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Successful students who improved their reading skills in Debbie and Sheila's class.

## Getting Real with Reading Teacher's Guide

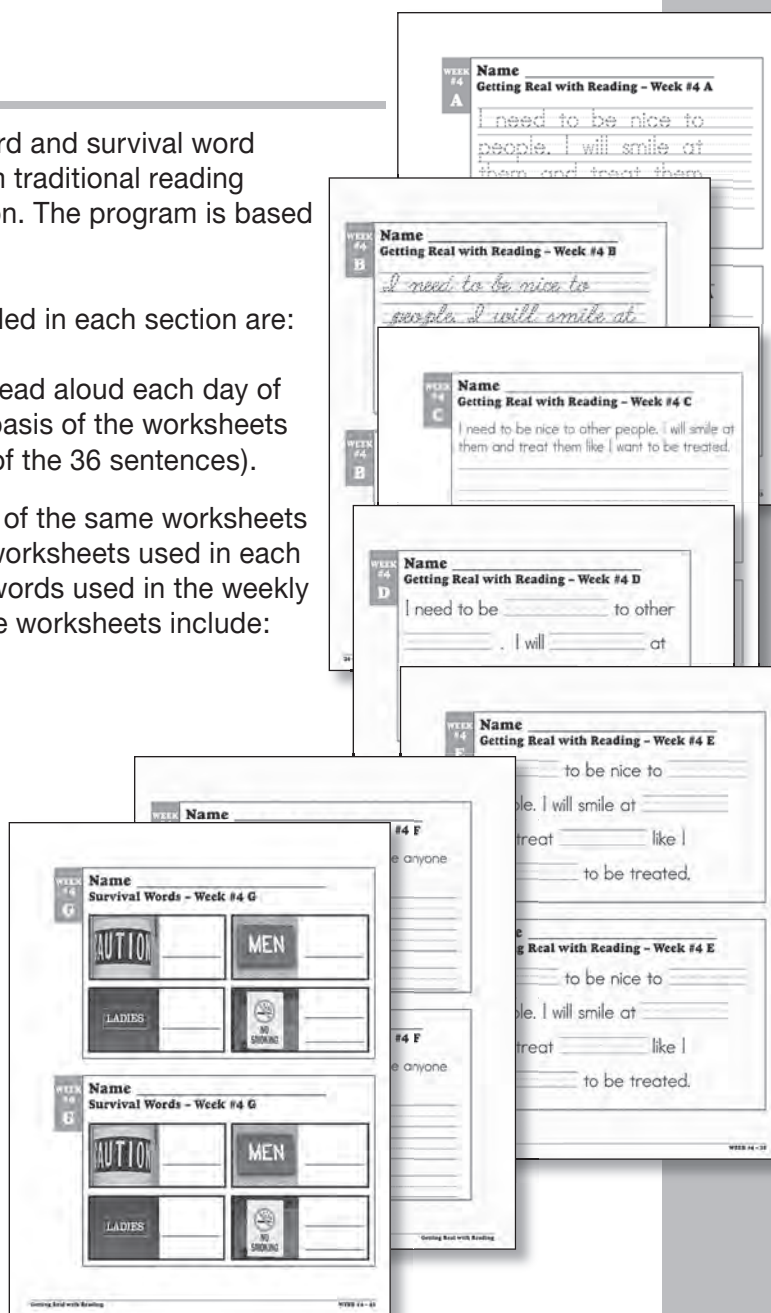
### Introduction

**Getting Real with Reading** teaches sight word and survival word recognition in an innovative way. It differs from traditional reading programs in its subject matter and organization. The program is based on the 36 weeks in a traditional school year.

