



# STUDENT ACTIVITIES

## Fluency

BENCHMARK	STRATEGIC	INTENSIVE
<ul style="list-style-type: none"> <li>• Practice different ways to phrase a passage</li> <li>• Use poetry to build prosodic reading</li> <li>• Reread text focused on prosody using:               <ul style="list-style-type: none"> <li>Anthology Selection</li> <li>HM Leveled Readers (On-Level)</li> <li>Selection Summary</li> <li>Theme Paperbacks</li> <li>Trade books (theme related)</li> <li>Reader's Theater</li> </ul> </li> <li>• Practice fluency techniques (smooshing, return-eye-sweep, phrasing)</li> <li>• Turn off "TV volume." Students read closed captions</li> <li>• Fluency Races</li> <li>• Read anthology in a variety of ways: choral, paired, shared</li> <li>• Practice Timed Reading (with a buddy and timer)</li> <li>• Story copied out of order – put in order – reread with different purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Practice sound-spelling correspondence with S/S Cards</li> <li>• Review words on HFW Practice Board and Word Pattern Board</li> <li>• Reread text/words focused on automaticity and prosody using:               <ul style="list-style-type: none"> <li>Decodables</li> <li>I ♥ Reading books</li> <li>Anthology Selection</li> <li>Selection Summary</li> <li>HM Leveled Readers (On-Level/Below Level)</li> <li>Reader's Theater</li> </ul> </li> <li>• 3-4 word constantly recurring passages or phrases (ex: Once there was a / How do you know). Can also use recurring or key words from selection</li> <li>• Fluency Races</li> <li>• Practice fluency techniques (smooshing, return-eye-sweep, phrasing)</li> <li>• Choral read selection with CD/tape</li> <li>• Practice Timed Reading (with a buddy and timer)</li> <li>• Practice HFWs on Word Ring, Bingo, Concentration</li> <li>• Highlight vocabulary with highlight tape or in blackline master</li> <li>• Read with Benchmark tutor</li> </ul>	<ul style="list-style-type: none"> <li>• Practice blending words (vowel first, sound by sound, continuous)</li> <li>• Identify name, sound and spelling(s) on S/S Cards</li> <li>• Reread text/words focused on automaticity and accuracy using               <ul style="list-style-type: none"> <li>High frequency word ring</li> <li>Decodables</li> <li>I ♥ Reading books</li> <li>Selection Summary</li> </ul> </li> <li>• Review words on HFW Practice Board and Word Pattern Board with a partner.</li> <li>• Create an alphabet book with pictures of beginning sounds</li> <li>• Listen to selection tapes after first choral read</li> <li>• Timed reading on their level (graph)</li> <li>• Parrot reading with higher level student</li> <li>• Practice letter sounds, words, phrases</li> <li>• Highlight phonics skill words</li> <li>• Sort words by phonics pattern</li> <li>• Read words with same pattern for practice 60 wcpm/60 word cards</li> <li>• Practice flashcards of phrases</li> </ul>



## S T U D E N T A C T I V I T I E S

# Vocabulary

BENCHMARK	STRATEGIC	INTENSIVE
<ul style="list-style-type: none"> <li>• Find synonyms, antonyms, multiple meanings</li> <li>• Write a story summary using Key Vocabulary</li> <li>• Create vocabulary expansion charts</li> <li>• Word Wizard – finding word outside class and tell use</li> <li>• Identify and list other words with the same cognate</li> <li>• Create cognitive dictionary or vocabulary cube containing the word/picture/antonym/synonym/homonym/sentence</li> <li>• Categorize and classify words</li> <li>• Create linear arrays i.e. “shed – hut – cabin – house – mansion – castle”</li> <li>• Disaggregate words – roots, prefixes, suffixes, etc.</li> <li>• Make a crossword puzzle with vocabulary words – <a href="http://www.puzzlemaker.com">www.puzzlemaker.com</a></li> <li>• Find multiple meaning words – find word used same way and write a sentence</li> <li>• Vocabulary Expansion Reteach pages</li> <li>• Add words to vocabulary journal</li> <li>• Highlight parts of speech in text/selection</li> <li>• Complete an attribute chart for the words</li> </ul>	<ul style="list-style-type: none"> <li>• Match vocabulary with definitions (i.e. Concentration game)</li> <li>• Create picture cards</li> <li>• Use realia</li> <li>• Vocabulary Expansion Reteach pages</li> <li>• Use TPR to act out word meanings</li> <li>• Sort vocabulary by part of speech/sounds</li> <li>• Write own sentences for vocabulary words</li> <li>• Match games</li> <li>• Find and label vowel and consonant patterns within words (e.g. vccv, cvv, etc.)</li> <li>• List, group, and label words</li> <li>• Categorize and classify words</li> <li>• List example and non-example</li> <li>• Create Word Webs, Word map graphics, 4-square</li> <li>• Decode vocabulary words using S/S Cards</li> <li>• Identify and compare and contrast cognates with primary language</li> <li>• List and create a visual dictionary (fixes/cognates/words)</li> </ul>	<ul style="list-style-type: none"> <li>• Use picture cards</li> <li>• Use realia: create a realia table</li> <li>• Vocabulary Expansion Reteach pages</li> <li>• Matching activities, oral cloze activities</li> <li>• Matching Game – sentence starters</li> <li>• Role play vocabulary (charades)</li> <li>• Story map – with vocabulary; retell with vocabulary</li> <li>• Vocabulary War (write a sentence or orally share)</li> <li>• Picture match to definition</li> <li>• Make a collage of antonyms/synonyms</li> <li>• Match pictures to vocabulary words</li> <li>• Play Synonym/Antonym Concentration</li> <li>• Use ELL Handbook – picture vocabulary</li> <li>• Vocabulary sort with picture/word cards</li> <li>• Use magnetic letters to construct words</li> <li>• Swat the Word – Using a plastic fly swatter, one partner says the word and the other swats until they make a mistake (using select vocabulary)</li> <li>• Use TPR to act out word meanings with a partner</li> </ul>



