Word Warm-ups
Sample Version

Thank you for taking the time to learn about Word Warm-ups. This sample includes an overview of the series, a steps list, and exercises from Word Warm-ups levels 1, 2, and 3.

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Word Warm-ups Sample

Each Word Warm-ups level includes assessment materials, reproducible blackline masters of exercises, CDs for audio support, a storage box, a teacher's manual, and a poster.

Series Overview

Word Warm-ups is an independent phonics program designed for students who cannot decode words easily. **Word Warm-ups 1** supports students in learning to read phonetically decodable, one-syllable words. **Word Warm-ups 2** supports reviewing common phonics patterns using compound words, learning to read words with the two-syllable word patterns and some three-syllable words with the most common prefixes and suffixes. **Word Warm-ups 3** supports decoding multisyllabic words with additional prefixes and suffixes, open- and closed-syllable patterns, the ə sound, and Latin and Greek roots. Each level emphasizes decoding with automaticity.

The following table outlines the skills taught in each level.

<table>
<thead>
<tr>
<th>Word Warm-ups 1</th>
<th>Word Warm-ups 2</th>
<th>Word Warm-ups 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Blue Exercises</strong></td>
<td><strong>Yellow Exercises</strong></td>
<td><strong>Tan Exercises</strong></td>
</tr>
<tr>
<td><strong>Section A</strong>: Letter names and sounds of the consonants and short vowels</td>
<td><strong>Section A</strong>: Compound words with short vowels, consonant digraphs, and beginning and ending consonant blends</td>
<td><strong>Section A</strong>: Common prefixes re-, un-, dis-, mis-, de-, non-, in-, pre-, pro-, en-, im-, over-, em-, under-, a-</td>
</tr>
<tr>
<td><strong>Section B</strong>: Words with short vowels</td>
<td><strong>Section B</strong>: 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</td>
<td><strong>Section B</strong>: Common suffixes -able, -less, -ible, -ful, -ness, -tion, -en, -ment, -ly, -sion, -ture, -ist, -ty, -est, -ary</td>
</tr>
<tr>
<td><strong>Section C</strong>: Words with sh, ch, th, wh, or ng (consonant digraphs)</td>
<td><strong>Section C</strong>: 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</td>
<td><strong>Section C</strong>: Additional prefixes ab-, be-, per-, sub-, trans-, ad-, con-, com-, fore-, ex-, anti-, inter-, mid-, semi-, super-</td>
</tr>
<tr>
<td><strong>Section D</strong>: Words ending with two consonants (consonant blends)</td>
<td><strong>Section D</strong>: Two-syllable word patterns with short and long vowel words that end in l-e, short and long vowel words with one medial consonant (VC/V, V/CV)</td>
<td><strong>Silver Exercises</strong></td>
</tr>
<tr>
<td><strong>Section E</strong>: Words beginning with two or more consonants (consonant blends)</td>
<td><strong>Section E</strong>: Open/Closed syllables</td>
<td><strong>Section D</strong>: Additional suffixes –age, -ic, -ate, -ize, -ish, -ism, -ous, -ity, -ant, -ial, -tial, -ance, -ence, -sive, -tive</td>
</tr>
<tr>
<td><strong>Green Exercises</strong></td>
<td><strong>Section F</strong>: Words with one vowel followed by r</td>
<td><strong>Section E</strong>: Latin roots urb, stat, mem, voc, ped, pop, spec, die, fig, form, ject, vis, mis, cred, rupt, flec, pal, man, junct, struct, ven, bene, cap, script, fac,duc, scend, tract, fract, vor</td>
</tr>
<tr>
<td><strong>Section F</strong>: Words with long vowels and silent e</td>
<td><strong>Section I</strong>: Words with the lesson-common sounds of consonants</td>
<td><strong>Section H</strong>: Greek roots graph, scope, astro, phon, hydro, sphere, hemi, bio, photo, geo, syn, tele, pod, meter, auto, ology, micro, hyper, chron, macro, biblio, thermo, para, mech, psycho, mono, logue, ortho, phsy, the</td>
</tr>
<tr>
<td><strong>Section G</strong>: Words with long vowels with vowel pairs</td>
<td><strong>Section J</strong>: Words with other sounds of vowels</td>
<td><strong>Black Exercises</strong></td>
</tr>
<tr>
<td><strong>Section H</strong>: Words with one vowel followed by r</td>
<td><strong>Black Exercises</strong></td>
<td><strong>Section G</strong>: Latin roots urb, stat, mem, voc, ped, pop, spec, die, fig, form, ject, vis, mis, cred, rupt, flec, pal, man, junct, struct, ven, bene, cap, script, fac, duc, scend, tract, fract, vor</td>
</tr>
<tr>
<td><strong>Black Exercises</strong></td>
<td><strong>Section E</strong>: Words with suffixes -s, -es, -ing, -er, -ed, -ed /t/, -ed /d/, and -ed syllable</td>
<td><strong>Section H</strong>: Greek roots graph, scope, astro, phon, hydro, sphere, hemi, bio, photo, geo, syn, tele, pod, meter, auto, ology, micro, hyper, chron, macro, biblio, thermo, para, mech, psycho, mono, logue, ortho, phsy, the</td>
</tr>
<tr>
<td><strong>Black Exercises</strong></td>
<td><strong>Section F</strong>: Words with prefixes re-, un-, dis-, mis-, and de-</td>
<td><strong>Black Exercises</strong></td>
</tr>
</tbody>
</table>
Steps List