This book is divided into 6 sections and included in each section are:

1. **Sentences** – 36 sentences, one to be read aloud each day of every week in a group setting and the basis of the worksheets and word cards (see page 20 for a list of the 36 sentences).
2. **Worksheets** – 216 worksheet pages (2 of the same worksheets per page easier copying). There are 6 worksheets used in each week of the school year that reinforce words used in the weekly sentences (see page 12 for details). The worksheets include:
  - A. Printing practice
  - B. Cursive practice
  - C. Copying and tracking practice
  - D. Missing words drill
  - E. Missing words drill, part 2
  - F. Punctuation and capitalization practice
  - G. Survival Word pictures

*Examples of the worksheets for Week #4.*



3. **Word Cards** – cards for the new words in sentences which can be used in games and activities (see page 14 for details).
4. **Survival Word Cards** – of each week's survival words and phrases that can be used in games and activities (see page 15 for details).
5. **Discussion Questions** - since the sentences are designed to encourage self-improvement, these questions are suggestions to generate discussion of social issues, behavior and personal growth (see page 16).



*Examples of Word Cards and Survival Word Cards*



**Getting Real with Reading** can be set up in a few minutes.

## Setting Up

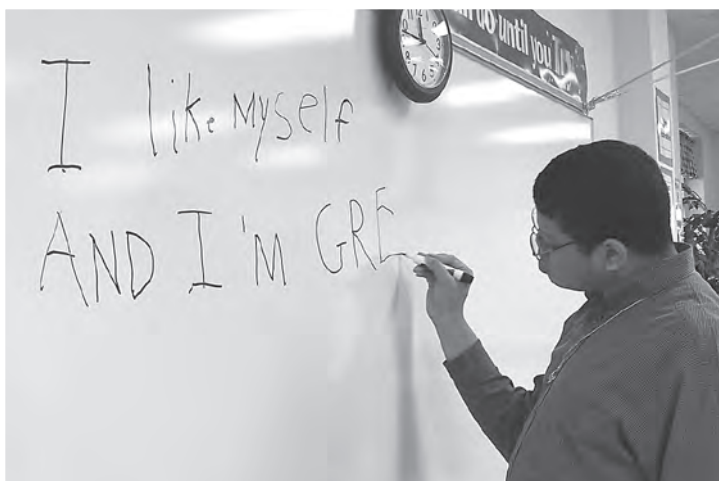
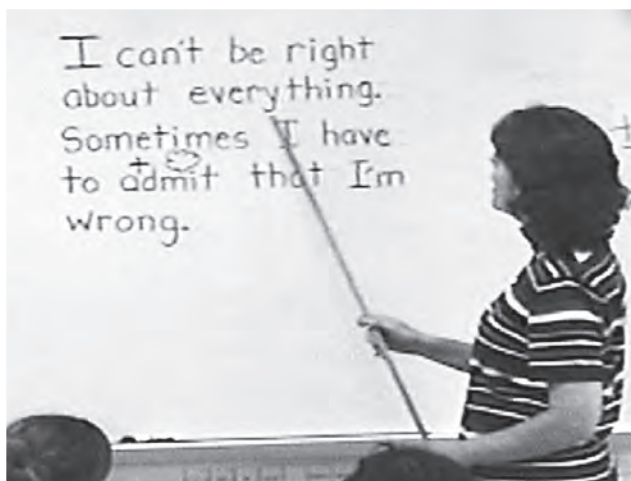
### You will need:

1. One 3-foot long, wooden dowel or similar pointing device to be used as the "Magic Stick."
2. A large chalk board or white board and chalk or dry-erase markers.
3. Word Cards for each of the 36 weeks —
  - Duplicate the Word Cards printed in this book (beginning on page 283).
  - Cut, mount them on colored card stock and laminate them
  - Number the backs of each card to make sorting easier.
4. Duplicate one complete set of a week's worksheets for every student for each day.
5. Plastic storage boxes and folders or similar storage options to keep the worksheets and word cards organized.



### Optional materials:

1. Magazines, paper, scissors, glue or tape.
2. Computer workstations



*Plenty of board work with the Magic Stick encourages participation.*

## Teaching Suggestions

### Sentences

Write the sentence or sentences for the week on the board. Make sure the words are large enough for students to see.

