

SCIENCE OF READING DECODABLES

Reading Workouts

These activities are effective and engaging ways to support students who might need additional support in **phonological awareness, high frequency words, decoding, comprehension, vocabulary, fluency, or self-confidence.**

Mastering foundational reading skills takes practice. Assign a Reading Workout for individual or partner learning stations and engage students in powerful practice they need to become confident readers.

Phonological Awareness

Blend It



Put phonemes together to make words.

1. Say a word segmented into its onset and rime.
2. Students blend the sounds to make the word
3. Repeat with more words.
4. **Extend It!** Say a word segmented into individual phonemes.

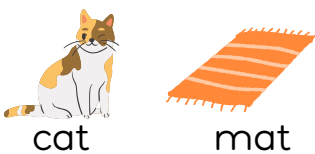
Clapping Syllables



Recognize parts of words.

1. Say a word.
2. Students clap syllables in the word.
3. Repeat with more words.

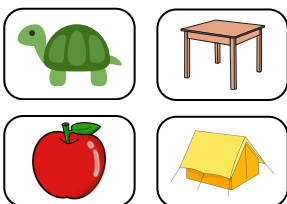
Does it Rhyme?



Recognize patterns.

1. Say two words.
2. Students give you a thumbs up if the words rhyme and a thumbs down if they do not.
3. Repeat with more words.
4. **Extend It!** Students come up with the words.

Odd One Out

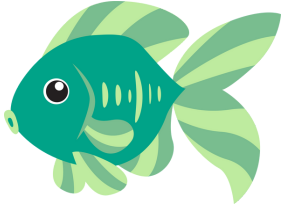


Make connections between words.

1. Choose a target sound. Print 3 pictures that begin with target sound and 1 that does not.
2. Students identify which picture is the "odd one out" and explain why they chose that picture.
3. **Extend It!** Play the game with rhyming words.

High Frequency Words

High Frequency Word Go Fish



Build high frequency word fluency.

1. Choose 15-25 high frequency words. Write each word on an index card. Create a set for each student playing. 2-4 students is ideal.
2. Shuffle the deck. Deal 5 cards to each player. Place the remaining cards face down in a stack in the middle.
3. The first player chooses one of their words. They ask a second player, "Do you have the word ___."
4. If the second player has the word, they give the first player the card. If not, they say, "Go fish!" The first player picks a card from the stack.
5. When a player gets 2 of a card, they place them face up on the table.
6. The first player to match all their cards wins.

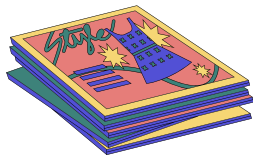
High Frequency Word Racetrack



Build high frequency word fluency.

1. Choose 15-25 high frequency words. Write each word on an index card.
2. Students place the cards in a row to create a race track.
3. Give students a toy car to drive along the track. Students read each word as they drive over it.

High Frequency Word Find It



Identify high frequency words.

1. Choose a list of 5-6 high frequency words.
2. Give students a book, newspaper, magazine, or "junk mail."
3. Students search for high frequency words.
4. When they find a word, they write it on a piece of paper or whiteboard. How many words can they find?

Decoding

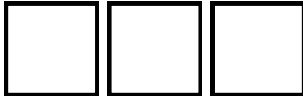
What's My Sound



Applying common sound of letters(s).

1. Choose 10 -15 letters that students have been working on. Write each word on an index card.
2. Show students a letter.
3. Students respond with the letter sound.
4. **Extend It!** Students play with a partner, taking turns to showing the letter and responding with the sound.



Elkonin Boxes



Segment words and connect letters to sounds.

1. Pronounce a target word, stretching it out by sound.
2. Draw boxes with one box for each phoneme.
3. Segment the word by its phonemes.
4. Slide one chip, object, or corresponding letter(s) in each box to represent each sound.
5. **Extend it!** Write the letter(s) for each sound in the appropriate box.

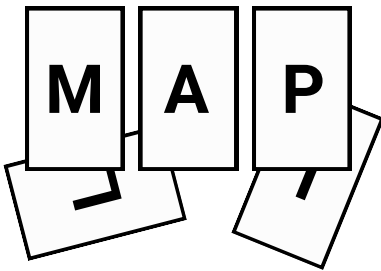
T Chart Sorts

Starts with B	Starts with D
	
bag	dig
bug	dot
bat	down

Recognize patterns and make connections between words.

1. Choose two letters or phonics skills.
2. Draw a T chart. Write one phonics skill on each side of the chart.
3. Choose 5-10 words that use the skills. Print pictures of the words or write the words on strips of paper.
4. Say each word or have students read each word.
5. Students place a picture or word card in the appropriate column and explain their thinking (e.g. *Bat has a short a sound. Mat is like bat. I'll place it in the short a column under bat.*)
6. **Extend it!** Say the words aloud for students to write in the columns.

Building Words



Connect spoken sounds with written words.

1. Distribute letter tiles to students. To start, only include letter tiles that are needed to make words with a target skill.
2. Model building a word with the target skill.
3. Students use letter tiles to build a word that uses the target skill. Then they change a letter to create a new word.
4. Students verbalize what letter they changed to build the new word.
5. **Extend it!** Have students write each word they create. How many new words can they make?

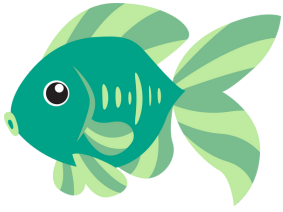
Secret Word



Deepen phonemic awareness.

