Teacher's Manual

Multisyllabic Words

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Table of Contents

Introduction to Word Warm-ups 3
What Is Word Warm-ups? 3
Overview of the Word Warm-ups Series 4
Word Warm-ups Research and Rationale 5
Reading Instruction Research 5
Instructional Design Research 6
Word Warm-ups 3 Program Overview 9
Level Overview 9
Procedure Overview 10
Materials Overview 11
Exercises Overview 14
Word Warm-ups Steps 23
1. Look, Listen, and Respond 23
2. Cold Timing 24
3. Mark and Graph Cold Score 26
4. Read Along 26
5. Practice 27
6. Hot Timing 28
7. Mark and Graph Hot Score 30
Teacher Responsibilities 31
Planning and Setting Up 32
Preparing a Schedule 32
Choosing a Setting 32
Gathering Materials 32
Assessing Students 33
Assessment Overview 33
Administering the Assessment 34
Scoring the Assessment 34
Calculating the Total Scores 35
Placing Students 36
Comprehensive Program 36
Customized Option 36
Placement Table 36
Building Exercise Packets 37
Comprehensive Program Packets 37
Customized Option Packets 37
Building Exercise Packets Table 38
Recording Class Data (optional) 38
Lesson Plans to Introduce Word Warm-ups 3 39
Introduction to Word Warm-ups 3: Lesson 1 39
Introduction to Word Warm-ups 3: Lesson 2 44
Monitoring Student Progress 48
Adapting the Program 49
Student Passes Exercises Too Quickly 49
Student Has Difficulty Passing Exercises 49
Student Has Difficulty With Patterns Already Studied 50
Communicating With Students and Parents 51

Appendix....52
Letter to Parents....53
Word Warm-ups 3 Assessment Scoring Worksheet....54
Word Warm-ups 3 Class Assessment Data Collection Sheet....55
Pronunciation Guide....56
Pronunciation Guide....57
Pronunciation Guide....58
Pronunciation Guide....59
Pronunciation Guide....60
Mini-Folder and Graphs....61
Step Poster....63
Super Word Reader Award....64
Bibliography....65
Index....67

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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-syllable, two-syllable, and multisyllabic words with common phonics and syllable patterns.
- 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 3 supports students in learning to automatically recognize and read multisyllabic words with common prefixes, suffixes, syllable patterns, and Latin and Greek roots.

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 syllable patterns or 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.

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Overview of the Word Warm-ups Series

Word Warm-ups 1	Word Warm-ups 2	Word Warm-ups 3
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, ng (consonant digraphs) Section D: Words ending with two consonants (consonant blends) Section E: Words beginning with two or more consonants (consonant blends) **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	**Yellow Exercises** Section A: Compound words with short vowels, consonant digraphs, and beginning and ending consonant blends Section B: More 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 **Orange Exercises** Section C: Two-syllable word patterns including two or three consonants between two vowels (vccv, vcccv), one vowel followed by r, long vowel pairs, and other sounds of vowels Section D: More two-syllable word patterns with short and long vowel words that end with l-e (c/cle, v/cle), 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/, -ed /ed/ Section F: Words with prefixes re-, un-, dis-, mis-, de-	**Tan Exercises** Section A: Words with common prefixes re-, un-, dis-, mis-, de-, non-, in-, pre-, pro-, en-, im-, over-, em-, under-, a- Section B: Words with common suffixes -able, -less, -ible, -ful, -ness, -tion, -en, -ment, -ly, -sion, -ture, -ist, -ty, -est, -ary Section C: Words with additional prefixes ab-, be-, per-, sub-, trans-, ad-, con-, com-, fore-, ex-, anti-, inter-, mid-, semi-, super- **Silver Exercises** Section D: Words with additional suffixes -age, -ic, -ate, -ize, -ish, -ism, -ous, -ity, -ent, -ant, -cial, -tial, -ance, -ence, -sive, -tive Section E: Words with open and closed syllables Section F: Words containing syllables with the schwa (ə) sound **Black Exercises** Section G: Words with Latin roots urb, stat, mem, vac, ped, pop, spec, dic, fig, pul, ject, vis, miss, cred, rupt, flec, form, man, junct, struct, ven, bene, cap, script, fac, duc, scend, tract, fract, vor Section H: Words with Greek roots graph, scope, astro, phon, hydro, photo, sphere, hemi, bio, geo, syn, tele, pod, meter, auto, ology, micro, hyper, chron, macro, biblio, thermo, para, mech, psycho, mono, logue, ortho, phys, the

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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 multisyllabic 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. Word Warm-ups 3 reinforces phonics skills by continuing to provide practice in applying the phonics skills to read syllables in longer words.

Decoding Multisyllabic Words

The ability to decode single-syllable words does not necessarily transfer to reading multisyllabic 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 multisyllabic (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 multisyllabic words more easily (Bhattacharya & Ehri, 2004; Shefelbine, 1990). Consequently, systematic and explicit instruction in decoding multisyllabic words is important.

The lessons in Word Warm-ups 2 introduce the most common syllable patterns, prefixes, and suffixes in the English language. The lessons in Word Warm-ups 3 teach the pronunciation of 30 prefixes, 40 suffixes, a strategy for decoding open and closed syllables and the ə sound in multisyllabic words, and the pronunciation of common Greek and Latin roots. Students apply phonics skills to decode each syllable. Students hear how each part of a word is phonetically pronounced and then how the word is correctly pronounced when the parts are combined.

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.

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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 and 3, the syllables are divided by spaces in the exercises that teach the patterns, but the spaces are eliminated in the subsequent exercises. The spaces are eliminated in all of the exercises in the last two sections of Word Warm-ups 3.

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 3 Program Overview

Level Overview

In Word Warm-ups® 3, students learn to decode multisyllabic words: (1) by continuing to build on the continuum of decoding skills taught in Word Warm-ups 1 and 2; (2) by learning a systematic method of decoding multisyllabic words, and; (3) by receiving visual and auditory support to correctly pronounce multisyllabic words.

Word Warm-ups 3 reinforces previously learned phonics skills as students learn to recognize and read the most common prefixes, suffixes, syllable patterns, and Latin and Greek roots in the following ways:

a. Students' phonics skills are reinforced as they learn to recognize and read phonetically regular prefixes, suffixes, syllables, and Latin and Greek roots.
b. Students learn to recognize and read phonetically irregular prefixes, suffixes, syllables, and Latin and Greek roots as sight syllables.
c. Students learn to pronounce syllables with single vowels based on the position of the vowel in the syllable.
d. Students' phonics skills are further reinforced as they master the spelling of phonetically regular and irregular prefixes, suffixes, syllable patterns, and roots. Students learn to spell multisyllabic words syllable by syllable.

Word Warm-ups 3 explicitly teaches students the following systematic method of decoding multisyllabic words:

a. Students attempt to read multisyllabic words by pronouncing each sight syllable or decoding each phonetically regular syllable to get a close approximation of the word.
b. Students learn to listen closely to their own phonetic pronunciation of a word and then self-correct the word to the way it is really pronounced.

Word Warm-ups 3 supports students as they learn to read prefixes, suffixes, syllables, and Latin and Greek roots in isolation and to use a systematic method to recognize and pronounce these parts to read multisyllabic words. Word Warm-ups 3 provides this support in the following ways:

a. The printed words in the lesson exercise are presented with slight spaces between syllables based on the dictionary pronunciation. This visual scaffolding is removed in review and challenge exercises and in all exercises in the last two sections.
b. The audio models the phonetic pronunciation syllable by syllable, and then the word is pronounced correctly.

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 multisyllabic words.

The Word Warm-ups 3 procedure is as follows:

- First, the student looks at several new prefixes, suffixes, syllables, or roots while listening and responding to the audio instruction. The audio instruction helps the student learn how to correctly pronounce the prefixes, suffixes, syllables, or roots featured in the exercise.
- Then, the student practices the featured prefixes, suffixes, syllables, or roots multiple times until able to read them automatically.
- Next, the audio instruction directs the student's attention to the words in the table. The student is reminded that each word in the table follows a pattern.
- The student then 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 prefixes, suffixes, syllables, or roots, and uses a blue pencil or crayon to graph the number of words s/he read correctly in one minute.
- The student reads along with an audio recording of the word list to learn all of the words. The student hears each syllable pronounced phonetically and then hears the whole word pronounced correctly.
- The student does repeated timed readings of the list, pronouncing each word correctly without syllable breaks. The student practices until s/he is able to read the list at the goal rate of 40 words correct per minute. The student pronounces each word twice—once reading down the columns and once reading across the rows.
- 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 prefixes, suffixes, syllables, or roots. For these exercises, students follow the same procedure, but they read a story instead of a list of words.

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Materials Overview

To use Word Warm-ups 3, 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.

Tan, Silver, and Black Exercises—Pre-Cut Copies and Blackline Masters

The program materials include a package of pre-cut Tan, Silver, and Black 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.

Tan, Silver, and Black Audio CDs

The 18 audio CDs that come with the program include six copies of the audio for the Tan Exercises, six copies of the audio for the Silver Exercises, and six copies of the audio for the Black 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., Tan Exercise 13 corresponds to track 13 on the tan CD).

Storage Box

The Word Warm-ups storage box is a convenient place to store student copies of exercises. 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 Tan, Silver, and Black 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 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. Most of the materials listed below 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.

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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 3 consists of 65 audio-supported exercises divided into colors: Tan, Silver, and Black.

Sections

The Tan Exercises are grouped into the following sections:

Section A: Words with common prefixes re-, un-, dis-, mis-, de-, non-, in-, pre-, pro-, en-, im-, over-, em-, under-, a-

Section B: Words with common suffixes -able, -less, -ible, -ful, -ness, -tion, -en, -ment, -ly, -sion, -ture, -ist, -ty, -est, -ary

Section C: Words with additional prefixes ab-, be-, per-, sub-, trans-, ad-, con-, com-, fore-, ex-, anti-, inter-, mid-, semi-, super-

The Silver Exercises are grouped into the following sections:

Section D: Words with additional suffixes -age, -ic, -ate, -ize, -ish, -ism, -ous, -ity, -ent, -ant, -cial, -tial, -ance, -ence, -sive, -tive

Section E: Words with open/closed syllables

Section F: Words with schwa (ə) syllables

The Black Exercises are grouped into the following sections:

Section G: Words with Latin roots urb, stat, mem, vac, ped, pop, spec, dic, fig, pul, ject, vis, miss, cred, rupt, flec, form, man, junct, struct, ven, bene, cap, script, fac, duc, scend, tract, fract, vor

Section H: Words with Greek roots graph, scope, astro, phon, hydro, photo, sphere, hemi, bio, geo, syn, tele, pod, meter, auto, ology, micro, hyper, chron, macro, biblio, thermo, para, mech, psycho, mono, logue, ortho, phys, the

Types of Exercises

Each section includes several exercises that teach the prefixes, suffixes, syllables, or roots in multisyllabic words.