### Using the Magic Stick

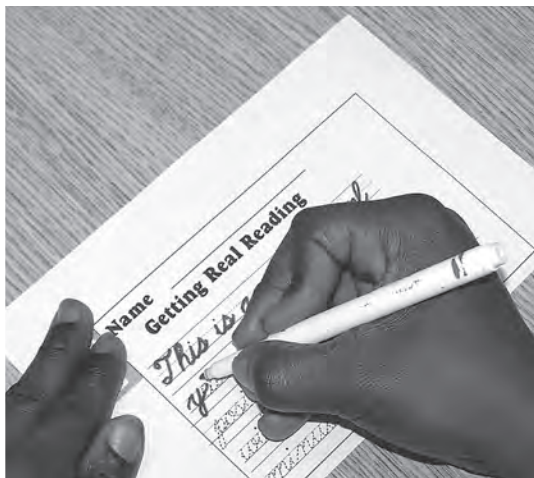
Show students your **Magic Stick**, telling them that it's going to turn them into great readers. Tell them they cannot take their eyes off the **Magic Stick**!



*Using the **Magic Stick** and loudly tapping on each word helps students stay focused on the word.*

- 1 Introduce the first word in the sentence by saying the word while at the same time loudly tapping the **Magic Stick** on the word. This helps students stay focused on that word.
- 2 In the same manner, tap the second word with the **Magic Stick** and have students repeat the word.
- 3 Next, tap and say the first two words together, having students repeat both words.
- 4 Continue to the third word in the sentence, repeat the first three words together, and so on.

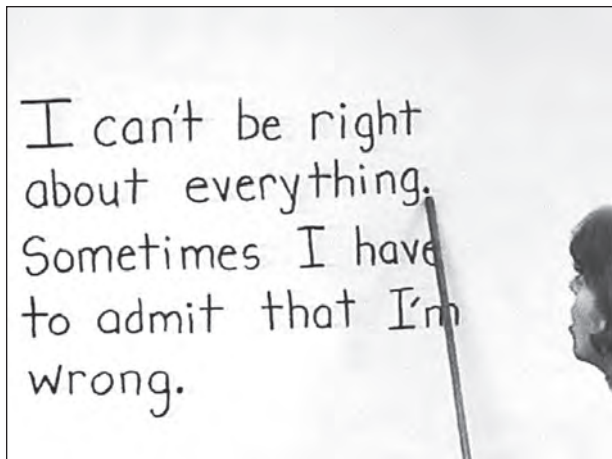
Tap each word with the **Magic Stick** as you say them and as the students repeat them.



*Hundreds of easy-to-use worksheets keep students learning all year.*

## Reading punctuation aloud

When you reach the ending punctuation marks, teach the students to make sounds for the different punctuation. These sounds are fun for students. It also helps to teach students to continue reading without stopping until they reach the ending punctuation. This is particularly helpful if you have written the sentence on the board on more than one line.



*Teach students to make fun sounds for punctuation when reading sentences out loud.*

- **Period** — Make a loud clicking sound by clicking the roof of your mouth with your tongue.
- ! **Exclamation point** — Say “Whee!”
- ? **Question Mark** — Say “Huh?”
- ‘ **Comma** — Tell students that a comma is like a “yield” sign and they should slow down and very quickly look both ways before continuing.



The subject matter of the sentences used in the **Getting Real with Reading** differ from most reading programs. The sentences encourage self-improvement and are designed as discussion topics in areas ranging from social issues, behavior management and personal growth and development. Students can learn valuable life lessons while reading.