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# Checking Skills

BENCHMARK	STRATEGIC	INTENSIVE									
<ul style="list-style-type: none"> <li>• Change adjectives in a sentence to an antonym or synonym</li> <li>• Write a paragraph containing proper nouns and highlight proper nouns with a partner</li> <li>• Makes name/word cards with one or more letters missing for another student to fill and then students check each other (Kindergarten)</li> <li>• Writes a sentence with a subject verb agreement mistake, then the other student corrects the mistake</li> <li>• Write sentences focusing on adding (adjectives, verbs, etc.)</li> </ul> <table border="1" data-bbox="289 865 485 927"> <thead> <tr> <th>Key Word</th> <th>Antonym</th> <th>Synonym</th> </tr> </thead> <tbody> <tr> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>•</td> <td>•</td> <td>•</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Use anthology to find different parts of speech</li> <li>• Editing of (peer) student work</li> <li>• Give a paragraph to punctuate</li> <li>• Write antonyms and then synonyms (sort and match)</li> <li>• Interactive Writing Board (any skill) (Kindergarten/First grade)</li> <li>• Form sentences using multiple meaning words (Sentence Building)</li> <li>• Build sentences based on Aristotelian questions: Who? What? Where?</li> <li>• Circle (noun or verb) clauses; combine clauses</li> <li>• Change paragraph to a different tense (i.e. present to past)</li> </ul>	Key Word	Antonym	Synonym	•	•	•	•	•	•	<ul style="list-style-type: none"> <li>• Insert adjectives into a sentence</li> <li>• Map different parts of sentence (subject, verb, predicate)</li> <li>• Review Practice sheet – create additional list</li> <li>• Highlight proper nouns, parts of speech, or punctuate in a paragraph</li> <li>• Create a list from anthology of proper/common nouns</li> <li>• Put up a paragraph without capitals and periods. Have students insert them. Work in pairs.</li> <li>• Divide run-on sentence (and...and...and) and rewrite sentences</li> <li>• Sort verbs by tense and plural form</li> <li>• Build sentences through categorizing or use of pocket charts/illustrations</li> <li>• Edit or rewrite simple sentences using the target skill</li> <li>• Sort/match synonyms or antonyms</li> <li>• Practice with questions of similar format</li> <li>• Reread story summary – circle all the (verb, noun) skills you are working on</li> <li>• Identify sentence types (statement, question, etc.)</li> <li>• Change noun forms from singular to plural</li> </ul>	<ul style="list-style-type: none"> <li>• Change proper nouns/nouns to pronouns</li> <li>• Use sentence strips, cut-up scramble; student put back in order; students copy sentence</li> <li>• List parts of speech from I ♥ Reading or Phonics Library</li> <li>• Fill in subject or predicate “cloze”</li> <li>• Combine subject/predicate or create sentences with a partner from Benchmark or Strategic group</li> <li>• Create sentence frames and have students manipulate parts of speech</li> <li>• Correct punctuation in sentences using pocket charts</li> <li>• Write noun/verb/adjective sentence expansion</li> <li>• Use pictures to generate sentence ideas</li> <li>• Sort sentences by punctuation marks</li> <li>• Correct sentence(s), color code the parts of speech (i.e. [subject] – nouns, pronouns – red; verbs [predicate] – green; adjectives, adverbs – orange)</li> <li>• Use pictures to match noun/verb</li> <li>• Sort words/sentences based on parts of speech</li> <li>• TPR for periods, question marks, etc.</li> </ul>
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•	•	•									
•	•	•									