Each section includes the following types of exercises:

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

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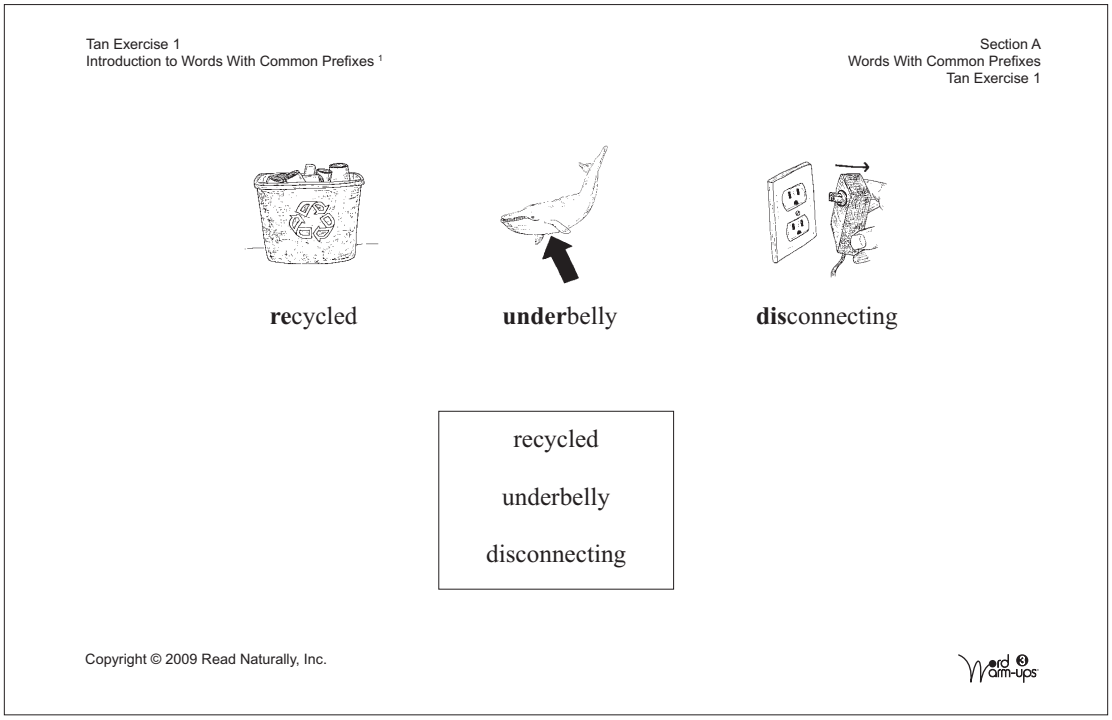
Introduction Exercise

Each section begins with an introduction exercise. The introduction extends phonemic awareness by presenting several words with illustrations that represent the featured prefixes, suffixes, syllables, or roots for the section. The featured prefixes, suffixes, syllables, or roots are in bold letters in the sample words. The words are presented again in a box at the bottom of the page without the featured parts in bold print.

In the audio instruction, the narrator directs the student to look at the words under each illustration. The narrator pronounces each syllable phonetically and then pronounces the word again without the syllable breaks. The narrator provides an introduction to the content that will presented throughout the section. Then the student is directed to stop the CD and read the words in the box independently.



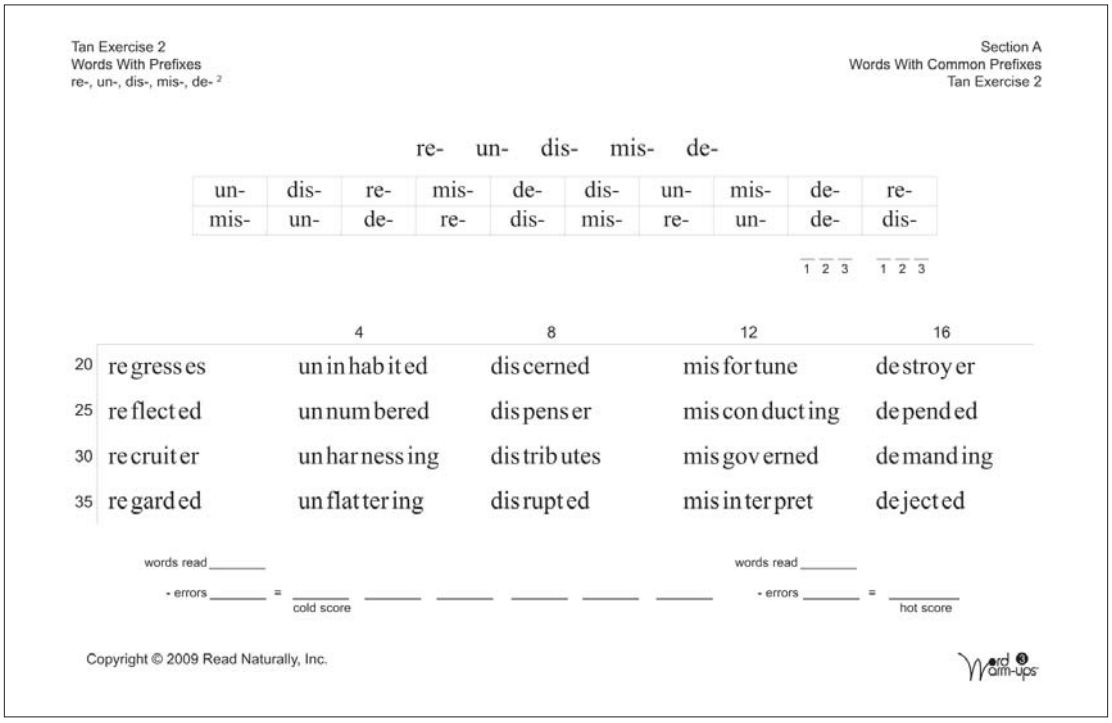
introduction exercise

Lesson Exercises

Each section includes three to six lesson exercises. The featured prefixes, suffixes, syllables, or roots are presented at the top of each lesson exercise. The narrator in the audio instruction teaches the pronunciation of the new prefixes, suffixes, syllables, or roots, or it teaches and models the strategy that will help the student identify and pronounce the syllables correctly. After listening and responding to this initial instruction and reading along across the two rows of flashcards, the student is directed to pause the CD and practice the prefixes, suffixes, syllables, or roots until s/he is able to read them automatically.

Below the two rows of flashcards is a table with five columns of words. The words in each column share a common prefix, suffix, syllable pattern, or root. In Sections A through F, the words have small spaces between each syllable. These word divisions are based on dictionary pronunciation guidelines. In Sections G and H, the spaces are eliminated.

In the audio instruction, the narrator reminds the student that each word in the table follows a pattern. 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—in each column of words while the student reads along. The narrator gives the phonetic pronunciation of each syllable and then provides the correct pronunciation of the whole word. The student is then directed to stop the CD and begin practicing the words. The student pronounces each word correctly (without the syllable breaks) as s/he practices.



Tan Exercise 2
Words With Prefixes
re-, un-, dis-, mis-, de- [2]

Section A
Words With Common Prefixes
Tan Exercise 2

re- un- dis- mis- de-

un-	dis-	re-	mis-	de-	dis-	un-	mis-	de-	re-
mis-	un-	de-	re-	dis-	mis-	re-	un-	de-	dis-

1 2 3 1 2 3

	4	8	12	16
20	regresses	uninhabited	discerned	misfortune	destroyer
25	reflected	unnumbered	dispenser	misconducting	depended
30	recruiter	unharnessing	distributes	misgoverned	demanding
35	regarded	unflattering	disrupted	misinterpret	dejected

words read _____ - errors _____ = _____ cold score

words read _____ - errors _____ = _____ hot score

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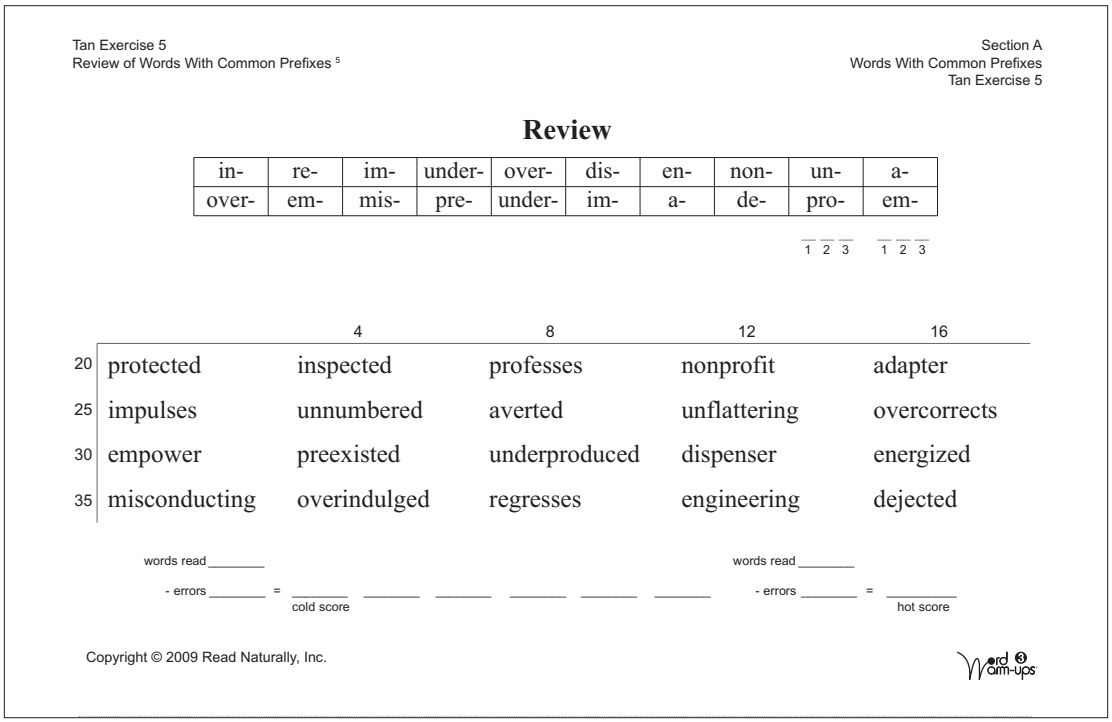
lesson exercise

Review Exercise

Each section has one review exercise following the lesson exercises. At the top of each review exercise, there are two rows of practice boxes that contain the prefixes, suffixes, syllables, or roots taught in the section. The audio for the practice boxes reviews the pronunciation of each one as the student reads along. The student is then directed to pause the CD and practice the prefixes, suffixes, syllables, or roots until able to read them automatically.

Below the two rows of practice boxes 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.

In the audio instructio, the narrator reminds the student that the review words contain the featured prefixes, suffixes, syllables, or roots presented throughout that section. Students are then directed to pause the CD and do a cold timing. Next, the student is directed to read along as the narrator pronounces each syllable—and then the whole word—in each column of words. The student is directed to stop the CD and begin practicing the words. The student pronounces each word correctly (without the syllable breaks) as s/he practices.



