After all of the words in the first column have been discussed and their clues recorded, it is time to check them and move on to those in the second column.
Activity Continued

a. If your students are skilled in using the dictionary, divide them into groups and give them some words to look up. Each group should have some words from the first column, so they may test the class’ theories, and some from the second column to research on their own.

b. Optionally, you can read or paraphrase a definition to the class from the dictionary. Let’s see how good our detective instincts were!

Wrap-Up

After all of the challenging words have been addressed, have the students reread the story and discuss how being a Word Detective has impacted their reading.

Support

Have students read to you. Note which words were challenging for the student to pronounce, or ask questions about the meanings of words they suspect may be challenging for the student.

Challenge

Have students “edit” the story. Instruct them to replace words in the story with synonyms that maintain the story’s meaning.
**Table Reading the Script**

<table>
<thead>
<tr>
<th>Accuracy 1</th>
<th>Activity Breakdown:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students are given a passage for which they have no background knowledge.</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Students are placed in small groups, ideally of three, and rotate between these three roles:</td>
</tr>
<tr>
<td></td>
<td>- <em>Actor</em> reads a segment of the passage</td>
</tr>
<tr>
<td></td>
<td>- <em>Director</em> follows along with the reader and signals any mistakes</td>
</tr>
<tr>
<td></td>
<td>- <em>Audience</em> summarizes the segment in their own words</td>
</tr>
<tr>
<td></td>
<td>- Additional discussion within the group clarifies the passage for all.</td>
</tr>
</tbody>
</table>

**Goals:**

- To help students understand the impact reading pace can have on their overall accuracy and comprehension of a passage.
- To help students understand the impact reading pace can have on the expression of a passage.
- To read a passage with an appropriate pace throughout.

**Prepare**

Print out a copy of *A Grandmother by Any Other Name...* for you and one for each student.

**Introduce**

1. **Actors** face a challenge when learning their script. Actors must read their scripts and picture not only what they will do and say, but also what is happening in the whole story. Luckily, they have help. Directors help actors create the scenes so that an audience can fully understand the story.

2. Today, you will take turns reading parts of a new story. Just like actors reading a script for the first time, your job will be to read the story well and picture the scene. And, just like an actor, you will have a director to help you, and an audience to listen to you.

3. Place students into groups of three: actor, director, and audience. Alternatively, pair students and assign one student to play the role of both Director and Audience.

**Activity**

Distribute the passage and be sure that students keep it facedown, until they are cued to read it. If there are different reading levels within the group, instruct students how much each actor should read.

- Emerging readers may find it more comfortable to read one or only a few sentences at a time.
- Readers needing a greater challenge should read paragraph and multi-paragraph sections.
Table Reading the Script

Activity Continued

Here are your directions.

1. Select who will be the first actor. Actors, try to read as accurately as you can and remember to picture the scene.

2. Directors, you are the person sitting to the actor’s right. Follow along as the actor reads. If you notice a mistake, tap on the table or floor to signal your actor to read that sentence again. Some mistakes to look for might be:
   a. A mispronounced word or a missed word or sentence.
   b. Not reading with the right expression shown by the punctuation, such as:
      i. Pausing for commas
      ii. Stopping for periods
      iii. Hanging tone of voice for exclamation points and question marks

3. Audience members, your first job is only to listen. Listen closely to the actor reading the story and try to picture the scene. After the actor has read, summarize what you heard to the group.

4. When the audience has shared the summary, discuss the portion of the story as a group.
   a. Do you agree with the summary?
   b. Would you change anything?
   c. What helped you picture the scene(s)?

5. Finally, after the discussion has ended, rotate tasks to the right and continue with the next portion of the story.

Support

• More turns as audience members or directors can provide great avenues for practice without the pressure of reading lines; students who need more support can focus on listening to the story and summarizing it.
• Select the stronger reader to read the passage aloud first. Hearing a peer model the first read can help those who struggle. If students are in groups of three, encourage the stronger readers to model the first two readings.

Challenge

Instead of trying to retell or summarize, students in the role of audience member can use their turn to try to recite the section the actor read verbatim, as the director follows and checks their accuracy!
Wrap-Up

- What was challenging about trying to read a section of the story accurately for the first time? Allow for class discussion and sharing.

- Were there words, sentences, or paragraphs that were more challenging than others? Allow for class discussion and sharing. Draw out anything confusing for students, e.g., words for which they did not know the meaning or pronunciation, or sentences and paragraphs they did not understand. Reading accuracy suffers when students can’t conceptualize what they’re reading.