1. Tell students you have a mystery word. Segment the word. (e.g. *The word starts with /b/ and has the vowel digraph 'ee'.*)
2. Students blend the sounds to guess the word. Give hints as needed.
3. **Extend it!** Have students give the clues! Students think of a word with the phonics skill and give clues for other students to guess.

Phonics Go Fish



Build fluency.

1. Choose 10-15 words that use a phonics skill. Write each on an index card. Create a set for each student playing. 2-4 students is ideal.
2. Shuffle the deck. Deal 5 cards to each player. Place the remaining cards face down in a stack in the middle.
3. The first player chooses one of their words. They ask a second player, "Do you have the word ___."
4. If the second player has it, they give the first player the card. If not, they say, "Go fish!" The first player picks a card from the stack.
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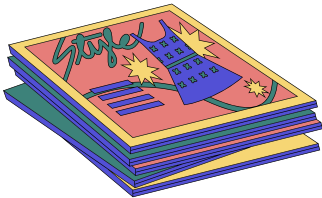
Racetrack



Build fluency.

1. Choose 10-15 words that use a phonics skill. Write each word on an index card.
2. Students place the cards in a row to create a race track.
3. Give students a toy car to drive along the track. Students read each word as they drive over it.

Find it



Recognize phonics patterns.

1. Choose a phonics skill.
2. Give students a book, newspaper, magazine, or "junk mail."
3. Students search for words with the target phonics skill.
4. When they find a word, they write it on a piece of paper or whiteboard. How many words can they find?

Comprehension

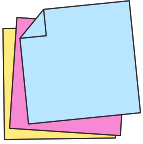
Predictions



Activate background knowledge and make connections.

1. Before reading, prompt students to look at the title, cover, and table of contents of the book.
2. Predict what might happen in the book.
3. **Extend it!** Prompt students to stop at each chapter or heading to predict what it might be about.

Sticky Reminders



Visual cue to check for understanding

1. Place a sticky note in students' books that says "Stop and Think!"
2. When students get to the sticky note, it's their reminder to stop and think about what they just read

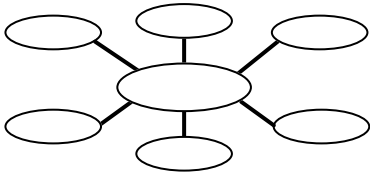
Mental Movie



Visualize details from the text

1. Read a descriptive passage aloud. Start with one part of the story and add on as students develop the skill.
2. Students close their eyes and picture what they hear, or they can take 1-2 minutes to sketch.
3. With a partner, students share their mental movie or their sketch.
4. **Extend it!** Place a sticky note in students' books that says "Picture It!" It's their reminder to visualize what they just read.

Graphic Organizers



Visualize information

1. Print a graphic organizer that matches the text structure.
2. After they read the book, students fill out the graphic organizer to help them identify important details.
3. Prompt students to go back to the text to collect details.

Vocabulary

Word Analysis



Reinforce knowledge of word parts

1. Teach students a prefix, root, or suffix.
2. Choose a word that uses the word part. Say it aloud.
3. On a whiteboard or piece of paper, students write the word.
4. Students break it into syllables, study each part, then combine the parts to understand the word.

4 Steps



Introduce new words in 4 steps.

1. Define the word in kid-friendly terms.
2. Connect the word to students' background knowledge.
3. Relate the word to the book and context at hand.
4. Have students teach the word to a partner or write a sentence with it.

Fluency

Echo Reading



Model fluent expressive reading

1. Read a sentence aloud to model fluency.
2. After reading each sentence, students echo back the sentence with the same rate and prosody.

Reading to a Stuffedie



Low-pressure practice

1. Have students read to their favorite stuffed animal or toy.
2. Increase interest by finding books that feature the same character, animal, or toy.

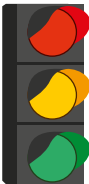
Timed Reading



Improve reading rate, accuracy, and comprehension

1. Students time themselves reading their decodables. To start, students can read a passage or page and work up to the entire book.
2. Students reread and see if they can beat their previous time.
3. Students keep practicing until they read with appropriate fluency.

Stop Light Punctuation



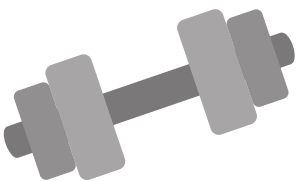
Improve reading rate, accuracy, and comprehension

Use green, yellow, and red tape or highlighter to signal punctuation.

- Green - No punctuation at the end of the line - Keep going!
- Yellow - Commas - Pause.
- Red - End punctuation - Stop.

Self-Confidence

Encourage Effort



Develop a growth mindset

1. Offer positive feedback for students' efforts instead of their performance.
2. Prompt students to reflect on their growth and the hard work that got them there.

Choice



Build autonomy and motivation to persevere

1. Provide many books at students' independent skill level that cover a wide range of topics or themes.
2. Allow students to choose what they read.

Role Models



Positive examples to follow

1. Provide students with positive reading role models who show strong reading habits, such as older students or community members.
2. Invite role models to read aloud in the classroom, or find videos online of role models reading aloud.
3. Extend it! Let students be the role model for younger students. Provide opportunities for students to read to a younger class.

Affirmations



I am a strong reader!

Develop positive mindsets

1. Create a phrase or sentence that reinforces a positive attitude about reading, even something as simple as, "I am a strong reader!"
2. Have students repeat the affirmation daily before the reading block.