Tan Exercise 5
Review of Words With Common Prefixes [5]

Section A
Words With Common Prefixes
Tan Exercise 5

Review

in-	re-	im-	under-	over-	dis-	en-	non-	un-	a-
over-	em-	mis-	pre-	under-	im-	a-	de-	pro-	em-

1 2 3 1 2 3

	4	8	12	16
20	protected	inspected	professes	nonprofit	adapter
25	impulses	unnumbered	averted	unflattering	overcorrects
30	empower	preexisted	underproduced	dispenser	energized
35	misconducting	overindulged	regresses	engineering	dejected

words read _____ - errors _____ = _____ cold score

words read _____ - errors _____ = _____ hot score

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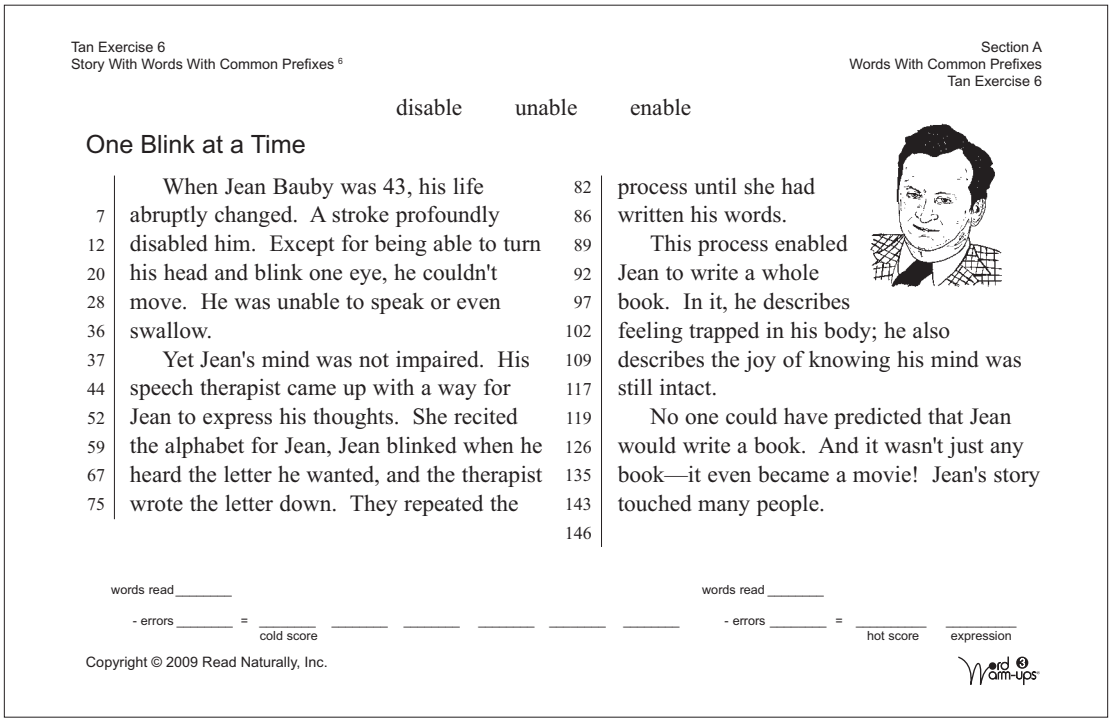
review exercise

Story Exercise

Each section has one story exercise following the review exercise. These nonfiction stories contain several words that feature the prefixes, suffixes, syllable patterns, or roots 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 introduction to each story draws attention to a featured prefix, suffix, or root and how it affects the meanings of words in the story. 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. Next, the audio continues as the narrator reads the story. The student is then directed to stop the CD and begin practicing the story.



Tan Exercise 6
Story With Words With Common Prefixes [6]

Section A
Words With Common Prefixes
Tan Exercise 6

disable unable enable

One Blink at a Time

	When Jean Bauby was 43, his life	82	process until she had
7	abruptly changed. A stroke profoundly	86	written his words.
12	disabled him. Except for being able to turn	89	This process enabled
20	his head and blink one eye, he couldn't	92	Jean to write a whole
28	move. He was unable to speak or even	97	book. In it, he describes
36	swallow.	102	feeling trapped in his body; he also
37	Yet Jean's mind was not impaired. His	109	describes the joy of knowing his mind was
44	speech therapist came up with a way for	117	still intact.
52	Jean to express his thoughts. She recited	119	No one could have predicted that Jean
59	the alphabet for Jean, Jean blinked when he	126	would write a book. And it wasn't just any
67	heard the letter he wanted, and the therapist	135	book—it even became a movie! Jean's story
75	wrote the letter down. They repeated the	143	touched many people.
		146	

words read _____ words read _____

- errors _____ = _____ _____ _____ _____ _____ _____ _____ - errors _____ = _____ _____

cold score hot score expression

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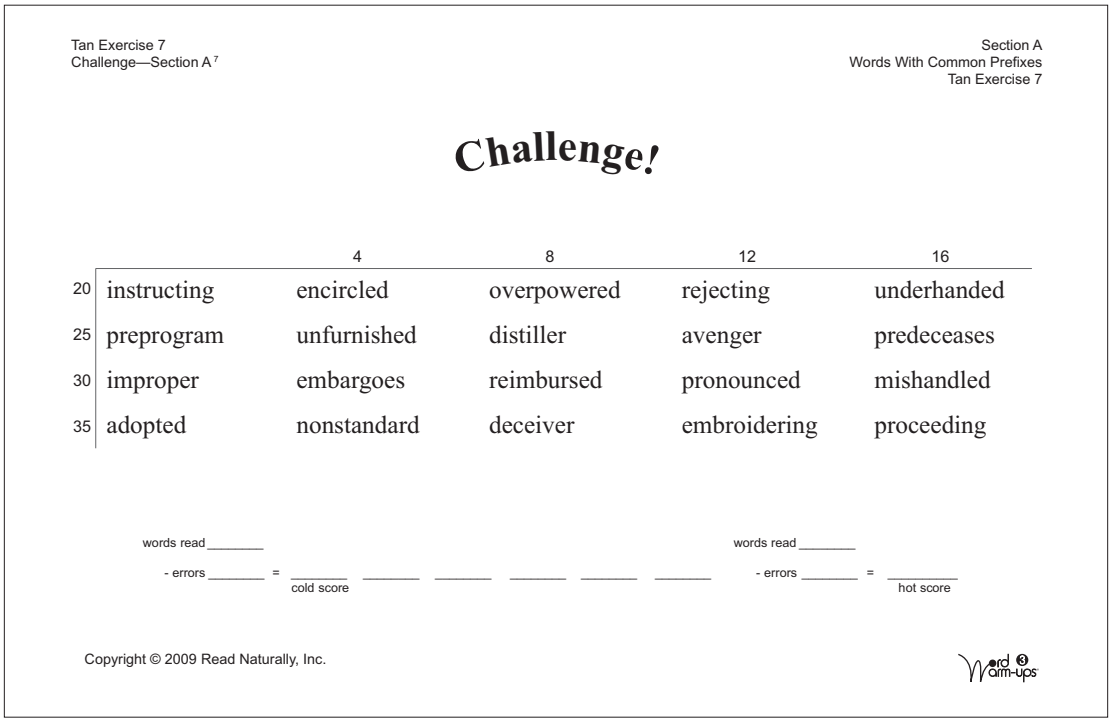
story exercise

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 prefixes, suffixes, syllable patterns, or roots.

In the audio instruction, the narrator states that these words are challenge words. Students are directed to pause the CD and do a cold timing. Next, the student is directed to read along as the narrator pronounces each syllable—and then the whole word—in each column of words. The student is then directed to stop the CD and begin practicing the words. The student pronounces each word correctly (without the syllable breaks) as s/he practices.



Tan Exercise 7
Challenge—Section A 7

Section A
Words With Common Prefixes
Tan Exercise 7

Challenge!

	4	8	12	16
20	instructing	encircled	overpowered	rejecting	underhanded
25	preprogram	unfurnished	distiller	avenger	predeceases
30	improper	embargoes	reimbursed	pronounced	mishandled
35	adopted	nonstandard	deceiver	embroidering	proceeding

words read _____
- errors _____ = _____ cold score

words read _____
- errors _____ = _____ hot score

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challenge exercise

Format of Printed Exercises

Headings for the student

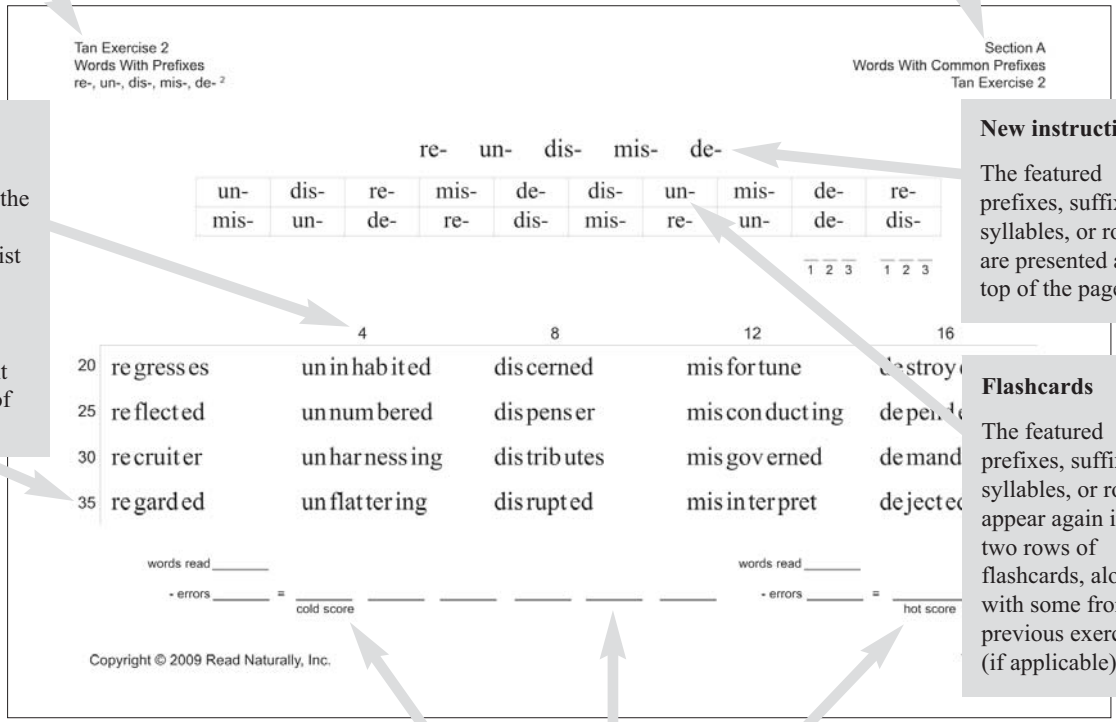
These headings help the student match the printed exercise to its audio component.

- exercise color and number
- exercise name
- exercise content 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.

New instruction

The featured prefixes, suffixes, syllables, or roots are presented at the top of the page.

Flashcards

The featured prefixes, suffixes, syllables, or roots appear again in the two rows of flashcards, along with some from previous exercises (if applicable).

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 20 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 prefixes, suffixes, syllable patterns, or roots. 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.

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Format of Audio Support

Each Tan Exercises CD has the audio support for the 21 Tan Exercises; each Silver Exercises CD has the audio support for the 24 Silver Exercises; each Black Exercises CD has the audio support for the 20 Black Exercises. The audio instruction 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 featured prefixes, suffixes, syllable patterns, or roots. The audio for each lesson, review, and challenge exercise reminds the student that the words in each column of the table contain the featured prefixes, suffixes, syllable patterns, or roots. Then it continues with an audio recording of the word list. The narrator gives the phonetic pronunciation of the individual syllables of each word and then pronounces the whole word correctly. The student will practice without the audio after s/he has learned to accurately decode the words. During practice, the student pronounces each word correctly (without the syllable breaks). 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 prefixes, suffixes, syllable patterns, or roots being taught. The terminology is consistent in all audio scripts.

