Getting Real with Reading

Debbie Semple and Shelia Lechler

IEP RESOURCES
GETTING REAL WITH READING

By Debbie Semple and Shelia Lechler

Edited by Beverly Potts and Tom Kinney

Graphic design by Beverly Potts


AN IEP RESOURCES PUBLICATION

© 2006 Attainment Company, Inc. All rights reserved.

Printed in the United States of America
# Table of Contents

About the Authors ......................................................... 5

**Teacher's Guide**

- Introduction .............................................................. 7
- Setting Up ................................................................. 9

**Teaching Suggestions**

- Sentences ................................................................. 10
- Using the Magic Stick .................................................. 10
- Reading Punctuation Aloud ........................................... 11
- Worksheets ............................................................... 12
- Getting Real Word Cards ............................................. 14
- Survival Word Cards .................................................... 15
- Discussion Questions .................................................. 16
- How to Set Up Your Own Sentences .............................. 17

**Sentences** ................................................................. 19

**Worksheets** ............................................................... 27

- Week 1 ................................................................. 28
- Week 2 ................................................................. 35
- Week 3 ................................................................. 42
- Week 4 ................................................................. 49
- Week 5 ................................................................. 56
- Week 6 ................................................................. 63
- Week 7 ................................................................. 70
- Week 8 ................................................................. 77
- Week 9 ................................................................. 84
- Week 10 ................................................................. 91
- Week 11 .............................................................. 98
- Week 12 ............................................................. 105
- Week 13 ............................................................. 112
- Week 14 ............................................................. 119
- Week 15 ............................................................. 126
- Week 16 ............................................................. 133
- Week 17 ............................................................. 140
- Week 18 ............................................................. 147
Table of Contents, continued

Week 19 .......................... 154  Week 28 .......................... 217
Week 20 .......................... 161  Week 29 .......................... 224
Week 21 .......................... 168  Week 30 .......................... 231
Week 22 .......................... 175  Week 31 .......................... 238
Week 23 .......................... 182  Week 32 .......................... 243
Week 24 .......................... 189  Week 33 .......................... 252
Week 25 .......................... 196  Week 34 .......................... 259
Week 26 .......................... 203  Week 35 .......................... 266
Week 27 .......................... 210  Week 36 .......................... 273

Word Cards ................................................................. 281

Survival Word Cards .......................... 317

Discussion Questions .......................... 339
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.

Successful students who improved their reading skills in Debbie and Sheila’s class.
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](image)
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!

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.

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

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

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

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.

- **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.

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

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.

☞ **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.

☞ **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.

- **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.

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

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

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.

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

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

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.

I should show respect for my friends. I need to listen to what they say. I shouldn’t ever make fun of them.
This is a _______ school. I will have a _______ attitude, and I will _______ my best _______ minute.
This is a great year. I have a positive , and I will try my every .
my school is great i will try my best this year i will have a great attitude

--------------------------

--------------------------

--------------------------

--------------------------

--------------------------

--------------------------

--------------------------

--------------------------

--------------------------

--------------------------

--------------------------

--------------------------

--------------------------

--------------------------

--------------------------

--------------------------

--------------------------
Name ____________________________
Survival Words – Week #1 G

<table>
<thead>
<tr>
<th>EMERGENCY EXIT</th>
<th>DONT WALK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closed</th>
<th>Do Not Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I should always remember how important I am. If I believe in myself, I can do many great things.