- What was this story about? What did you think of it? Allow for class discussion and sharing. Be sure the story is clear to students.
Comprehension: Text Structure Grade: 3

LESSON INFORMATION

Goal: Students learn to identify and use text structures to support comprehension.

Time: 2 days, each 30–35 minutes

Class Size: Small group

Sample Passage Title: How to Make a Flutter Book

Materials Needed: Copies of the passage, copies of text structure organizer

PASSAGE INFORMATION

Genre: Informational

Grade: 3

Passages: When selecting passages, be sure that they include rich content and are on the higher end of the qualitative and quantitative text complexity continuum for the grade level.

Day 1 – Introduction (30 minutes)

1. Preview the text
   - Provide a brief explanation of the text.
   - We are going to read a new text today. It explains how to make a book with pages that flutter when you open it.

2. Engage in a whole-class read
   - Read the text as a group. Randomly call on students to read portions of the text. Ensure your pattern of calling on students is unpredictable so all students continue to read along.
   - Ask text-dependent questions throughout the reading. Alternate between calling on individual students to respond and having students turn and talk to a partner to answer the question.
### Page 1

<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long have artists been making flutter books?</td>
<td>Artists have been making these books for centuries.</td>
</tr>
<tr>
<td>Why are these books called flutter books?</td>
<td>The pages flutter like butterfly wings when you open it.</td>
</tr>
<tr>
<td>How do you make these books?</td>
<td>You make them by folding and gluing paper in a special way.</td>
</tr>
</tbody>
</table>

### Page 2

<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you need to make a flutter book?</td>
<td>You need heavy paper, cardboard, markers, glue, scissors, and yarn.</td>
</tr>
<tr>
<td>What is the first step in creating a flutter book?</td>
<td>Tape pieces of heavy paper together.</td>
</tr>
<tr>
<td>What is the last step in creating a flutter book?</td>
<td>Tie a piece of yarn around it to keep it closed.</td>
</tr>
</tbody>
</table>

### 3. Wrap up the day

> Now that we’ve read through the text, we’ll talk about its structure tomorrow.
Day 2 – Close Reading (30 minutes)

1. Model the skill — using graphic organizers
   • Provide a brief explanation and model of the target skill for the lesson.

   Authors organize their writing in different ways — this is called text structure. Knowing the text structure helps us to read for meaning. If we know the structure of the text, we know where to find the important information.

   There are a few different text structures that authors use for informational texts. Authors use compare and contrast, cause and effect, and problem and solution structures. They may also provide a description of a topic or write events in chronological order or sequence. Sometimes authors may use more than one structure to organize the text.

   Let’s take a look at *How to Make a Flutter Book* again. The information here is presented in steps or in a sequence. I know this because the text describes each step in making a flutter book.

   • Explain and model the process of using the graphic organizer.

   Graphic organizers can also help you use the text structure to organize the information in a text. Let’s take a look at our sequence graphic organizer. It has three boxes with arrows. This shows that there are multiple steps in the sequence and that they happen in a certain order. If a text has more than three steps, we can always add more boxes.

   Here’s what I’m going to put in my first box:
   Get the materials: two pieces of heavy paper, two pieces of cardboard, markers, white glue, scissors, and yarn.

2. Practice the skill — complete graphic organizers
   • Have the students complete the graphic organizers in pairs.

   Now you will work in pairs to complete the graphic organizers.

3. Engage in a final discussion
   • Bring the students back together to compare organizers.

   You completed the graphic organizers. Let’s compare with each other. What are the major steps in making the flutter book?
Wrap Up (2 minutes)

1. **Encourage use of the skill outside of the lesson**
   - Remind students why text structure is important
   - Optional: Provide graphic organizers for students to use independently

Today we talked about text structure. We completed a graphic organizer. Knowing the text structure helps us to read for meaning. If we know the structure of the text, we know where to find the important information. We worked on Sequence today, but there are other structures to look for. We have graphic organizers for those too!

**Common Core Anchor Standards:**

- **CCSS.ELA-LITERACY.CCRA.R.1**
  Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- **CCSS.ELA-LITERACY.CCRA.R.2**
  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- **CCSS.ELA-LITERACY.CCRA.R.5**
  Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Chronological Order/ Sequence
Compare/ Contrast
## Comprehension 1 Activity Breakdown:

- Students read two passages by the same author, but this fact is unknown to them.
- Discuss: How might you tell if these stories were written by the same person?
- Students gather key elements from each story as “clues.”
- Additional discussion clarifies the elements of each story.

## Goals:

- To develop an awareness of an author’s craft.
- To read two passages and find key elements of description within each.
- To discuss these key elements of description as a group.