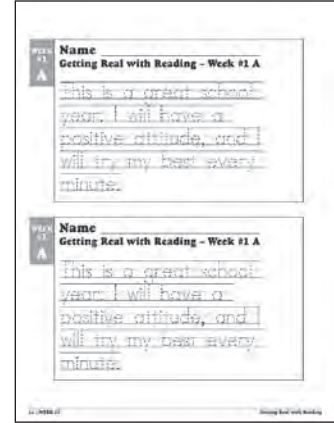
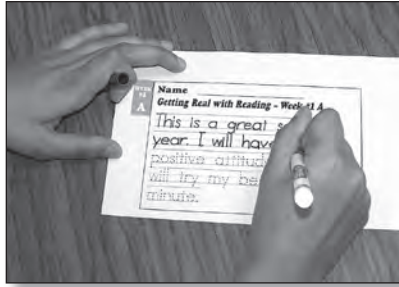
*Word card games engage readers' involvement in learning.*

## Worksheets (Pages 27 to 280)

This book includes reproducible worksheets for each week's sentences. There are two worksheets per page. Duplicate the pages and cut them in half.

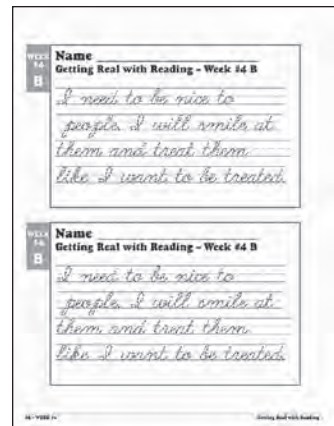
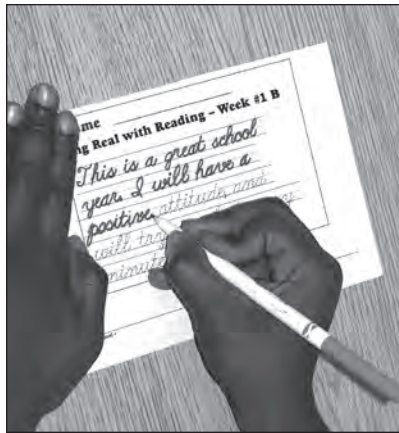
Worksheets are numbered by the week from 1 to 36 with an alpha character indicating the different worksheets for a particular week:

- A. Printing Practice** — trace the words of the sentences in manuscript writing.



*Make copies of the worksheets and cut them in half.*

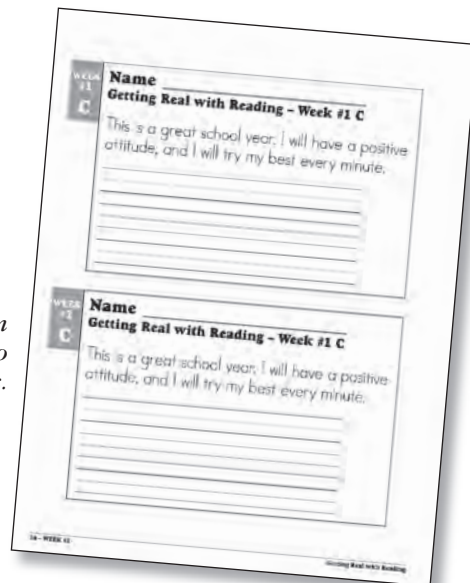
- B. Cursive Practice** — trace the words of the sentences in cursive writing.



*Cursive practice reinforces handwriting skills.*

- C. Copy/Tracking Practice** — practice copying the sentences exactly, word for word, including punctuation.