The audio for Tan Exercise 2 (illustrated on the previous page) reads as follows:

Look at the prefixes at the top of this page. A prefix is a letter or group of letters added to the beginning of a root or root word. Listen to the prefixes as you read them with me.

Ready?

re- as in regresses,

un- as in uninhabited

dis- as in discerned

mis- as in misfortune

de- as in destroyer

Look at the prefixes in the two rows of flashcards. Read across the rows with me.

Ready?

un-, dis-, re-, mis, de-, dis-, un-, mis-, de-, re-. Next row.

mis-, un-, de-, re-, dis-, mis-, re-, un-, de-, dis-.

Now practice reading the two rows of flashcards until you can read them three times in one minute. Pause the CD and time yourself.

At this point, the student pauses the CD and practices reading the two rows of flashcards. Next, the student resumes the CD and hears the following instructions:

Look at the words in the table. Each word begins with a prefix. Pause the CD and time yourself as you read the words in the table.

The student pauses the CD and does his/her cold timing. Then the student resumes the CD and hears the following instruction:

Now read the words down each column with me. First read the word as it is divided. Then read it the way we really say it.

Ready?

re-gress-es. regresses.

re-flect-ed. reflected.

re-cruit-er. recruiter.

re-gard-ed. regarded.

(The narrator continues down the other columns in the same manner, first saying the word with a slight pause between syllables and then saying the whole word naturally.)

Stop the CD and practice.

At this point, the student stops the CD and practices reading the words until s/he can read down the columns and across the rows in one minute.

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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

In Words Warm-ups 3, Step 1 is comprised of two parts.

New Instruction

The student looks at the exercise sheet while listening to the audio instruction on the CD and responding appropriately. For lesson and review exercises, this step helps the student learn the featured prefixes, suffixes, syllables, or roots. For story exercises, this step teaches the meanings of a few of the prefixes, suffixes, or roots in some words in the story and introduces the story.

Flashcards

Each lesson and review exercise requires the student to practice the featured prefixes, suffixes, syllables, or roots in the "flashcard" boxes until s/he can read them automatically.

The student listens and reads along with the audio support to learn each word part. Then the audio directs the student to pause the CD and practice. The student sets the timer for one minute. S/he reads across both rows and then makes a tally mark on the first small blank line below the rows of flashcards. Next, the student reads across both rows again and makes a second tally mark on the second small line. Then, the student reads across both rows a third time and makes a third tally mark on the third small line.

If the student is able to make the third tally mark before the timer sounds, s/he is reading at an automatic rate. If the timer sounds before s/he is able to complete both rows for the third time, the student should start the timer and try again, using the next set of blank lines for tally marks. The student should not move on to Step 2 until s/he can accurately read both rows three times in one minute.

During the student's Hot Timing (Step 6), the student will be asked to read each row to demonstrate accuracy and automaticity.

2. Cold Timing

The student pushes Play, and the audio instruction reminds the student that each word in the table follows a pattern. The student is directed to pause the CD and do 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 (errors) from the number s/he read to calculate the cold score.

Note: If you provide guidance while the student does the first few cold timings, you can reinforce the importance of identifying difficult words; you can also show the student how to count, calculate, and record the cold timing score. As soon as the student demonstrates proficiency in doing the cold timing, s/he can do the cold timing independently. You may choose to continue 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.

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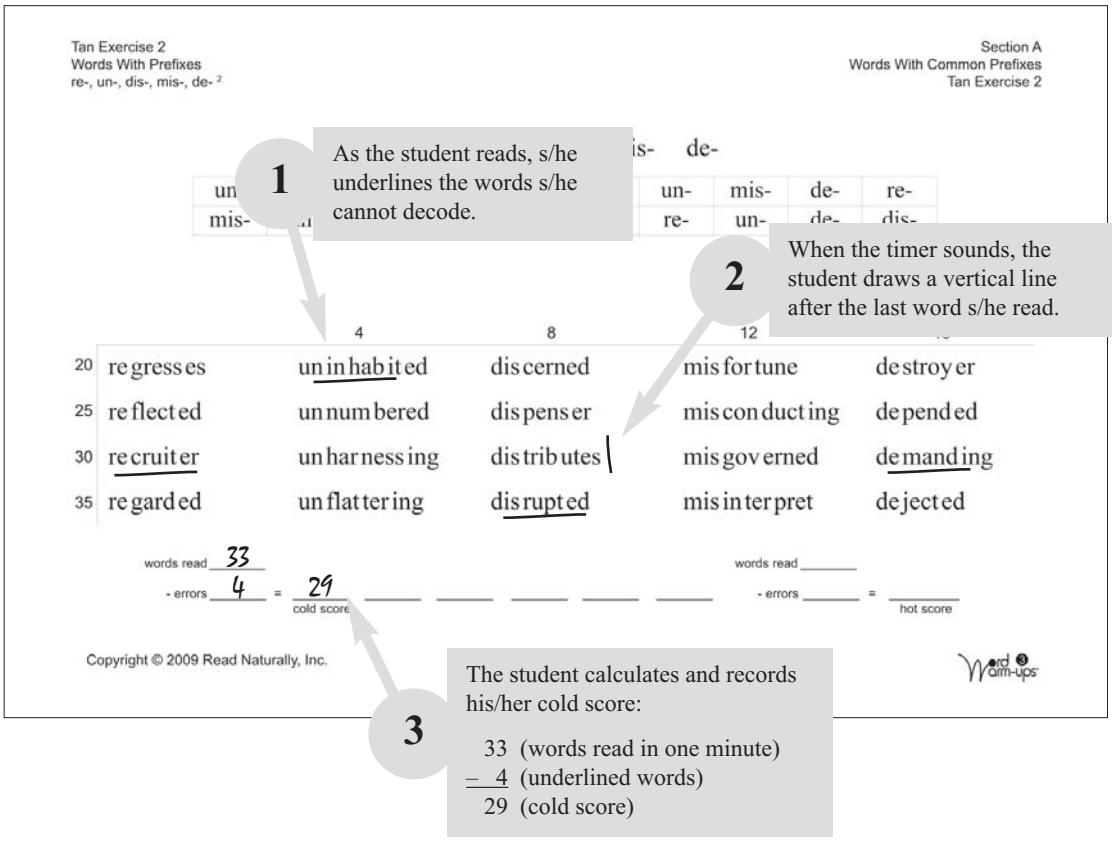
Calculating Words Correct Per Minute for Word Lists

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



Notice the vertical line after the word *distributes*. *Distributes* 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, 30). S/he then counts the words across the row until s/he reaches the last word s/he read (in this case, 33). To calculate the cold score, the student subtracts the number of words s/he underlined (i.e., the number of errors; in this case, 4). 33 – 4 = 29.

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 40 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 (errors) 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 (errors) 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 3 are written at a mid-fourth-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 second through fourth graders: add 30 words per minute to the student's cold score.
- Goal for fifth graders and above: add 40 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 the words without the audio support.

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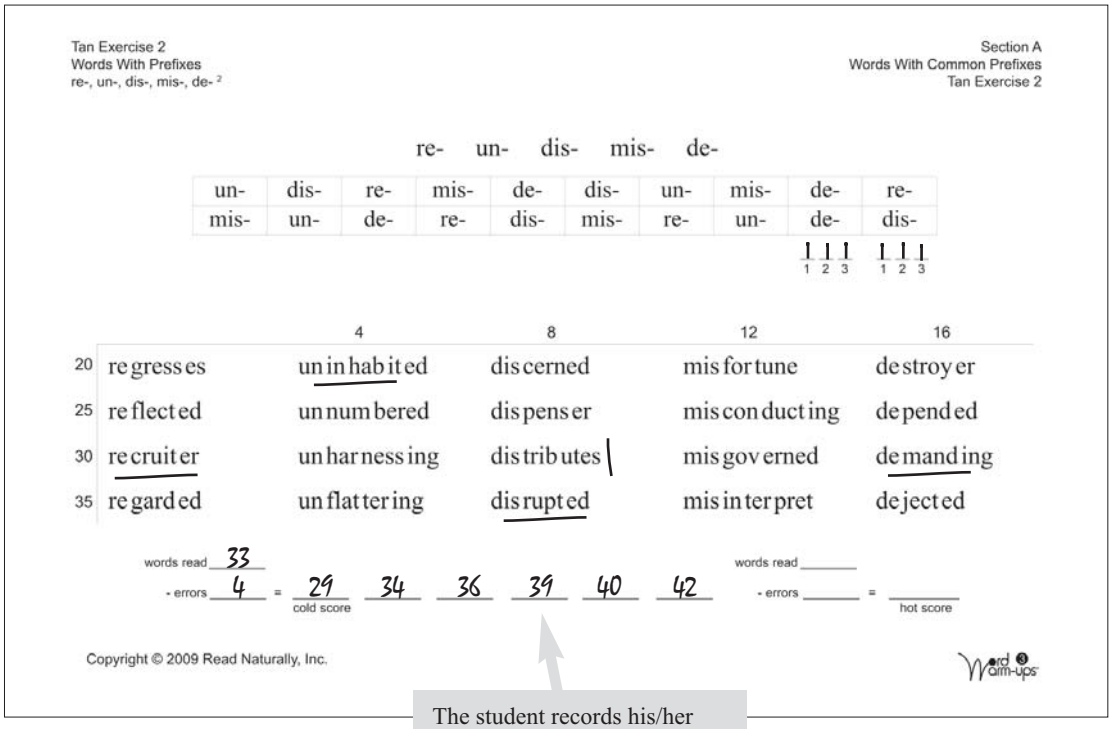
5. Practice

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 40 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 word correctly. During practice, the student prounounces each word correctly (without syllable breaks).



Tan Exercise 2
Words With Prefixes
re-, un-, dis-, mis-, de- 2

Section A
Words With Common Prefixes
Tan Exercise 2

re- un- dis- mis- de-

un-	dis-	re-	mis-	de-	dis-	un-	mis-	de-	re-
mis-	un-	de-	re-	dis-	mis-	re-	un-	de-	dis-

1 2 3 1 2 3

		4	8	12	16
20	regresses	uninhabited	discerned	misfortune	destroyer
25	reflected	unnumbered	dispenser	misconducting	depended
30	recruiter	unharnessing	distributes	misgoverned	demanding
35	regarded	unflattering	disrupted	misinterpret	dejected

words read 33
- errors 4 = 29 cold score 34 36 39 40 42

words read _____
- errors _____ = _____ hot score

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The student records his/her practice scores on the blank lines.