## Prepare

- Print out one copy of *A Splash of Color* and *Why Frogs Are Happier Than People* for yourself and one for each student.
- Provide pencils, pens, and/or highlighters.

## Introduce

Sometimes, famous authors write stories under different names, trying to trick their audience and make themselves seem unknown. But if you read and look closely, you can discover the truth! Today, you will read two stories and try to determine if they were written by the same author.

What are some things in the stories that might help you decide? Allow for discussion and sharing. Lead the discussion toward elements of the author’s style, diction, use of description, and even subject matter. Write students’ ideas on a large board.

## Modeling & Guided Practice

Let’s read the first story, *A Splash of Color*, together and find some things that may help us. Read *Why Frogs Are Happier Than People* with students (either silently or out loud).

1. **What would you say this story is about?** Briefly lead a summarizing group discussion to ensure students understand the story.

2. **Does the author focus more on action, dialogue, or description?** Description is the likely answer for this story, but action could be argued.

3. **Which words stand out to you in this story?** Examples might be: *thrilled, government, remarkable*. Ask students to share why the words stand out, whether it was because the words were difficult to read,
helped them visualize, or gave a stronger description of a person, place, or action.

4. **Now, let's look for some specific things.** How does the author in this story describe the people, places, and actions in the story. **Look for adjectives, adverbs, and verbs you think are especially descriptive. Remember:**

   a. **Adjectives:** These are words that describe nouns, like *beautiful lake*.

   b. **Adverbs:** These are words that describe verbs, like *slowly swam*.

   c. **Descriptive verbs:** These verbs are chosen for the rich picture they paint. Like “sprinted” vs. simply “ran.”

Possible things to find in the first story:

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**A Splash of Color**

All the other frogs in the swamp croaked loudly. Some of them seemed to **excitedly** say, “Ribbit!” But you could never describe the sounds Frances Frog made as either of those things. The best you’d ever get from her was a **half-hearted**, “Ho-hum.”

For her, being in the swamp was **terribly** boring. “Green leaves, green water, green trees, green me... ho-hum.” She would repeat this to herself day after day as she sat on her **green** lily pad. Then one day, everything changed.

Near the part of the swamp where Frances lived there was a road. Not many people traveled on it, so it usually didn’t matter much. But one **construction truck** accidentally added just what Francis needed. You see, the driver of this truck always carried some plastic orange traffic cones with him. Sometimes he had to put them in the street to block traffic where he was working. Usually, these cones were tied **tightly** together. That kept them from blowing away from the back of the truck. But on this day, the driver hadn’t noticed the loose knot... and one broke free!

The wind carried the cone high into the air for a moment. Then, the cone fell down toward the **muddy** waters of the swamp and landed on its base with a **THUUNCK!** Frances had watched the whole thing happen with great joy. And now, in the middle of her green world, there was a **bright orange cone** sticking out of the water. “I think someone just got a new orange mansion... Me!” she laughed to herself. “I guess **good** things come to those who wait! RIBBIT!”
Activity

Distribute the second passage, *Why Frogs Are Happier Than People*, and instruct students to read it.

Now that you’ve read both stories, you’ll need to look for some clues to determine if they might have been written by the same person.

Here are your directions: Look through the second story, *Why Frogs Are Happier Than People*, and find places where the author is describing something. Even authors trying to hide their identity might slip up and use similar language. Every place you find descriptive language may be a clue!

Depending on understanding/ability, instruct students to find:

1. **Adjectives**: These are words that describe nouns, like *beautiful lake*.
2. **Adverbs**: These are words that describe verbs, like *slowly swam*.
3. **Descriptive verbs**: These verbs are chosen for the rich picture they paint. Like “sprinted” vs. simply “ran.”
4. **Metaphors**: These compare by calling one thing another. *The hot car was an oven.*

When you locate these clues within your stories, underline or highlight them. When everyone is finished, we will compare our findings.

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*Why Frogs Are Happier Than People*

Long ago, in the time before time, there lived only tiny green frogs. They were not tiny because they were young. Nor were they tiny because they were a small type of frog. No, these were the only frogs on Earth. They were tiny because they could not catch enough flies to grow larger. And this made them hungry for change.

The frogs watched other creatures catch flies with ease. They saw their spider friends carefully spinning webs. The frogs marveled at how effortless catching flies was after the spiders built their trap! All they had to do was sit back and wait!

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In the end, the frogs wisely decided to learn from both. Like the spiders, the frogs learned to sit patiently. They can wait for hours! Like the bats, the frogs learned to strike their buzzing bounty and sail through the air after it—but by jumping instead of flying.