*Copying the sentences in the spaces provided also reinforces tracking skills.*



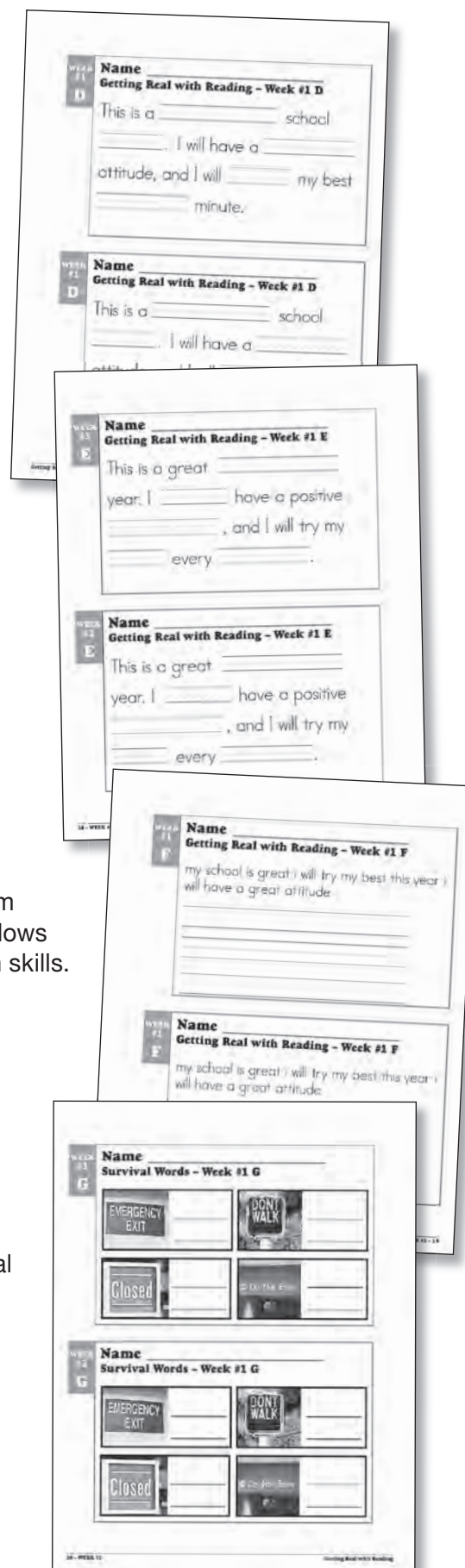


**D. Missing Words** — students decide what word is appropriate in each blank, reinforcing comprehension and tracking skills.

**E. Missing Words 2** — The same as D above, except different words are missing from the sentence.

**F. Capitalization and Punctuation** — for higher functioning students, have them use words from previous weeks to form new sentences. This allows them to practice capitalization and punctuation skills.


**G. Survival Words & Phrases** — copy the survival words or phrases shown in pictures onto the blank lines provided. There may be limited space to write on these blanks and this is intentional so students can practice printing or writing smaller.





*Getting Real with Reading* worksheets are the backbone of the program.

## Getting Real Word Cards *(Pages 281 to 316)*

1. Use the Word Cards to reinforce words the students have learned in the sentences. A list of new words introduced in the weekly sentences begins on page 281.
2. Activities using the Word Cards include:


 **Flash!! Cards** — Hold a stack of cards and flash one at a time. Students read them as quickly as possible.


 **Choose a Word Game** — Place the Word Cards face up on a table. Read one of the words aloud and have the student choose that word from the cards on the table.


 **Flip-it Game** — Turn the Word Cards face down on a table. Have students take turns flipping over a card. If they can read the card, they get to keep it. The player with the most cards at the end of the game wins.



*Debbie and Shelia's students play the **Flip-it Game** with laminated word cards.*


 **Quick-Draw Game** — Hold several Word Cards in your hand like you would in a card game. Say to a student, "Pick a card, any card." The student chooses a card and then tries to read it. Students who read the cards successfully, keep the cards until the end of the game when all the cards in your hand are gone. The student with the most cards wins.

 **Keyboarding** — Give a student a stack of Word Cards and have them type the words into a computer for extra practice. Use any word processing or note pad software that students may be familiar with.

 **Make a Sentence** — Higher functioning students can choose Word Cards from different weeks to make new sentences. This can also provide handwriting and punctuation practice if they write the sentences they created on the board or type them into a computer.