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. The student practices until s/he is able to read at the goal rate that was 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

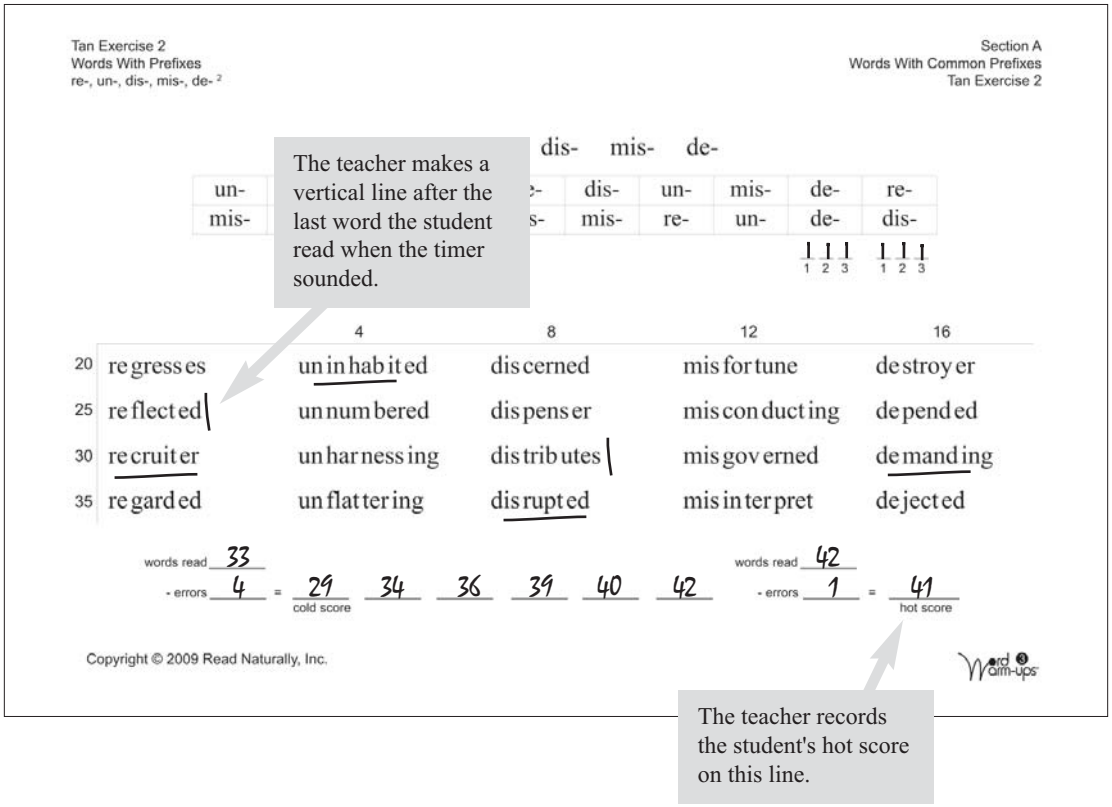
The teacher will pass a student on a word list exercise if all of the following occur:

- The student accurately reads the two rows of flashcards one time.

  Note: The purpose of having students read the flashcards in the hot timing step is to confirm that they can read the prefixes, suffixes, syllables, or roots accurately.

- The student reads 40 or more words correctly in one minute or less with three or fewer errors.

  Note: To pass, the student must read 40 or more words correctly. If s/he reads 41 words but makes three errors, the student's score is 38, and s/he does not pass.



Hot Timing for Story Exercises

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

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

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Word Warm-ups 3

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).

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 apply 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.

Failure to Pass the Exercise

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 prefixes, suffixes, syllable patterns, or roots 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 flashcards, 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.

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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 as a warm-up, or up to 30 minutes daily as an intervention. 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

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Assessing Students

This section provides guidelines for assessing your students using the Word Warm-ups 3 Student Assessment. The subsequent two sections describe how to place students and build exercise packets using the assessment results.

The Word Warm-ups 3 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 3 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 Word Warm-ups 3 Student Assessment booklet is organized so that the prefixes, suffixes, syllable patterns, and roots are presented in the same sequence as they are in the Word Warm-ups 3 program. Sections A through H in the Student Assessment booklet correspond to sections A through H in the Word Warm-ups 3 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.

Tan Exercises

Section A: Words With Common Prefixes

Section B: Words With Common Suffixes

Section C: Words With Additional Prefixes

Silver Exercises

Section D: Words With Additional Suffixes

Section E: Words With Open/Closed Syllables

Section F: Words With Schwa (ə) Syllables

Black Exercises

Section G: Words With Latin Roots

Section H: Words With Greek Roots

Administering the Assessment

Sections A through H will help you place students in the appropriate sections of Word Warm-ups 3. 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 3 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. Turn to Section A of the Student Assessment booklet. Say to the student, *"Look at the words in this section. Read each word 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. Using steps 2 and 3, continue the assessment for Sections B through H. Test as many sections as possible, but stop if the student becomes frustrated.

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

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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 should 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 3, look at the total scores for each of the sections (A through H) 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 3.

Once you've determined which students will benefit from Word Warm-ups 3, 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 prefixes, suffixes, syllable patterns, or roots featured in Word Warm-ups 3. 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 prefixes, suffixes, syllable patterns, or roots 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.

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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 using 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 each subsequent packet 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 H, 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 ___", 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 ___", 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.

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Lesson Plans to Introduce Word Warm-ups 3

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. Allow at least 15 to 20 minutes for each lesson. Depending on the age and skill of your students, each lesson may take more than one teaching session. 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 3: Lesson 1

Materials

Each student will need the following materials for this lesson:

- One stapled copy of Tan Exercises 15 and 16.
- A pencil.

The teacher will need the following materials for this lesson:

- One complete packet of Tan Exercises 15–21.
- 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 Tan Exercises 15–21, 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 Tan Exercises 15 and 16, and explain that they will work on these sample exercises with you.

Look, Listen, and Respond Step

- Hold up the Word Warm-ups poster, and tell students to read the first step: "Look, listen, and respond."
- Ask students to look at the heading on the left side of Tan Exercise 15 and notice the words "Tan Exercise."
- Ask students to identify the number they see next to the words "Tan Exercise." Explain that this number (15) is the lesson number.
- Explain that Exercise 15 is an introduction exercise. Ask students to notice the heading titled "Introduction to Words With Additional Prefixes." Point out the superscript number next to this title. Explain that this number (15) 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 Tan, Silver, and Black Exercises.
- Explain that you will be using a tan CD because Exercises 15 and 16 are Tan Exercises.
- Insert the CD, and show students how to find track 15.
- Turn on the CD, and complete Exercise 15 with the students.
- Ask the students to turn to Tan Exercise 16, 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 Tan Exercise 16 (track 16).
- Play track 16, and complete the Look, Listen, and Respond step with the students. Press Pause after the narrator says, "Pause the CD and time yourself." Tell students to notice that you are pressing the Pause button, not the Stop button.
- Inform students that during this step they will read the prefixes out loud, but softly. This process is called *subvocalizing*.
- State that students will read the flashcards—first across the top row and then across the bottom row.
- Tell students that during this lesson they 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 flashcards while the students read along with you. After you read both rows, tell the students to make a tally mark on the first blank line.
- Read the flashcards again while the students read along with you, and then tell them to make a tally mark on the second line.
- Read the flashcards for a third time while the students read along with you. Make sure you do not complete the flashcards three times during the one-minute timing.

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- When the timer sounds, tell the students to look at the number of tally marks they made (2). Because they did not make three tally marks during the one-minute timing, they must practice the flashcards again.
- Set the timer for one minute, and read the flashcards again while the students read with you.
- Remember to make a tally mark each time you finish reading the second row. This time, read fast enough so that you read the flashcards three times in one minute.
- Explain that students may now go on to the Cold Timing step.

Cold Timing Step

- Hold up the Word Warm-ups poster, and tell students to read the second step: "Do your cold timing."
- Press Play to continue Tan Exercise 16 (track 16), and tell students to listen to the narrator's instructions. Press Pause after the narrator says, "Pause the CD and time yourself as you read the words in the table." Tell students to notice that you are pressing the Pause button, not the Stop button.
- Remind students that they will subvocalize (i.e., read the words out loud, but softly).
- 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 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 4 at the top of the second column. State that the 4 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 5. When the students finish the second column, ask them to notice the number 8 at the top of the third column. State that the 8 represents the number of words in the first two columns.

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- Continue this process until the students have counted all of the columns. When they get to the last word (20), show them that the number 20 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 20, ask students to count across the first row with you. Then direct their attention to the number 25 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

- Hold up the Word Warm-ups poster, and tell students to read the third step: "Mark and graph your cold score."
- Show students a Word Warm-ups Tan 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

- Hold up the Word Warm-ups poster, and tell students to read the fourth step: "Read along with the audio."
- Press Play to continue Tan Exercise 16 (track 16). Have students read along, subvocalizing with the narrator.

Practice Step

- Hold up the Word Warm-ups poster, and tell students to read the fifth step: "Practice reading on your own."
- 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 40 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

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not read all 40 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 40 words correctly before the timer sounds.
- Explain that because the students read 40 or more 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

- Hold up the Word Warm-ups poster, and tell students to read the sixth step: "Do your hot timing with a teacher."
- Explain that because the students met the goal, they are ready to pass the exercise. This step is called the Hot Timing step.
- Identify the method students 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 40 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 44, 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

- Hold up the Word Warm-ups poster, and tell students to read the seventh step: "Mark and graph your hot score."
- Show students the Tan Exercises Graph again.
- Using a red pencil, show them how to graph the hot score above the cold score.

Introduction to Word Warm-ups 3: 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—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 (Tan, Silver, or Black, 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 (note: do not give timers to each student until the Practice Step)
- The Word Warm-ups poster
- A mini-folder with graphs for the teacher and 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

- Hold up the Word Warm-ups poster, and remind students that the first step is called "Look, listen, and respond." Remind students that, on introduction exercises, they will only do the first step.
- Tell students they will look, listen, and respond using the introduction exercise in their

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packets.

- 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 their introduction exercises, hold up the Word Warm-ups poster, and remind students that the first step is called, "Look, Listen, and Respond." Remind students that they will do all of the steps on a lesson 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 on the flashcards. Instruct them how to use the pause function if necessary.
- Set a timer for one minute, and tell students to begin reading the flashcards. Remind them to make a tally mark each time they finish reading both rows.
- After the timer sounds, explain that students must practice the flashcards again if they did not read both rows three times.

Cold Timing Step

- When everyone is finished with the Look, Listen and Respond step, hold up the Word Warm-ups poster, and remind students that the second step is called "Do your cold timing."
- Tell students that they will read at their own pace for the cold timing.
- Remind students to begin by reading down the columns and then across the rows. Also, remind them 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

- Hold up the Word Warm-ups poster and a mini-folder. Point out to students that the steps are also listed on their mini-folders. Remind students that the third step is called "Mark and graph your cold score."
- 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 Tan and Silver graphs, and then show them the Black 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

- Hold up the Word Warm-ups poster and a mini-folder. Remind students that the fourth step is called "Read along with the audio."
- 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

- Hold up the Word Warm-ups poster, and direct students to point to the fifth step on their mini-folders. Remind students that the fifth step is called "Practice reading on your own."
- When everyone is finished with the Read Along step, inform them that they are now ready to practice reading the words alone, and they will practice the words many times until they reach the goal.
- Give each student a timer, and teach them 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 and are ready for the hot timing step (i.e., the teacher should "stop"), but they will keep practicing while they wait for you.
- Have students start their timers and begin practicing.

Hot Timing Step

- Attend to a student who alerts you that s/he ready to pass. Refer to the steps on the student's mini-folder, and point out that the s/he is now going to do the step called "Do your hot timing with a teacher." As you listen to the student read, keep track of his/her 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.