And so you see, by wisely learning from both sides, the frogs learned to be expert hunters. And they taught other frogs to become experts, too. And because of their wisdom and willingness to share it, frogs may grow into their fullest, fattest forms in happiness.

Support
Students looking for descriptive and figurative language may find it helpful to first look for nouns and verbs, then subjects and actions of the story, and discuss with you “how” the author describes these in each story.

Challenge
Students can go beyond the diction used by the author and note the syntax as well. Does the author of each story tend to use shorter sentences or longer ones? Are there patterns in the construction of the sentences? What do you notice about how each story is punctuated?

Wrap-Up
1. After students have had a chance to look through each passage and find the clues, close by having them share and discuss their findings with you.
2. During this time, resist the impulse to categorize or compare! This will follow as a later activity. For now, you are just looking at the different possible clues.
Closed

A syllable in which one vowel is followed by one or more consonants. The vowel will make a short vowel sound.

can  basket  mit/ten
ship  nap/kin  pump/kin
ten  rib/bon  prob/lem
Open

A syllable in which one vowel is followed by nothing. The vowel will make a long vowel sound.

go  e/ven  i/tem
be  ze/ro  mo/ment
hi  gra/vy  fre/quent
Silent-e

A syllable in which one vowel is followed by one consonant then silent-e. The first vowel will make a long vowel sound.

\[ \text{vce} \]

\[ \text{same} \quad \text{huge} \quad \text{ig/nite} \]
\[ \text{line} \quad \text{theme} \quad \text{com/pose} \]
\[ \text{zone} \quad \text{stage} \quad \text{de/sire} \]
R-Controlled

A syllable in which one vowel is followed by consonant “r”. The vowel sound is “controlled” by the “r”.

- stir
- verb
- turn
- porch
- scarf
- for/mal
- soft/er
- cur/ly
- thir/sty
Vowel Team

A syllable containing one vowel followed by one or more vowels or consonants side by side that produce one vowel sound.

- play
- soil
- au/to
- snow
- book
- dis/count
- tree
- flight
- mea/dow
Consonant-le

An unaccented final stable syllable containing a consonant and –le. The vowel sound produced will be the schwa.

c-le

puz/zle  cra/dle
un/cle  dou/ble
ea/gle  snif/fle
When I bump into two, one for me and one for you!

fabric
magnet
When I bump into three, blends and digraphs I must see!
When I bump into one, you get one, and I get none!

75% of the time

If it’s not a word, and try the other division!

25% of the time
When I bump into four,
blends and digraphs
I cannot ignore!
When I am with another, read us first as a team.

**Not a word?**

Read me as open, where the long vowel will scream!

If it's not a word.

Try dividing between the vowels.

We are a TEAM!

I'm OPEN!

**GO!**

**meat**

**STOP**

**create**
Little Jennie Jones had always wanted a pet. Sadly, she had never had one. Jennie lived with her grandmother. And Grandmother thought that all animals were terribly smelly. They’re not, of course. But you’d never persuade Grandmother otherwise. Jennie had tried many times. Nothing ever worked.

Once, she brought home a lizard covered in lavender. Jennie was sure Grandmother would love that. She didn’t. Jennie had to return it the very same day. Next, she tried a poodle sprayed with fine French perfume. Do you think this convinced Grandmother? Of course not! She turned up her nose and said, “Dress them up however you like. They’re all still smelly beasts to me!” Jennie’s heart sank. But that would soon change.

A few days later, Jennie and Grandmother were sitting in their living room. They often sat and chatted, but today was different. Instead of chatting, they were happily listening to a rainstorm. The two delighted in the percussive sound of rain hitting the roof and splashing on the ground. Grandmother even opened the windows, as she enjoyed the smell after it rained. Everything was so peaceful. But suddenly, a sound interrupted...

It was neither of theirs.... It came from...outside...

“Meow.”

Jennie jumped up!

“Oh, Grandmother, look! It’s a cat! It’s wet and needs to come in! Can we let it? Please?”

Grandmother did not like the idea of a smelly cat coming in. But she was not heartless. She couldn’t leave the poor animal out in the storm. “Oh, fine!” Grandmother agreed as she secretly thought about getting rid of the animal as soon as the storm passed. Grandmother grabbed a towel from the bathroom and came to the door. Jennie was elated, jumping up and down at the thought of a cat permitted inside. Grandmother opened the door and scooped up the wet ball of fur into her soft, warm towel.