The exercises included in this sample are from level 1 Green Exercises Section I, level 2 Brown Exercises Section F, and level 3 Black Exercises Section G. In each section, students complete an introduction exercise, three to seven lesson exercises, a review exercise, a story exercise, and a challenge exercise.

Students are taught to follow the seven steps listed below to complete the exercises. Two of the steps (1 and 4) require audio support, which is a critical component of the Word Warm-ups curriculum.

First, students complete an introduction exercise for each section by working through Step 1. Then, students complete each lesson, review, story, and challenge exercise, by working through Steps 1–7. Use the step descriptions to walk through the sample exercises included, or simply review the materials.

1. **Look, Listen, and Respond**

   Students look at the exercise sheet while listening to the audio instruction on the CD and responding appropriately. This step emphasizes phonemic awareness and helps students learn the featured phonics or syllable patterns.

   You can listen to the audio support for many of the sections included in this sample with the Word Warm-ups audio sample, available on the Read Naturally website (www.readnaturally.com).

2. **Cold Timing**

   Students complete a one-minute timed reading of the words in the exercise. Students read the words down and then across for one minute. This is the student’s first attempt to read these words.

3. **Mark and Graph Cold Timing Score**

   Students mark and graph their cold timing scores, providing a baseline for checking progress.

4. **Read Along**

   Students read along with the narrator as s/he reads the word list or story. The audio models segmenting the word into sounds or syllables and then blending the parts into the whole word. Students should subvocalize quietly as they read along with the narrator.

5. **Practice**

   Students practice reading without audio support until reaching the words-correct-per-minute goal.

6. **Hot Timing**

   The teacher listens to individual students read and determines whether or not they have met the pass criteria. Students pass by reaching the words-correct-per-minute goal with three or fewer errors. For story exercises, students also need to read with good expression.

7. **Mark and Graph Hot Timing Score**

   Students mark and graph their hot timing scores and see progress from their cold timing scores.
Word Warm-ups 1

The following pages include exercises from Word Warm-ups 1. A brief description of the text and audio for each exercise is also included.

**Green Exercise 25, Introduction**

Each section begins with an introduction exercise. The introduction emphasizes phonemic awareness by presenting several example words with illustrations that represent the featured sounds for the section.

The audio instruction directs the student to look at the words next to each illustration. The narrator emphasizes the featured sound in each word, and students are directed to read along as the words are pronounced.

Students complete Step 1 for introduction exercises.

---

**Green Exercise 25**

Introduction to Words With the Less Common Sounds of Consonants

- cent
- gem
- knife
- wrist
- gnome

Section I
Words With the Less Common Sounds of Consonants
Green Exercise 25
**Green Exercise 26, Lesson**

Each section includes three to seven lesson exercises. At the top of each lesson exercise, there are one or more example words that are used to teach the featured phonics pattern. Below the example words is a table with five columns of words. The words in each column share a common phonics pattern or are related in some way.

