

GUIDE TO HAND-OUTS

1. Sample weekly lesson, based on targeted grapheme:
 - text (usually a poem or comptine - also posted on our web page as PowerPoint presentation for use at home)
 - cloze activity, which becomes the spelling pretest
 - spelling/handwriting practice page
2. Word Study
 - Directions for Word Study (based on same 10 words as above)
 - Sample words
 - Word shapes
3. Making Words
 - Phonics-based lesson
 - Mystery Word lesson
4. Bravo, je lis! (phonics remediation) lesson plan
5. Dictionary hunt
 - Rebus text
 - Thematic vocabulary

Useful links:

National Reading Panel

<http://www.nationalreadingpanel.org/>

View *Put Reading First* on-line or order hard copy.

Guided Reading:

Instructional Strategies Online

<http://olc.spsd.sk.ca/DE/PD/instr/strats/guided/guided.html>

Reading Resources Network: Guided Reading with Gay Su Pinnell

<http://teacher.scholastic.com/reading/bestpractices/guidedreading.htm>

Literacy Centers:

A to Z Teachers' Stuff

http://www.atozteacherstuff.com/Lesson_Plans/Learning_Centers/Literacy_Centers/index.shtml

CanTeach

<http://www.canteach.ca/elementary/beginning10.html>

Making Shapes (for Word Study activity)

<http://tools.atozteacherstuff.com/word-shapes/wordshapes.html>

Word Lists for Making Words

<http://www.wordplays.com/p/multi>

VoiceThread.com

My VoiceThread: <http://voicethread.com/#u26070.b67198.i347448>

SUR MON TABLEAU

eau = [o]



Sur mon tableeau, tout est si beau.

Je dessine un château, entouré d'eau.



J'invente un bateau sur un ruisseau.

Les ciseaux dansent avec des marteaux.



Tous les chameaux portent un chapeau.

Les oiseaux chantent pour les agneaux.



Les corbeaux fêtent en mangeant un gâteau.

Sur mon tableau, ma craie se transforme en pinceau.



Temps cible : 0 :33 secondes # 1 : _____ # 2 : _____ # 3 : _____

SUR MON TABLEAU



Sur mon _____, tout est si _____.

Je dessine un _____, entouré d'_____.



J'invente un _____ sur un ruisseau.

Les _____ dansent avec des marteaux.



Tous les chameaux portent un _____.

Les _____ chantent pour les taureaux.



Les corbeaux fêtent en mangeant un _____.

Sur mon _____, ma craie se transforme en _____.



eau f

Blank handwriting practice lines for the word 'eau'.

eau

Blank handwriting practice lines for the word 'eau'.

beau

Blank handwriting practice lines for the word 'beau'.

beau

Blank handwriting practice lines for the word 'beau'.

gâteau m

Blank handwriting practice lines for the word 'gâteau'.

gâteau

Blank handwriting practice lines for the word 'gâteau'.

bateau m

Blank handwriting practice lines for the word 'bateau'.

bateau

Blank handwriting practice lines for the word 'bateau'.

tableau m

Blank handwriting practice lines for the word 'tableau'.

tableau

Blank handwriting practice lines for the word 'tableau'.

château m

Blank handwriting practice lines for the word 'château'.

château

Blank handwriting practice lines for the word 'château'.

ciseaux m

Blank handwriting practice lines for the word 'ciseaux'.

ciseaux

Blank handwriting practice lines for the word 'ciseaux'.

chapeau m

chapeau

pinceau m

pinceau

oiseaux m

oiseaux



LECTURE INDÉPENDANTE

1. _____
2. _____
3. _____
4. _____
5. _____

Mots bonus:

1. beaucoup
2. éléphant
3. girafe
4. souris
5. lion

SUR MON TABLEAU

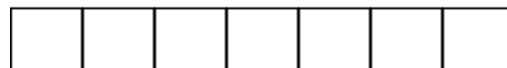
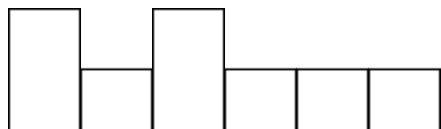
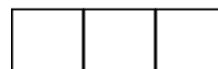
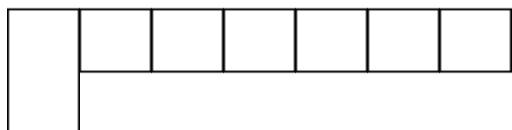
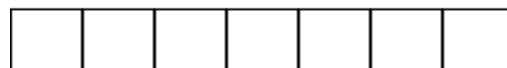
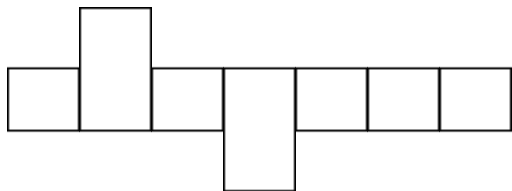
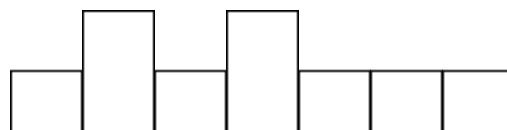
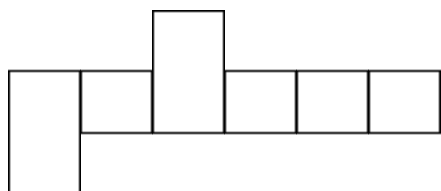
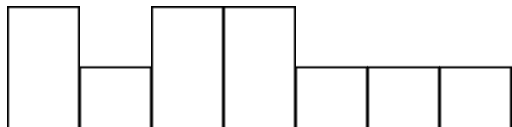
Word study