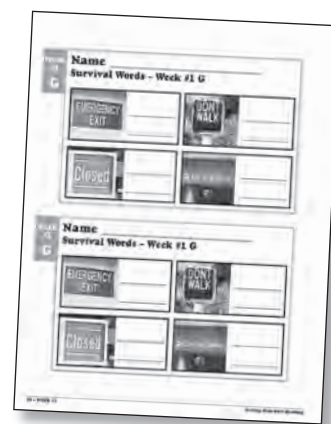
*Typing words from the **Word Cards** on a computer is good practice.*

 **Magazine Letters** — Have a student read the sentence or sentences for the week from the board. If they miss any words, have them cut letters or whole words from magazines to spell out the words they need to review.

## Survival Word Cards *(Pages 317 to 338)*

In addition to the **Getting Real with Reading** words, there are 144 **Survival Words**, 4 each week. A list of all the **Survival Words** is on pages 317-318.

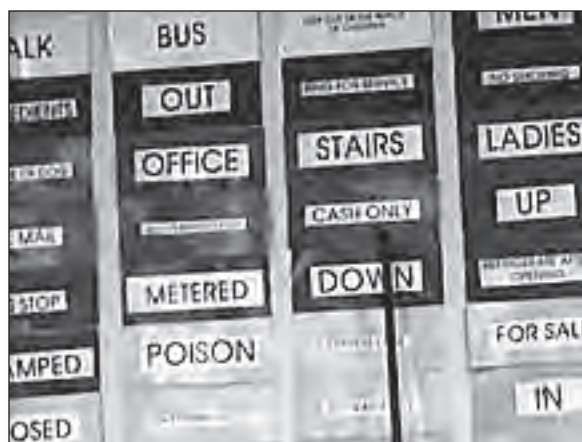
- **Survival Word Worksheets** — Have students complete the Survival Word Worksheet each day for that week. Four new Survival Words are introduced to students each week.
- **Survival Word Cards** — These cards can be mounted on colored card stock and laminated and used in similar activities as the Word Cards.



*Sample Survival Word worksheet.*



- **Use with the Magic Stick** — Each week's survival words can be written on the board, using the Magic Stick to teach the words to students. Practice the survival words each day along with the **Getting Real with Reading** sentences.



*Copy the Survival Word Cards, paste them onto colored stock and laminate. Tack them to a board and use the Magic Stick in group practice each week.*

- **Spelling Lists** — For higher functioning students, the **Getting Real Words** and the **Survival Words** can be added to weekly spelling lists. Students will not only be able to read the words, but will be challenged to improve their writing skills too.
- **Support** — Keep parents informed of the words and sentences being taught each week by sending a list home. Parental support is important and they will be proud of their children's progress in reading.

**WEEK  
#1**

**This is a great school year. I will have a positive attitude and I will try my best every minute.**

**WEEK  
#2**

**I should always remember how important I am. If I believe in myself, I can do many great things.**

**WEEK  
#3**

**I want to make the right choices. I will never let anyone talk me into doing something that I know is wrong.**

**WEEK  
#4**

**I need to be nice to other people. I will smile at them and treat them like I want to be treated.**

**WEEK  
#5**

**I will take a bath, wash my hair, brush my teeth, use deodorant and wear clean clothes every day.**

**WEEK  
#6**

**I should listen more than I talk. There is a time to talk and a time to keep quiet.**

**WEEK  
#7**

**I won't hurt other people's feelings on purpose. If I do something that I shouldn't do, I will be quick to say I'm sorry.**

**WEEK  
#8**

**I will forgive other people when they do things that hurt me. I won't hold a grudge forever.**

**WEEK  
#9**

**No matter what happens, I will find something good in every single day.**

**WEEK  
#10**

**I need to remember that it takes many, many years to build a good reputation, but it takes only about five minutes to ruin one.**