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## Comprehension

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<ul style="list-style-type: none"> <li>• Write or create Reader’s Theater</li> <li>• Write and answer literal and inferential questions</li> <li>• Literature discussion cards from blackline master book (Second, Third)</li> <li>• Change the problem and solution of the selection</li> <li>• Give a non-example of a good solution and explain why</li> <li>• Map story (written)</li> <li>• Make a story board with a picture/sentences</li> <li>• Book talks – higher level discussions, questions, character analysis</li> <li>• Compare and contrast characters/genres</li> <li>• Analyze character feelings</li> <li>• Discuss author’s purpose</li> <li>• Write/retell the story through the eyes of a character to a partner</li> <li>• Explain how you used comprehension strategies</li> <li>• Identify idioms, metaphors, and similes</li> <li>• Write an evaluation of a character</li> <li>• Extend the story beyond the ending</li> </ul>	<ul style="list-style-type: none"> <li>• Identify when, and which comprehension strategy(ies) were used while rereading the selection (mark with post-its)</li> <li>• Read decodable and write a comprehension question for someone to answer</li> <li>• Use highlighter to mark answers to questions in the text</li> <li>• Text-to-self connections in journal/pictures/ oral</li> <li>• Write about each character in a story; partner, using provided character name box, puts character name with description</li> <li>• Create a quiz about a story</li> <li>• Interview others about the story</li> <li>• Ask “20 Questions” about selection</li> <li>• Map and sequence story with pictures/ sentences</li> <li>• Create a cartoon strip</li> <li>• Write about a story character</li> <li>• Retell story with a partner</li> <li>• Write story with different characters, or with themselves as characters</li> <li>• Write and draw their favorite part</li> <li>• Build a vocabulary map for key vocabulary words</li> <li>• Illustrate idioms, metaphors, and similes</li> </ul>	<ul style="list-style-type: none"> <li>• Practice reading strategies with decodable text</li> <li>• Practice clarifying unfamiliar words (decodables/anthology)</li> <li>• Summarize page-by-page with a partner (oral/written)</li> <li>• Review comprehension strategies and explain them to a partner</li> <li>• Sequence of events using pictures</li> <li>• Retell and summarize with picture prompts (puppets)</li> <li>• Write about a story character</li> </ul> <div data-bbox="1549 854 1738 1036" data-label="Diagram"> </div> <ul style="list-style-type: none"> <li>• Match character traits from list to character</li> <li>• Give picture of cause, students draw effect</li> <li>• Illustrate/label favorite scene in the selection</li> <li>• Listen to selection tapes after first choral read</li> <li>• Put pre-written story events (on sentence strips) in sequence</li> <li>• Students draw scenes from the story during Read-Aloud</li> <li>• Illustrate and dramatize vocabulary words</li> </ul>



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## Spelling

BENCHMARK	STRATEGIC	INTENSIVE
<ul style="list-style-type: none"> <li>• Create riddles and words using S/S Cards</li> <li>• Highlight spelling patterns in the anthology selection</li> <li>• Explain use of S/S Cards to determine spelling</li> <li>• Create a crossword puzzle</li> <li>• Write a story or poem with words</li> <li>• Add words or find words with same patterns</li> <li>• Unscramble words with a cloze sentence</li> <li>• Sort words by parts of speech</li> <li>• Partner dictation of spelling words</li> <li>• Jeopardy questions</li> <li>• Explain the orthographic devices on the S/S Cards</li> <li>• Break down the words: prefix, suffix, etc.</li> <li>• Make up a story, play, or poem using spelling words</li> <li>• Build words using letter cards</li> </ul>	<ul style="list-style-type: none"> <li>• Encode words by number: A = 1, B = 2, etc.</li> <li>• Play “Mystery Word” – with S/S Cards</li> <li>• Partner dictation of spelling words</li> <li>• Write spelling word and draw picture to go with it</li> <li>• Give students graph paper to make a word search with a word box and then exchange with a partner</li> <li>• Use pocket chart with letters to spell words with a partner</li> <li>• Use S/S Cards to spell words</li> <li>• Give a sentence with an incorrect spelling and 3 choices to choose from</li> <li>• Build word families based on orthographic patterns/spelling words</li> <li>• Students race to write weekly spelling words</li> <li>• Make anagrams</li> <li>• Use phoneme phones and mirrors with a partner</li> <li>• Pyramid spelling practice (f – fa_e – fate)</li> <li>• Play “Hangman” with a partner</li> <li>• Choose correct spelling (piece – peece – pice)</li> <li>• Syllabicate words</li> </ul>	<ul style="list-style-type: none"> <li>• Practice oral blending and segmenting words</li> <li>• Identify the sound (beginning, middle, final) and write the letter that represents the sound</li> <li>• Practice name, sound and spelling(s) of S/S Cards</li> <li>• Unscramble spelling words (each word in an individual bag)</li> <li>• Write spelling words, leaving out one or more letters; partner fills in letters</li> <li>• Play Bingo</li> <li>• Use in a sentence, or fill in the blank</li> <li>• Generate a list of different spelling patterns</li> <li>• Use blackline master of phonics decodables to highlight spelling patterns</li> <li>• Syllabicate words</li> <li>• Use the phones and mirrors to practice phonemic awareness</li> <li>• Write the spelling words in two colors; use red for the chunk that represents the spelling pattern</li> <li>• Make a word search</li> <li>• Fill in missing letter (l a _ e)</li> <li>• Use interlocking letter cubes to build words</li> </ul>