Cut apart the 10 words. One set per student or per pair of students.
Students read the list of words after each step.

- 1) Arrange the words in alphabetical order.
- 2) Arrange the nouns by gender: masculine and feminine.
- 3) Find the one word that is not a noun. What is it? (an adjective)
- 4) Arrange the nouns by number: singular and plural.
How do you form the plural of these words? (Add an x)
How do you write the plural of *beau*? (beaux)
- 5) Arrange the words by the number of syllables.
- 6) Find the shape of each word.

tableau, m.	beau
château, m.	eau, f.
bateau, m.	ciseaux, m.
chapeau, m.	oiseaux, m.
gâteau, m.	pinceau, m.

SUR MON TABLEAU



MAKING WORDS I: PHONICS SKILLS

e	u	d	l	n	s
---	---	---	---	---	---

<i>Add one letter each time:</i> un une lune lunes	<i>Change one letter each time:</i> de se su du lu	<i>Take off one letter each time.</i> dunes dune une un u
<i>Make 2-letter words, then 3, 4, 5, etc.</i> du, lu, su, eu, nu nue, nus, des, les, sud, nul nues, lune, dune nulle, lunes, dunes		

MAKING WORDS II: MYSTERY WORD

Choose a word that has some connection to your curriculum, your school, your classroom, etc.

Students find all the 2-letter, 3-letter, 4-letter, etc. words and finally identify the mystery word.

Use the Wordplays.com web site to generate lists of words. If students are doing this activity independently, they can check their words against the list.

The words in red are those that third graders could be expected to know (with some nudging).

The following **166** words can be made from the letters in **olympiques** (does not include 2 or 3-letter words).

1 empli	2 emplis	3 emploi	4 emplois	5 empois
6 implose	7 implosé	8 impose	9 imposé	10 impulse
11 impulsé	12 isole	13 isolé	14 lies	15 lieu
16 lime	17 limes	18 limé	19 limés	20 lise
21 liés	22 lois	23 loque	24 loques	25 loue
26 loues	27 loup	28 loupe	29 loupes	30 loups
31 loupé	32 loupés	33 loué	34 loués	35 lues
36 luise	37 lump	38 lumps	39 lyse	40 meus
41 miel	42 miels	43 mile	44 miles	45 mise
46 misé	47 mois	48 moque	49 moques	50 moqué
51 moqués	52 moue	53 moues	54 moule	55 moules
56 moulé	57 moulés	58 mous	59 moyeu	60 mues
61 mule	62 mules	63 muse	64 mués	65 myope
66 myopes	67 myopie	68 myopies	69 môle	70 môles
71 oeil	72 oies	73 olympé	74 olympes	75 olympique
76 olympiques	77 omis	78 omise	79 opium	80 opiums
81 opus	82 ouïe	83 ouïes	84 pies	85 pieu
86 pile	87 piles	88 pilou	89 pilous	90 pilé
91 pilés	92 pique	93 piques	94 piqué	95 piqués

96	pisé	97	plie	98	plies	99	plis	100	plié
101	pliés	102	ploie	103	ploies	104	ployé	105	ployés
106	pluie	107	pluies	108	plume	109	plumes	110	plumé
111	plumés	112	plus	113	poil	114	poils	115	poilu
116	poilue	117	poilues	118	poilus	119	pois	120	poli
121	polie	122	polies	123	polis	124	pose	125	posé
126	poule	127	poules	128	poulie	129	poulies	130	pouls
131	puis	132	puise	133	puisé	134	pulsé	135	pôle
136	pômes	137	quel	138	quels	139	quoi	140	seuil
141	seul	142	siló	143	simple	144	simule	145	simulé
146	slip	147	soie	148	sole	149	solí	150	soupe
151	souple	152	soupé	153	soûl	154	soûle	155	soûlé
156	spolie	157	spolié	158	suie	159	élis	160	élus
161	émis	162	émoi	163	émois	164	émus	165	épis
166	îles								

Bravo, je lis 2 - the letter l

Pictures

1. Show the pictures to students. The students sort the cards into two groups, one with the sound "l" and one without. Students must use the article with the nouns.
2. The students further divide the group with the sound "l" into three groups depending on where the sound is in the word: beginning, middle, or end.

