

Student Name: _____



Unit 1 Warm-up

Days 1 & 2: Implement Decoding Strategy

1. Use the decoding strategy on the following words. As you do, check off each step in the box below.
2. Optional: Use the lines to write word parts if it helps.
3. Read the word list to a teacher.

a. reliving	_____	_____	_____	_____
b. defunded	_____	_____	_____	_____
c. replanting	_____	_____	_____	_____
d. depended	_____	_____	_____	_____
e. thankless	_____	_____	_____	_____
f. promises	_____	_____	_____	_____

<i>Check ✓ off each step as you do it above:</i>	1. Circle prefixes	2. Circle suffixes	3. Underline vowels	4. Divide word into parts	5. Say each word part	6. Blend the word	7. Read out loud and try different vowel sounds if needed
reliving							
defunded							
replanting							
depended							
thankless							
promises							

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Days 3 & 4: Word Part Scramble

Put a ✓ after you complete each item:

1. Take out the word parts and separate the prefixes, suffixes, and middle parts into piles. _____
2. Make the word parts into real words. _____
3. Read the word list to a teacher and get her signature. _____

Days 5 & 6: Word Part Scramble with Cloze

Put a ✓ after you complete each item:

1. Take out the word parts and separate the prefixes, suffixes, and middle parts into piles. _____
 2. Read each sentence and try to figure out the word that goes in the blank. _____
 3. Put the words into the sentences, read them to a teacher, and get his/her signature. _____
- a. I didn't think we were going to win the game; it **de**_____ on us playing our best. (3 parts)
- b. He is **re** _____ that day over and over in his mind. (3 parts)
- c. My friend makes a lot of _____ **es**, but she doesn't always keep them. (3 parts)
- d. The school is in poor shape because it was **de**_____ by the city. (3 parts)
- e. Are you _____ **ing** the flowers in a spot that gets more sun? (3 parts)
- f. She got no thanks for the work she did; it was _____ . (2 parts)

Days 7 & 8: Implement decoding strategy

1. Use the decoding strategy on the following words. As you do, check off each step in the box below.
2. Optional: Use the lines to write word parts if it helps.
3. Read the word list to a teacher.

a. unexpected _____

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b. rethinking _____

c. process _____

d. income _____

e. challenges _____

f. resulted _____

<i>Check ✓off each step as you do it above:</i>	1. Circle prefixes	2. Circle suffixes	3. Underline vowels	4. Divide word into parts	5. Say each word part	6. Blend the word	7. Read out loud and try different vowel sounds if needed
unexpected							
rethinking							
process							
income							
challenges							
resulted							

Days 9 & 10: Word Part Scramble

Put a ✓after you complete each item:

1. Take out the word parts and separate the prefixes, suffixes, and middle parts into piles. ____
2. Make the word parts into real words. ____
3. Read the word list to a teacher and get his/her signature. ____

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Unit 1 Materials

Words for Days 1 & 2 Word Part Scramble and Days 3 & 4 Word Part Scramble with Cloze

Students cut out to manipulate.

re	de	ing	liv	re
thank	plant	ed	ed	pend
de	prom	ing	less	es
is	fund			

Words for Days 9 & 10 Word Part Scramble and Unit 2 Days 1 & 2 Word Part Scramble with Cloze

Students cut out to manipulate.

pect	un	in	re	pro
come	es	ed	ed	chall
eng	cess	think	re	ex
ing	sult			

You will also use the Days 9 & 10 syllables (above) for the Unit 2 Warm-up, Days 1 & 2 Word Part Scramble with Cloze

**Some of the "syllables" are actually word parts with more than one syllable, e.g. -ible. We do this to help our students recognize common affixes and roots in different words.*