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- 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 flashcards or word list.
  - 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 stop to conduct a hot timing for a student who is not practicing while waiting for you. 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, refer to the steps on the student's mini-folder and point out that the s/he is now going to do the step called "Mark and graph your hot score."
- 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.

Note: 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 prefixes, suffixes, syllables, or roots 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, students in second through fourth grade will add 30 to their cold scores to calculate their goals. Students in fifth grade and above will add 40.
- 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 Tan, Silver, and/or Black Exercises to help you determine if the student needs additional instruction in the prefixes, suffixes, syllable patterns, or roots that 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.

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Adapting the Program

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

Student Passes Exercises Too Quickly

If the student's cold timing rates for exercises in a section are 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 of the word lists. 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 40 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.
- Have the student use hash marks to visually separate syllables on review and challenge exercises.
- 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. If you reassess a student and find that s/he has made little or no progress, consider placing the student in Word Warm-ups 2 or using a more in-depth phonics program with the student.

If a student struggles with accuracy on the featured prefix, suffix, syllable pattern, or root, try providing extra support in one or more of the following ways:

- After the student finishes the Read Along step, require the student to read the word list to you once without the timer to check for accuracy before s/he begins practicing.
- On a particularly difficult prefix, suffix, syllable pattern, or root, have the student read the featured part to you first, then read the word syllable by syllable, and finally pronounce the word correctly.

- If a student is not firm on whether to use the long or short vowel sound when pronouncing a syllable within a word, remind the student of the strategy for decoding syllables with a single vowel:
  - When a syllable has a vowel at the end, the vowel usually says its long sound.
  - When a syllable has a vowel that is not at the end, the vowel usually says its short sound.

  If a student continues to make errors, walk the student through the following correction procedure whenever s/he makes this type of error:
  - Where is the vowel? (Student should answer, "at the end" or "not at the end.")
  - So does the vowel say its long or short sound? (Student should respond, "long" or "short." If the student is incorrect, go back and ask the first question again.)
  - What's the sound? (Student should pronounce the vowel sound in isolation as long or short.)
  - What's the syllable? (Student should pronounce the syllable.)
- If a student pronounces a word phonetically, but not correctly (e.g., words with the schwa sound), the student may not be familiar with the word. Model the correct pronunciation again for the student.

Student Has Difficulty With Patterns Already Studied

If progress monitoring indicates that the student continues to have difficulty with the prefixes, suffixes, syllable patterns, or roots that 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.

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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 3 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® 3 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 3 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 3 Student Assessment. Examiners may 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 3 Class Assessment Data Collection Sheet**

  Examiners use this worksheet to record students' total scores for each section on the Word Warm-ups 3 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 Guides**

  Examiners use these guides to understand pronunciation of the letters, letter combinations, prefixes, suffixes, and syllable patterns in the exercises and to help score the Word Warm-ups 3 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: Tan, Silver, and Black. 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.

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Word Warm-ups 3

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 3 Assessment Scoring Worksheet

Name _____

Date _____

Examiner Script
Say to the student, *"Look at the words in this section. Read each word to me."*

Note: Assign sections with a total score of 3 or more.

Tan Section A: Words With Common Prefixes

inclines	amended	disburses	embossing	precanceling	Errors _____
detached	enhances	impeaches	unseasoned	misreckoning	+ Self-corrected _____
					+ Slowly decoded _____
					= Total score _____

Tan Section B: Words With Common Suffixes

ordinary	miserable	enlighten	pretension	defenseless	Errors _____
lobbyist	detention	subculture	immodesty	amusement	+ Self-corrected _____
					+ Slowly decoded _____
					= Total score _____

Tan Section C: Words With Additional Prefixes

abnormal	consensus	permissible	exceedingly	advancement	Errors _____
befuddle	antishock	interruption	submersible	transformable	+ Self-corrected _____
					+ Slowly decoded _____
					= Total score _____

Silver Section D: Words With Additional Suffixes

impartial	accelerate	endurance	appendage	complexity	Errors _____
assertive	vigorous	admonish	harmonize	inexpensive	+ Self-corrected _____
					+ Slowly decoded _____
					= Total score _____

Silver Section E: Words With Open/Closed Syllables

frigidly	devotion	pandemic	translucent	substantial	Errors _____
cosmetic	stipulate	inclusive	distinctive	incarnation	+ Self-corrected _____
					+ Slowly decoded _____
					= Total score _____

Silver Section F: Words With Schwa (ə) Syllables

potential	constitute	magnified	criminalize	absoluteness	Errors _____
relativity	sediment	complicate	tremendous	confidential	+ Self-corrected _____
					+ Slowly decoded _____
					= Total score _____

Black Section G: Words With Latin Roots

accredit	inflective	manuscript	dejectedness	unmemorable	Errors _____
juncture	eruptively	dictatorship	respectfully	misconstruction	+ Self-corrected _____
					+ Slowly decoded _____
					= Total score _____

Black Section H: Words With Greek Roots

chronic	geophone	biodegrade	thermogram	hypercritical	Errors _____
paradox	cosmology	hydrostatic	psychograph	teleconference	+ Self-corrected _____
					+ Slowly decoded _____
					= Total score _____

Word Warm-ups 3 Class Assessment Data Collection Sheet

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 3 Teacher's Manual to determine the section of Word Warm-ups in which each student should begin working.

Student Name	A: Words With Common Prefixes	B: Words With Common Suffixes	C: Words With Additional Prefixes	D: Words With Additional Suffixes	E: Words With Open/ Closed Syllables	F: Words With Schwa (ə) Syllables	G: Words With Latin Roots	H: Words With Greek Roots	Comprehensive Program: Starting with section ___	Customized Option: Only sections ___
	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	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 syllable patterns in the exercises and to help you score the Word Warm-ups 3 Student Assessment.

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/.

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Pronunciation Guide

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

Pronunciation Guide

In Word Warm-ups 3, we chose to teach the phonetically accurate pronunciation of prefixes, suffixes, syllables, and roots and then model how to correctly pronounce the word. This approach makes decoding easier for the student and may also assist the student in spelling.

Note: Dictionaries give more than one correct pronunciation for some of these example words.

Prefix	Example
re-	regresses
un-	uninhabited
dis-	discerned
mis-	misfortune
de-	detour
in-	involving
en-	envelope
pro-	protocol
pre-	prefigures
non-	nonprofit
im-	immerses
em-	emperor
over-	overshadowed
under-	undercurrents
a-	aborted

Prefix	Example
ab-	abduction
ad-	adjunct
per-	perplexes
sub-	subculture
trans-	transversely
be-	bereavement
con-	continent
com-	compost
fore-	foreshadowed
ex-	excavate
anti-	antitoxin
inter-	intercede
mid-	midlevel
semi-	semicircle
super-	superpower

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Pronunciation Guide

Suffix	Example
-able *	predictable
-ible *	deductible
-less	filterless
-ness	adeptness
-ful	remorseful
-tion *	adoption
-sion *	immersion
-ly	inactively
-en	handmaiden
-ment	abandonment
-ture *	restructure
-ist	arsonist
-est	wickedest
-ty	seventy
-ary	dictionary
-age	anchorage

Suffix	Example
-ic	inharmonic
-ate	liberate
-ish	replenish
-ize	customize
-ous *	generous
-ism	externalism
-ity	extremity
-ant	repentant
-ent	indifferent
-cial *	provincial
-tial *	inferential
-ance	allowance
-ence	preference
-sive *	excessive
-tive *	perceptive
-al	seasonal

* The phonetic pronunciation of these suffixes is not close to how they are usually pronounced in words. Consequently, we have chosen not to teach the phonetic pronunciation of these suffixes. The example words for these suffixes model the pronunciations taught in Word Warm-ups 3.

Pronunciation Guide

Latin Root	Example
urb	urban
stat	static
mem	remembering
vac	vacuum
ped	pedicure
pop	populist
spec	spectacle
dic	prediction
fig	disfiguring
pul	pulverize
ject	conjecture
vis	visitation
miss	missile
cred	discredits
rupt	incorruptible
flec	inflection
form	formlessness
man	dismantle
junct	injunction
struct	restructure
ven	circumvention
bene	benefit
cap	capitols
script	transcription
fac	factoring
duc	conductor
scend	ascending
tract	attractively
fract	fractional
vor	carnivore

Greek Root	Example
graph	graphite
scope	electroscope
astro	astronaut
phon	saxophone
hydro	hydrogen
photo	photocell
sphere	atmosphere
hemi	hemiplegic
bio	biosphere
geo	geometric
syn	syndrome
tele	telephone
pod	tripod
meter	telemeter
auto	autocrats
ology	pathology
micro	microfilm
hyper	hyperextend
chron	chronicle
macro	macrocosm
biblio	bibliofilm
thermo	thermostat
para	paragraph
mech	mechanism
psycho	psychopath
mono	monorail
logue	prologue
ortho	orthodox
phys	physics
the	theology

Note: The Word Warm-ups 3 program focuses on decoding with automaticity and addresses the meanings of the prefixes, suffixes, and roots only in the introduction and story exercises. Consequently, the word lists in sections G and H include columns of words with common Latin and Greek roots that may have different etymologies.