Syllables and Words

3. Give students letter cards with the consonant l and the vowels a, e, é, è, ê, i, o, u, and y.
4. Dictate syllables starting with the sound l and have the students put the cards together to create the syllable.
5. Dictate syllables ending with the sound l and have the students put the cards together to create the syllables.
6. Have students read the following words :

lame, lave, vole, Lise, pela, pâli, Lili, Léa, Léo, lasse, levé, mêlé, pelé, Aline, Émile, Adèle,

7. Give students cards with these syllables:

A, a, dè, É, é, la, las, le, Lé, lé, Li, li, Lu, lu, me, mê, mi, ne, o, pâ, pe, se, sse, t, ve, vé, vo.

8. Dictate these words to students and have them create them with the cards :

- | | |
|----------------------------------|-----------------------------------|
| 1) la: lame, lave, pela, lasse; | 3) li : Lise, Lili, Aline, pâli ; |
| 2) le: Adèle, Émile, levé, vole; | 4) lé : Léo, pelé, mêlé, Léa ; |

Les phrases

9. Have students read the following sentences:



- | | |
|-------------------------|----------------------------|
| 1) Lili a lu. | 4) Lulu a lu : la, le, li. |
| 2) Léo a lu : lia, lié. | 5) Léa a le lit. |
| 3) Léa alu : île, élu. | |

10. Give students the word cards that go with the above sentences.

MON SAC À MOTS

J'aime le printemps!




- Complète cette histoire avec le mot illustré.
- Écris les mots au-dessus des images.

J'aime beaucoup le printemps. Le 1)  brille, le 2)  est

bleu et les 3)  commencent à pousser sur les 4) . Les

5)  chantent en construisant leurs 6) .

Au printemps, j'aime jouer dehors avec mes amis. Souvent,

on 7)  ou on fait du 8) . S'il 9) , nous restons

à l'intérieur. J'aime beaucoup jouer aux 10) .

Je vais souvent chez mes 11)  qui ont une 12) .

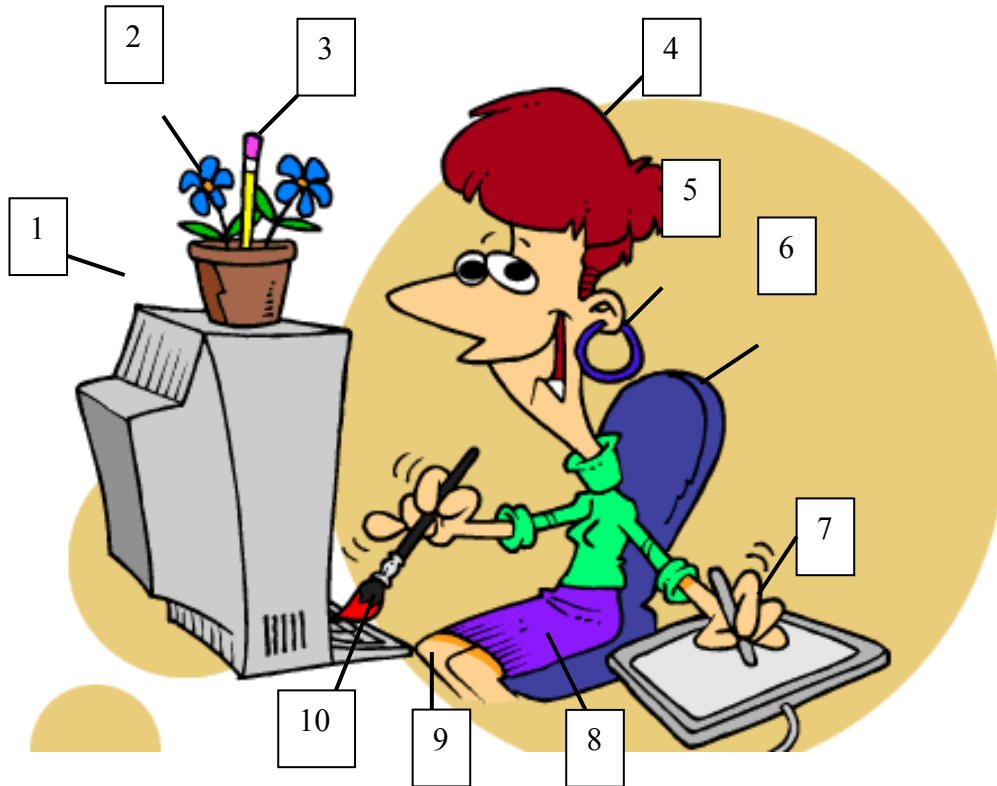
Au printemps, on peut voir toutes sortes de bébés à la ferme : des

13) , des 14) , et même des 15) .

J'adore le printemps. C'est ma saison préférée!

MON SAC À MOTS

Utilise *Mon sac à mots* pour trouver ces 10 mots:



1.	6.
2.	7.
3.	8.
4.	9.
5.	10.