The audio instruction teaches the featured phonics pattern and models the pronunciation of example words. The narrator pronounces each sound—and then the whole word—as students read along across the first row of words in the table. The audio continues as students are directed to read along down each column of words.

Students complete Steps 1–7 for lesson exercises.

<table>
<thead>
<tr>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
<th>55</th>
</tr>
</thead>
<tbody>
<tr>
<td>cell</td>
<td>since</td>
<td>ace</td>
<td>ice</td>
<td>cite</td>
<td></td>
</tr>
<tr>
<td>celt</td>
<td>hence</td>
<td>race</td>
<td>dice</td>
<td>cease</td>
<td></td>
</tr>
<tr>
<td>cent</td>
<td>fence</td>
<td>face</td>
<td>lice</td>
<td>peace</td>
<td></td>
</tr>
<tr>
<td>cep</td>
<td>dance</td>
<td>mace</td>
<td>mice</td>
<td>juice</td>
<td></td>
</tr>
<tr>
<td>cist</td>
<td>lance</td>
<td>lace</td>
<td>lice</td>
<td>truce</td>
<td></td>
</tr>
<tr>
<td>cyst</td>
<td>glance</td>
<td>place</td>
<td>slice</td>
<td>spruce</td>
<td></td>
</tr>
</tbody>
</table>

The audio instruction teaches the featured phonics pattern and models the pronunciation of example words. The narrator pronounces each sound—and then the whole word—as students read along across the first row of words in the table. The audio continues as students are directed to read along down each column of words.

Students complete Steps 1–7 for lesson exercises.

<table>
<thead>
<tr>
<th>6</th>
<th>12</th>
<th>18</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>cent</td>
<td>city</td>
<td>cymbal</td>
<td></td>
</tr>
</tbody>
</table>
**Green Exercise 29, Review**

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 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. Each column has words from one lesson exercise.

The audio instruction reviews the examples of the featured phonics patterns presented throughout that section. The narrator pronounces each sound—and then the whole word—as students read along across the first row of words in the table. The audio continues as students are directed to read along down each column of words.

Students complete Steps 1–7 for review exercises.

<table>
<thead>
<tr>
<th>Review</th>
<th>cent</th>
<th>gem</th>
<th>knife</th>
<th>wrist</th>
<th>gnome</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cell</td>
<td>gel</td>
<td>knap</td>
<td>wrap</td>
<td>wring</td>
<td></td>
</tr>
<tr>
<td>dance</td>
<td>gem</td>
<td>knot</td>
<td>wren</td>
<td>wrong</td>
<td></td>
</tr>
<tr>
<td>fence</td>
<td>hinge</td>
<td>knit</td>
<td>writ</td>
<td>wroth</td>
<td></td>
</tr>
<tr>
<td>cite</td>
<td>rage</td>
<td>knife</td>
<td>wrote</td>
<td>gnat</td>
<td></td>
</tr>
<tr>
<td>lace</td>
<td>range</td>
<td>knave</td>
<td>wreak</td>
<td>gnu</td>
<td></td>
</tr>
<tr>
<td>place</td>
<td>grange</td>
<td>knead</td>
<td>wreath</td>
<td>gnome</td>
<td></td>
</tr>
</tbody>
</table>

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

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Green Exercise 30, Story

Each section has one story exercise following the review exercise. These nonfiction stories contain several words that feature the phonics patterns taught in the section.

The audio instruction reminds students that some words in the story represent the patterns they have learned in the section. The audio continues as students are directed to read along with the narrator through the entire story.

Students complete Steps 1–7 for story exercises.

---

Strange Creatures

A long time ago, people made up stories. Often these tales told of strange creatures. People wrote the stories down. We still read them today.

Some stories were written in Greece. One tale tells of the Cyclops and a man named Odysseus. In the tale, the Cyclops belongs to a race of giants. He has a face like a man. But he has just one eye. The eye is in the center of his forehead. The Cyclops is huge. He has large legs, knees, and feet. His hands, knuckles, and wrists are big too. He can wrap one hand around a man.