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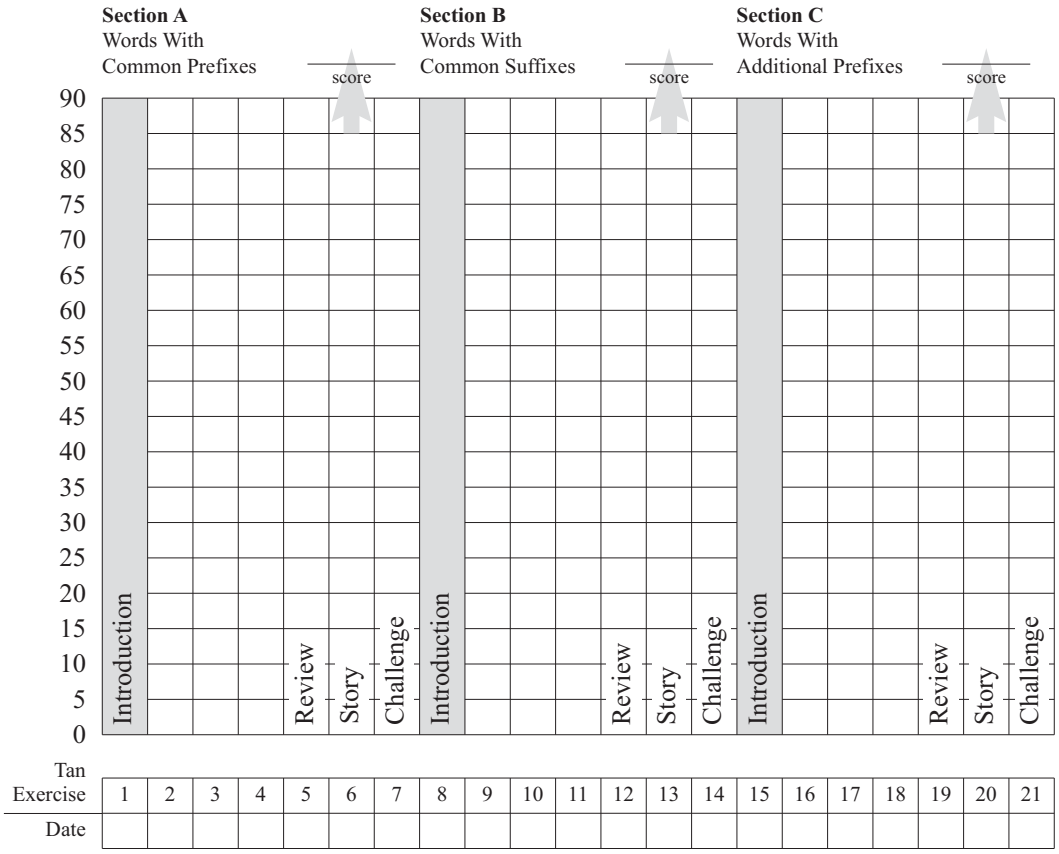
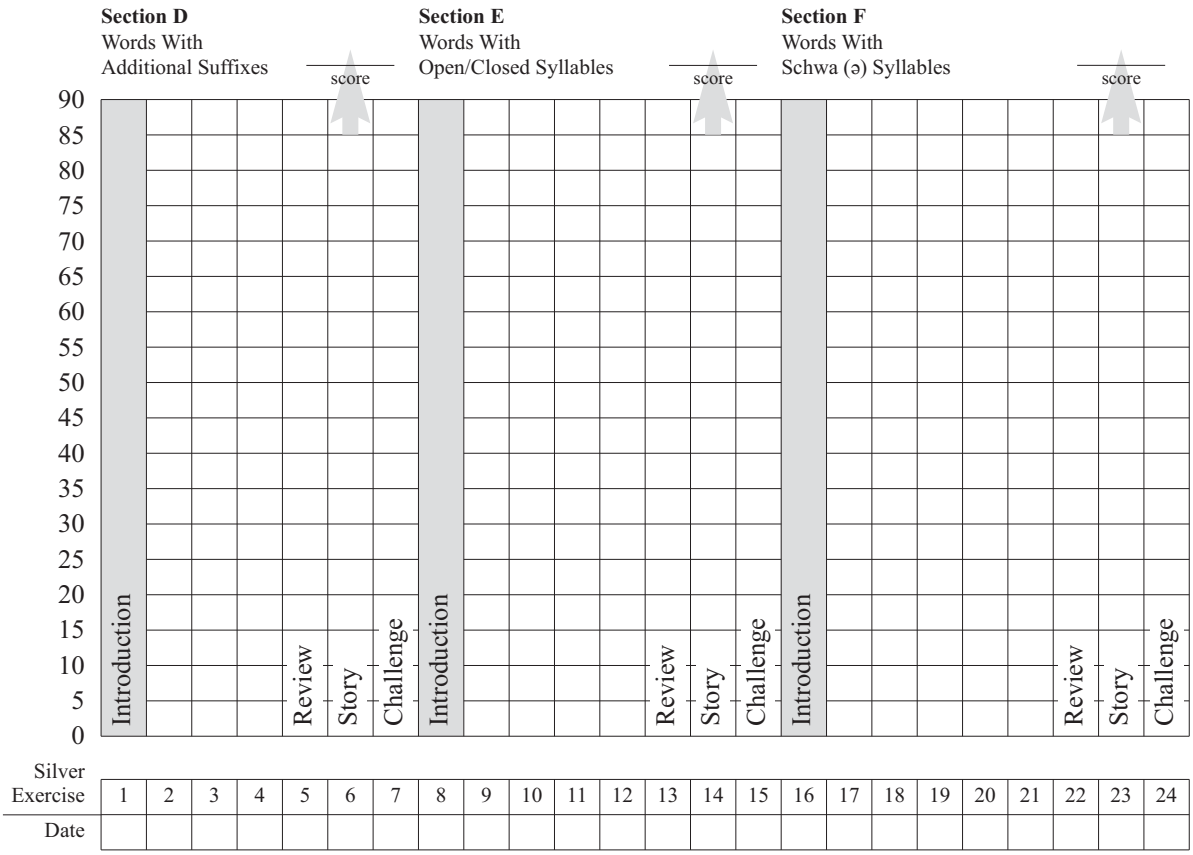
Tan Exercises Graph



Silver Exercises Graph



Word Warm-ups®

Mini-Folder

Name _____

Class _____

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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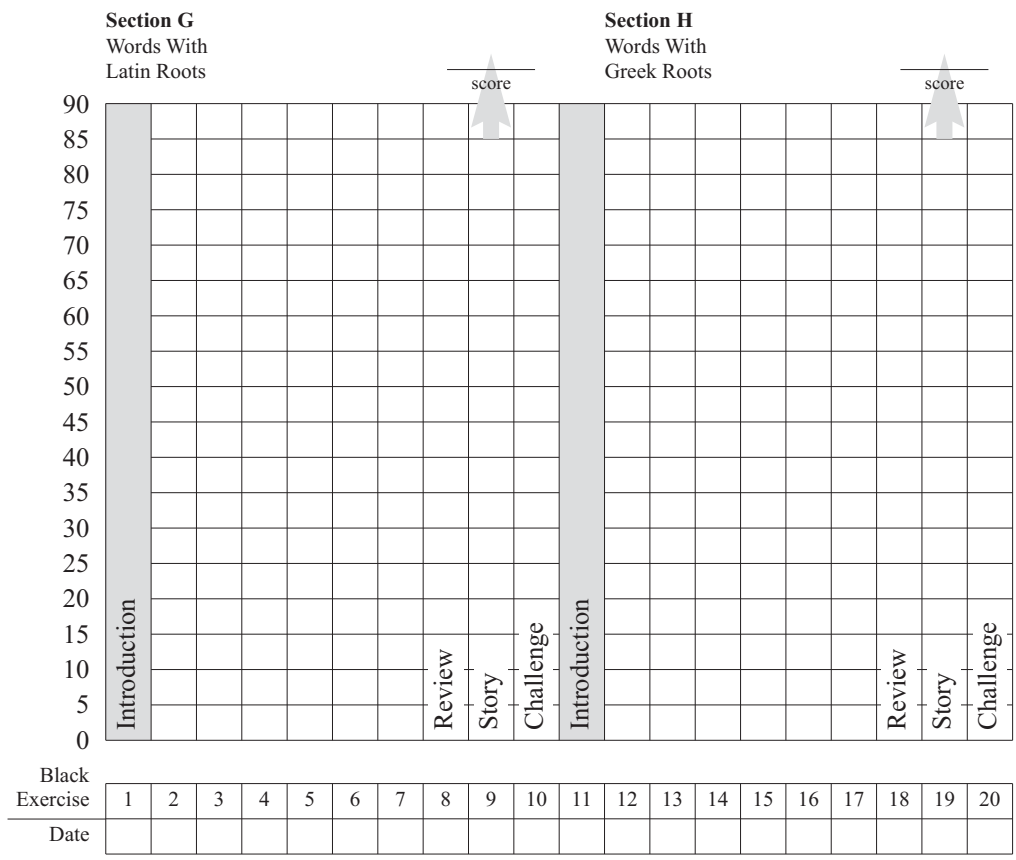
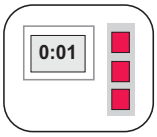
Black Exercises Graph



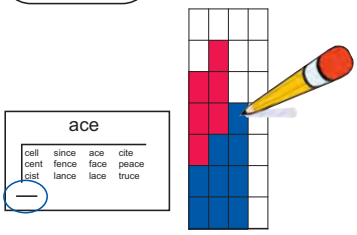
Word Warm-ups® steps

1. Look, listen, and respond.

2. Do your cold timing.



3. Mark and graph your cold score.

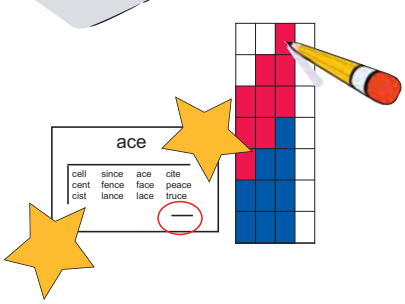


4. Read along with the audio.

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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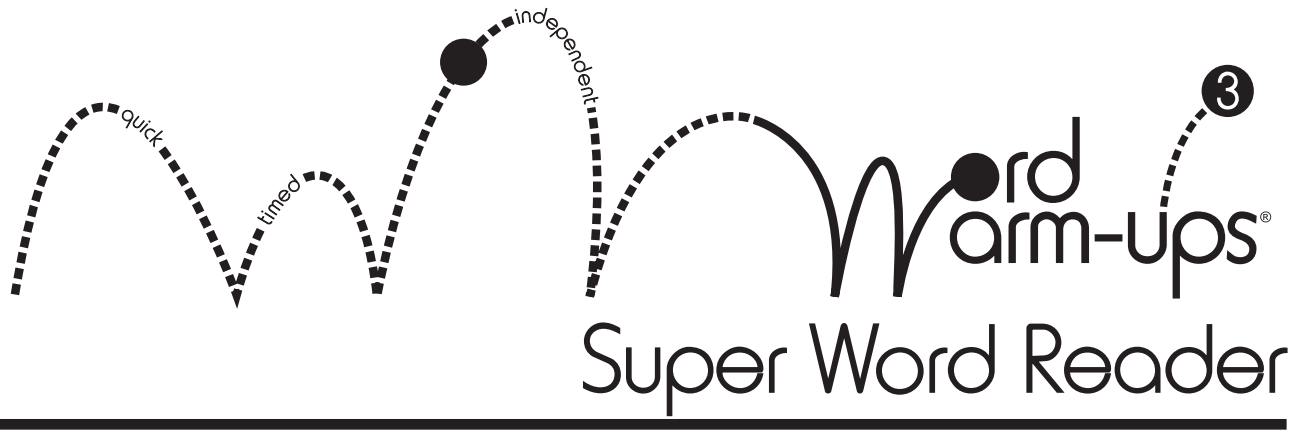


Super Word Reader

_____ has completed Section _____ of Word Warm-ups 3. 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.

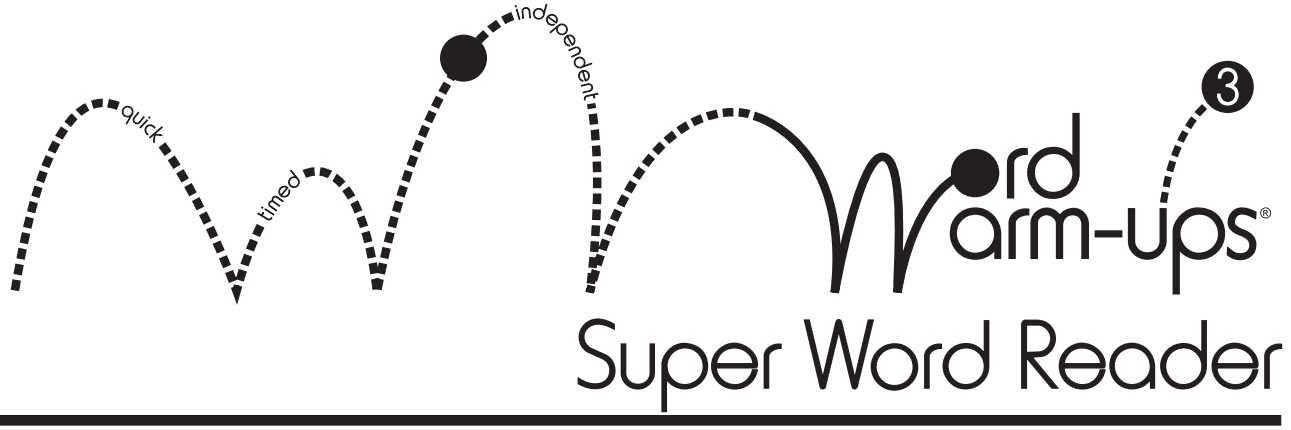
Teacher comments _____

_____

_____

_____

Teacher's Signature



Super Word Reader

_____ has completed Section _____ of Word Warm-ups 3. 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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Index