She dried the shivering creature, realizing it was really more of a kitten than a cat. As the cat started to feel comfortable, warm, and safe, it began to purr sweetly. Grandmother smiled and pulled the towel away from the kitten’s face. Two beautiful blue eyes looked into her own. Still, Grandmother expected to be disgusted by the smell. But she wasn’t. All she could smell was fresh rain. “Well, aren’t you a breath of fresh air!” she giggled. At that moment, Jennie knew she finally had a pet.
Fluency 3, Grade 3
Passage: Smelly Cat
Suggested words: persuade, lavender, poodle, perfume, chatted, percussive, elated, permitted
*Students should add their own words from the passage

<table>
<thead>
<tr>
<th>Words we may know or have a clue about</th>
<th>Words that are very mysterious</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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A Grandmother by Any Other Name...

Little Krissy was not your average kindergartener. From a very early age, Little Krissy had had an extensive vocabulary. She spoke so beautifully and well that you’d almost swear she was older...if she hadn’t been so short. But even with her child’s frame, she seemed like an adult in many ways. When she spoke, she preferred to speak to adults. She dressed smartly and sharply, like an adult going to work. And in this work, she liked to let folks know, “I’m the boss!”

Still, even though she was feisty, Little Krissy was kind. She had an especially soft spot in her heart for her family and her dog, Buddy. She loved nothing more than when her parents would bring Buddy to school to pick her up. It was her favorite moment of the day. She looked forward to his fluffy face during every minute. And that’s what made it so hard when she once found out that her grandmother was picking her up instead.

It’s not that Little Krissy didn’t love her grandmother. She did. It’s just that Grandmother could never be as fun as her parents and Buddy were. The day that Grandmother was supposed to pick her up, Little Krissy pouted outside of school in the pickup line. When Grandmother drove up, got out of the car, and began walking toward her, Little Krissy pretended not to notice. Grandmother went up to Little Krissy’s teacher to sign her out. Then, Little Krissy’s teacher walked over and asked, “Krissy, is this your grandma here to get you?” Little Krissy turned and looked without smiling. “No,” she casually replied.

Little Krissy’s grandmother scolded her, “Kristen Nicole, you tell your teacher the truth, right now!” Little Krissy looked coolly at her teacher and her grandmother and said, “She’s not my grandma. She’s my grandmother.”
How to Make a Flutter Book

by Linda Bullock
Imagine a book with pages that flutter like butterfly wings when you open it.

While that sounds magical, artists have been making books that do this for centuries. They are called flutter books. They were created in Japan. They are made by folding and gluing paper in a special way. When done, the pages unfold when the book is open, and they collapse like an accordion when it is closed.
You can make your own flutter book. You need two pieces of heavy paper, two pieces of cardboard, markers, white glue, scissors, and yarn.

Tape the pieces of heavy paper along a short edge to make a long strip. Fold the strip in half and then half again. Make sure the edges meet. Continue to fold until you have a desired page width.

Unfold the strip and look along one edge. Refold some of the pages, changing the direction of the fold, to make a series of “W” shapes. When you squeeze the folded pages together, they should fold up like a fan.

Trace one end of the strip onto the two pieces of cardboard. Cut out each piece and dab glue on the backs. Attach one cardboard piece to the front of your paper strip and one piece to the back of the strip.

Let the glue dry, and decorate your book cover. Then fill the blank pages with your words and pictures. When you are finished, tie a piece of yarn around your book to keep it closed. Enjoy your flutter book!
All the other frogs in the swamp croaked loudly. Some of them seemed to excitedly say, “Ribbit!” But you could never describe the sounds Frances Frog made as either of those things. The best you’d ever get from her was a half-hearted, “Ho-hum.”

For her, being in the swamp was terribly boring. “Green leaves, green water, green trees, green me…ho-hum.” She would repeat this to herself day after day as she sat on her green lily pad. Then one day, everything changed.

Near the part of the swamp where Frances lived there was a road. Not many people traveled on it, so it usually didn’t matter much. But one construction truck accidentally added just what Francis needed. You see, the driver of this truck always carried some plastic orange traffic cones with him. Sometimes he had to put them in the street to block traffic where he was working. Usually, these cones were tied tightly together. That kept them from blowing away from the back of the truck. But on this day, the driver hadn’t noticed the loose knot…and one broke free!

The wind carried the cone high into the air for a moment. Then, the cone fell down toward the muddy waters of the swamp and landed on its base with a THUUNCK! Frances had watched the whole thing happen with great joy. And now, in the middle of her green world, there was a bright orange cone sticking out of the water. “I think someone just got a new orange mansion… Me!” she laughed to herself. “I guess good things come to those who wait! RIBBIT!”
Why Frogs Are Happier Than People  
A Myth

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