People in other places wrote stories too. Some tales are about small creatures. Some people in Norway wrote about gnomes. Fairies fill the pages of some German tales. The Irish love their leprechauns.

Do you know any stories about these creatures?
**Green Exercise 31, Challenge**

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 in the feature the phonics patterns from the section but are not organized in columns by those patterns.

The narrator pronounces each sound—and then the whole word—as students read along across the first row of words in the table. The audio continues as students are directed to read along down each column of words.

Students complete Steps 1–7 for challenge exercises.

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>12</th>
<th>18</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>germ</td>
<td>farce</td>
<td>gorge</td>
<td>knob</td>
</tr>
<tr>
<td>35</td>
<td>force</td>
<td>dirge</td>
<td>knur</td>
<td>gnu</td>
</tr>
<tr>
<td>40</td>
<td>gnarl</td>
<td>merge</td>
<td>urge</td>
<td>cyst</td>
</tr>
<tr>
<td>45</td>
<td>known</td>
<td>gnat</td>
<td>wretch</td>
<td>gym</td>
</tr>
<tr>
<td>50</td>
<td>Wright</td>
<td>celt</td>
<td>knight</td>
<td>surge</td>
</tr>
<tr>
<td>55</td>
<td>cinch</td>
<td>scent</td>
<td>wrench</td>
<td>splurge</td>
</tr>
</tbody>
</table>

**Challenge!**

---

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Word Warm-ups 2

The following pages include exercises from Word Warm-ups 2. The five types of exercises are the same as the exercises for Word Warm-ups 1; however, the two- and three-syllable words in Word Warm-ups 2 have spaces separating the syllables in the introduction and lesson exercises to support students as they learn to decode the words. The spaces are removed in the review and challenge exercises. The text and audio for each exercise follows the same format as Word Warm-ups 1 but with two- and three-syllable words.

Students complete Step 1 for introduction exercises. Students complete Steps 1–7 for lesson, review, story, and challenge exercises.

Brown Exercise 11, Introduction

![Brown Exercise 11, Introduction](image)

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Brown Exercise 14, Lesson

Brown Exercise 14
Words With the Prefix dis- 14

- displeased
- disconnect

25 disable
discontent
disorder
discolor
disloyal
dislocate

words read ______
- errors ______ = cold score

10 discomfort
disconnect
dismember
discontent
dismantle
disgrumble

15 disdiss

disscussed
dismissed
dislike
discredit
disregard
displace

20 disclosed
dismayed
displayed
displeased
displaced
discharged

words read ______
- errors ______ = hot score

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Brown Exercise 17, Review

Brown Exercise 17
Review of Words With Prefixes 17

- refocus
- unpainted
- disconnect
- misbutton
- delighted

25 refocus
refreshes
remodel
rejoins
regather

words read ______
- errors ______ = cold score

10 unwritten
untangle
unsalted
unfinished
unconcerned

15 misdirect
dismissed
misgrumble
disturbed
disable

20 defroster
misprinted
devisor
delighted
misconduct
decongest

words read ______
- errors ______ = hot score

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Brown Exercise 18, Story

Bisbee Deportation

In 1917, miners in Bisbee, Arizona, wrote to their mining company. They said they were displeased with their jobs. They worked long days, and their pay was unstable. The mines were not always safe. Many miners felt mistreated. They described changes they wanted to see. The mining company did not agree to these requests. What could the miners do now? They decided to strike. They would not work until the company met their demands. Sadly, the strike made things even worse. The mining company declared that the disgruntled miners were disturbing the peace. The company had the workers deported from Bisbee. Over 1,000 miners were kidnapped. They were sent to New Mexico and not allowed to reenter Bisbee. Life was hard for these displaced workers. The mining company’s misconduct went unpunished. Still, some people kept fighting for the miners’ rights. They kept demanding fairer jobs. Over time, jobs did start to improve.

words read________
- errors ________ = cold score

- errors ________ = hot score
expression

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Brown Exercise 19, Challenge

Challenge!

misjudged distracts refolded deploying misaimed
uncommon defined disjointed misdeals relandscape
reoutfit uncover misplaced unbroken devotes
discounting misgovern unstitches rechecking disrupting
describes relatches depressed dispatcher undressed

words read________
- errors ________ = cold score

- errors ________ = hot score

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Word Warm-ups 3

The following pages include exercises from Word Warm-ups 3. The five types of exercises are the same as the exercises for Word Warm-ups 1 and 2.