**WEEK  
#11**

**I will use good manners in the community. If I don't, nobody will want to be around me. It will be too embarrassing.**

**WEEK  
#12**

**I need to take the time and effort to do my best work. When I don't, I'm cheating myself.**

**WEEK  
#13**

**I will respect the adults in my life. I'll do kind things for them and I'll talk to them in a nice way.**

**WEEK  
#14**

**I should show respect for my friends. I need to listen to what they say. I shouldn't ever make fun of them.**

**WEEK**  
**#1**  
**D**

**Name** \_\_\_\_\_  
**Getting Real with Reading - Week #1 D**

This is a \_\_\_\_\_ school  
\_\_\_\_\_. I will have a \_\_\_\_\_  
attitude, and I will \_\_\_\_\_ my best  
\_\_\_\_\_ minute.

**WEEK**  
**#1**  
**D**

**Name** \_\_\_\_\_  
**Getting Real with Reading - Week #1 D**

This is a \_\_\_\_\_ school  
\_\_\_\_\_. I will have a \_\_\_\_\_  
attitude, and I will \_\_\_\_\_ my best  
\_\_\_\_\_ minute.

WEEK  
#1  
E

**Name** \_\_\_\_\_  
**Getting Real with Reading - Week #1 E**

This is a great \_\_\_\_\_  
\_\_\_\_\_

year. I \_\_\_\_\_ have a positive  
\_\_\_\_\_  
\_\_\_\_\_, and I will try my  
\_\_\_\_\_  
\_\_\_\_\_ every \_\_\_\_\_.

WEEK  
#1  
E

**Name** \_\_\_\_\_  
**Getting Real with Reading - Week #1 E**

This is a great \_\_\_\_\_  
\_\_\_\_\_

year. I \_\_\_\_\_ have a positive  
\_\_\_\_\_  
\_\_\_\_\_, and I will try my  
\_\_\_\_\_  
\_\_\_\_\_ every \_\_\_\_\_.

**WEEK  
#1  
F**

**Name** \_\_\_\_\_  
**Getting Real with Reading - Week #1 F**

my school is great i will try my best this year i  
will have a great attitude

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WEEK  
#1  
F**

**Name** \_\_\_\_\_  
**Getting Real with Reading - Week #1 F**

my school is great i will try my best this year i  
will have a great attitude

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

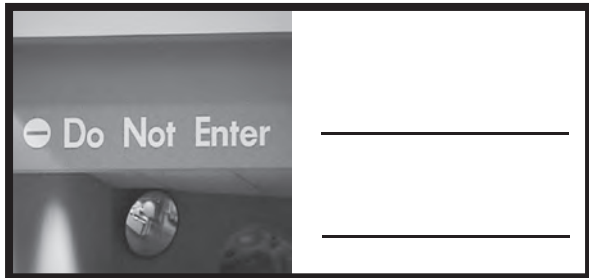
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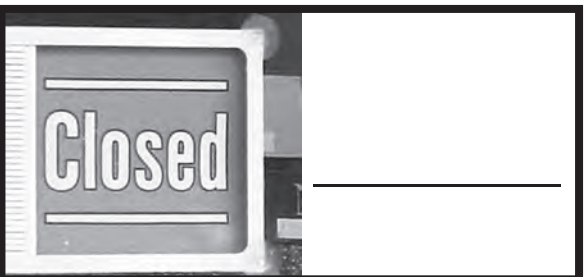
WEEK  
#1  
G

Name \_\_\_\_\_  
Survival Words - Week #1 G



WEEK  
#1  
G

Name \_\_\_\_\_  
Survival Words - Week #1 G



WEEK  
#2  
A

Name \_\_\_\_\_  
**Getting Real with Reading - Week #2 A**

I should always remember  
how important I am.  
If I believe in myself,  
I can do many great  
things.

WEEK  
#2  
A

Name \_\_\_\_\_  
**Getting Real with Reading - Week #2 A**

I should always remember  
how important I am.  
If I believe in myself,  
I can do many great  
things.