A

adapting the program
  student has difficulty passing exercises, 49
  student has difficulty with patterns already studied, 50
  student passes exercises too quickly, 49
additional materials needed for the program, 12
administering the assessment, 34
appendix, 52
assessing students, 33
assessment
  administering, 34
  booklet organization, 33
  materials, 11
    pronunciation guide, 56
    scoring worksheet (blackline master), 54
  overview, 33
  procedure, 34
  scoring
    calculating total scores, 35
    errors, 34
    self-corrected (SC), 35
    slowly decoded (SD), 35
Assessment Scoring Worksheet
  blackline master of, 54
  description of, 52
  using, 34
audio CD players, 12
audio CDs, 11
audio support
  for challenge exercises, 19
  for introduction exercises, 15
  for review exercises, 17
  for story exercises, 18
  format of, 21
  sample of audio script, 21

B

basic one-minute timer, 12
Black Exercises
  Black Exercises graph, 62
  description of blackline master book, 11
  description of pre-cut copies, 11
building exercise packets, 37
  table, 38

C

calculating
  assessment scores, 35
  words correct per minute (for stories), 26
  words correct per minute (for word lists), 25
CD players. *See* audio CD players.
CDs. *See* audio CDs.
challenge exercise, 19
Class Assessment Data Collection Sheet
  blackline master of, 55
  description of, 52
  using, 38
cold timing step
  calculating words correct per minute, 25
  description of, 24
  teaching for the first time, 41
    teaching students to count words, 41
  teaching for the second time, 45
communicating with students and parents, 51
Comprehensive Program, 36
  Comprehensive Program packets, 37
counting words
  overview, 25
  teaching to students, 41
crayons / colored pencils, 13
Customized Option, 36
  Customized Option packets, 37

E

earphones, 12
errors
  on assessment, 34
  on hot timing, 29
exercise packets
  building exercise packets table, 38
  for Comprehensive Program, 37
  for Customized Option, 37
exercises
  challenge exercise description, 19
  format of audio support, 21
  format of printed exercises, 20
  how to adapt for students, 49–50
  introduction exercise description, 15
  lesson exercise description, 16
  overview, 14
  review exercise description, 17
  sample audio script, 21
  sample exercise, 20
  story exercise description, 18
expression rating, 30

F

failure to pass an exercise, 30
flashcards, 23
format
  of printed exercises, 20

G

goal
  for story exercise, 26, 47
  for word list exercise, 27, 42
graphs
  Black Exercises graph (blackline master), 62
  Silver Exercises graph (blackline master), 61
  Tan Exercises graph (blackline master), 61

H

- headphones. *See* earphones.
- hot timing step
  - description of, 28
  - scoring the hot timing
    - errors, 29
    - failure to pass, 30
    - not errors, 29
    - rating expression, 30
  - teaching for the first time, 43
  - teaching for the second time, 46

I

- instructional components of Word Warm-ups, 7
- instructional design research, 6
- introducing Word Warm-ups to students
  - lesson 1, 39
  - lesson 2, 44
- introduction exercise, 15

L

- lesson exercise, 16
- letter to parents. *See* parents.
- level overview, 9
- look, listen, and respond step
  - description of, 23
  - flashcards, 23
  - new instruction, 23
  - teaching for the first time, 40
  - teaching for the second time, 45

M

- mark and graph score
  - mark and graph cold score
    - description of, 26
    - teaching for the first time, 42
    - teaching for the second time, 45
  - mark and graph hot score
    - description of, 30
    - teaching for the first time, 43
    - teaching for the second time, 47
- materials, 11
  - additional materials
    - audio CD players, 12
    - crayons / colored pencils, 13
    - earphones, 12
    - power sources, 13
    - timers, 12
  - assessment materials, 34
  - for lesson 1, 39
  - for lesson 2, 44
  - optional materials
    - reading guides, 13
    - red and green pouches, 13
  - program materials
    - assessment materials, 11
    - audio CDs, 11
    - blackline masters, 11
    - graphs, 11
    - poster, 12
    - pre-cut copies, 11
    - storage box, 11
    - Super Word Reader awards, 12
  - supply list, 32
- mini-folders
  - description of, 52
- monitoring student progress, 48

N

- not errors (hot timing), 29
- numbers
  - on stories, 26
  - on word lists, 20, 25

O

- optional materials, 13

P

- packets. *See* exercise packets.
- parents
  - communicating with students and parents, 51
  - letter to parents
    - blackline master of, 53
    - how to use, 51–52
- passing criteria for hot timings, 28
- placement table, 36
- placing students in Word Warm-ups
  - overview, 36
- planning and setting up Word Warm-ups, 32
- poster
  - blackline master of, 63
  - description of, 12, 52
- pouches. *See* red and green pouches.
- power sources, 13
- practice step
  - description of, 27
  - teaching for the first time, 42
  - teaching for the second time, 46
- printed exercises. *See* exercises.
- procedure overview, 10
- program materials, 11
- program overview
  - exercises overview, 14
  - level overview, 9
  - materials overview, 11
  - procedure overview, 10
- progress monitoring. *See* monitoring student progress.
- Pronunciation Guide
  - blackline masters of, 56–60
  - description of, 52

R

- rationale for Word Warm-ups, 5
- read along step

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description of, 26
teaching for the first time, 42
reading guides, 13
reading instruction research, 5
recording class data, 38
using the Class Assessment Data Collection Sheet, 38
red and green pouches, 13
research supporting Word Warm-ups rationale, 5–8
instructional components, 7
instructional design research, 6
reading instruction research, 5
review exercise, 17

S

sample exercise, 20
scheduling, 32
score lines, 20
sections in Tan, Silver, and Black Exercises, 14
series overview, 4
settings, 32
setup
for lesson 1, 39
for lesson 2, 44
for Word Warm-ups, 32
Silver Exercises
description of blackline master book, 11
description of pre-cut copies, 11
Silver Exercises graph (blackline master), 61
standard electronic timer, 12
steps of Word Warm-ups
blackline master of steps poster, 63
cold timing step, 24
hot timing step, 28
look, listen, and respond step, 23
mark and graph cold score step, 26
mark and graph hot score step, 30
practice step, 27
read along step, 26
storage box, 11
story exercise
description of, 18
rating expression on, 30
teaching to students, 47
story goal, 26
strategies used in Word Warm-ups, 3
Super Word Reader Awards
blackline master of, 64
description of, 12, 52
supplies. *See* materials.
supply list, 32

T

Tan Exercises
description of blackline master book, 11
description of pre-cut copies, 11
Tan Exercises graph (blackline master), 61
teacher responsibilities
adapting the program, 49
assessing students, 33
building exercise packets, 37
communicating with students and parents, 51
monitoring student progress, 48
placing students, 36
planning and setting up, 32
teaching the steps to students, 39
timers, 12

W

word lists, 20
words correct per minute. *See* calculating words correct per minute.
words per minute timer, 12

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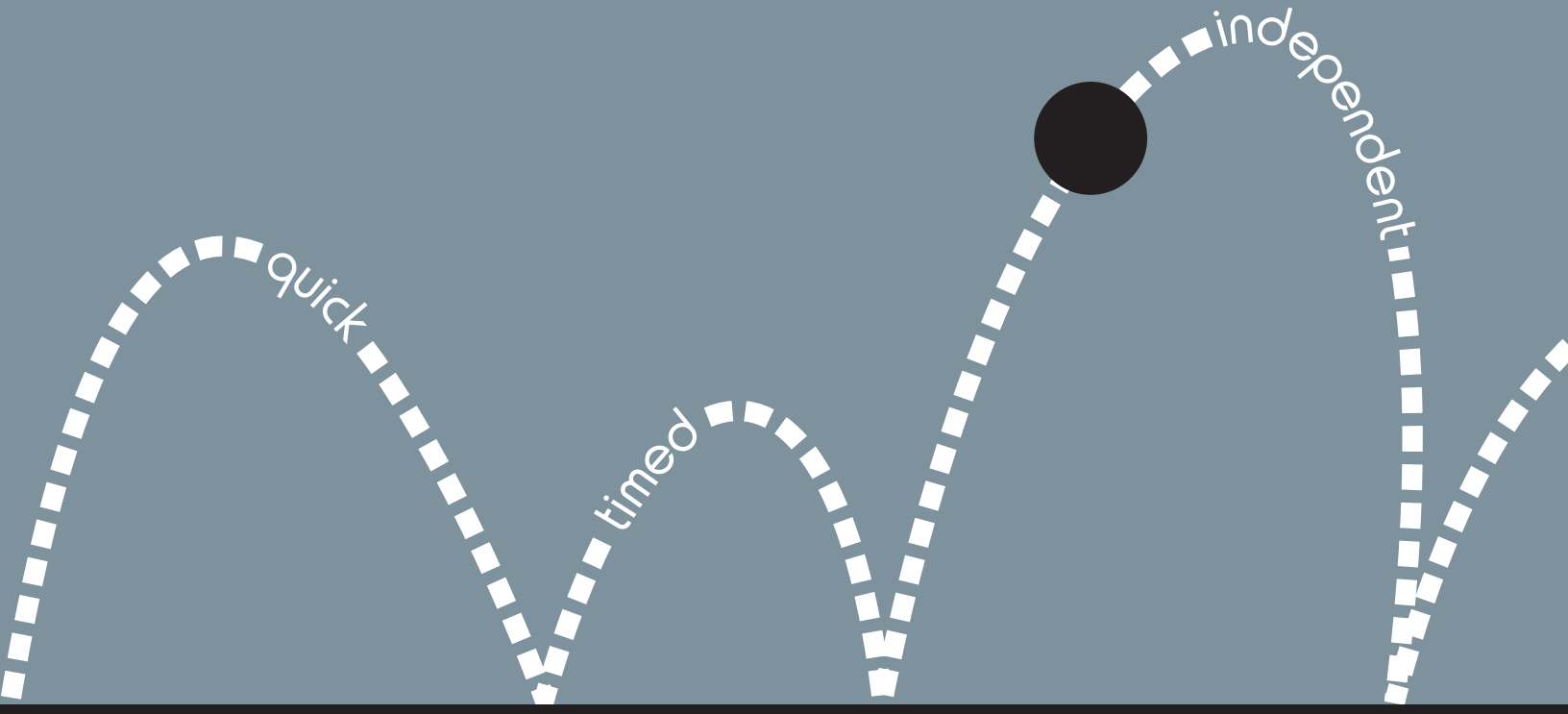

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