In the lesson and review exercises, students read two rows of flashcards that appear above the columns of words. The flashcards include the featured prefixes, suffixes, or syllables, and students read them multiple times independently until they can read them automatically. By building automaticity with the featured syllables first, students are able to quickly recognize them in the words in the table. This encourages decoding syllable by syllable.

Students complete Step 1 for introduction exercises. Students complete Steps 1–7 for lesson, review, story, and challenge exercises.

Black Exercise 1, Introduction

<table>
<thead>
<tr>
<th>audience</th>
<th>auditorium</th>
<th>audiologist</th>
</tr>
</thead>
</table>

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Black Exercise 4, Lesson

Black Exercise 4
Words With Latin Roots
ject, vis, miss, cred, rupt

<table>
<thead>
<tr>
<th>ject</th>
<th>vis</th>
<th>miss</th>
<th>cred</th>
<th>rupt</th>
</tr>
</thead>
<tbody>
<tr>
<td>miss</td>
<td>rupt</td>
<td>ject</td>
<td>pop</td>
<td>vis</td>
</tr>
<tr>
<td>cred</td>
<td>spec</td>
<td>vis</td>
<td>rupt</td>
<td>ject</td>
</tr>
</tbody>
</table>

---

4 8 12 16

20 conjecture visitation missile discrēdits rupturring
25 projector invisibleness dismissible incredible interruption
30 objectively indivisible emissary incredulous disruptiveness
35 interjection visibility remissness acreditation incorruptible

words read
- errors = cold score

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Black Exercise 8, Review

Black Exercise 8
Review of Latin Roots

<table>
<thead>
<tr>
<th>urb</th>
<th>ject</th>
<th>stat</th>
<th>vis</th>
<th>tract</th>
<th>bene</th>
<th>voc</th>
<th>cred</th>
<th>fract</th>
<th>rupt</th>
</tr>
</thead>
<tbody>
<tr>
<td>flee</td>
<td>vor</td>
<td>junct</td>
<td>spec</td>
<td>struct</td>
<td>dic</td>
<td>ven</td>
<td>scend</td>
<td>script</td>
<td>due</td>
</tr>
</tbody>
</table>

---

4 8 12 16

20 urbanize pedestal indivisible benefactor retractable
25 statistician depopulate reflectively incredulous destructiveness
30 commemorate introspection encapsulate descendent incorruptible
35 vocalist contradiction disjuncture omnivore preinduction

words read
- errors = cold score

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Black Exercise 9, Story

Earle's Invention

In 1920, Josephine Dickson had problems in the kitchen. She often cut and burned her fingers while preparing meals. Back then, Josephine couldn't treat these injuries herself. Her husband, Earle, had to tape cotton gauze over them.

Was there a way for Josephine to bandage her fingers without Earle's help? Earle got to work and soon invented self-adhesive bandages. Earle's bandages were the first to combine gauze and tape into one strip. They worked great; Josephine could finally put bandages on herself!

Earle thought his bandages could become a popular new product, and people at his company agreed. They began manufacturing and selling what they called "band-aids." They also thought of creative ways to promote them, which helped popularize the product.

Over the years, band-aid sales increased. Before long, most of the U.S. population had heard of them. They became a necessity in most homes. Earle Dickson was more than a helpful husband—he was a genius inventor too!

Words Read: 162

- Errors = Cold Score

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Black Exercise 10, Challenge

Challenge!

Fractionalize distractibility misadventure ejectable credibility
condescend memorandum impediment captivating semiflexible
audition propulsion facsimile provisional circumscription
reproductive adjunctive misinformed populous beneficial

Words Read: 162

- Errors = Cold Score

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Sample Word Warm-ups Graph

This is a sample Word Warm-ups 1 graph, which is partially filled in. Students graph their cold timings in blue and hot timings in red. Notice how students can view their progress by seeing their improvement on each exercise and as they work through the program.