

GATE + Lesson Flipbook

LEVEL 1.8 Digraphs, Blends, and Suffixes



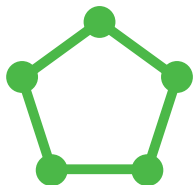
Group and Tutoring Edition

ReadNaturally



Group and Tutoring Edition

The IDEAL phonics solution for beginning readers.



COMPLETE

Lessons incorporate **all five components of reading**: phonemic awareness, phonics, fluency, vocabulary, and comprehension.



EASY

Lessons are scripted so you don't have to be a phonics expert to use this program.



FLEXIBLE

Lessons can be taught using a flipbook or slideshow, so the program is **adaptable to any group size**.



MEASURABLE

Lessons have built-in accountability measures that **ensure students achieve mastery**.

Available in 3 Levels

0.8 Short Vowels and High-Frequency Words

1.3 Long Vowels and High-Frequency Words

1.8 Digraphs, Blends, and Suffixes

That's not all!

Learn more about GATE+ at readnaturally.com/gate-plus

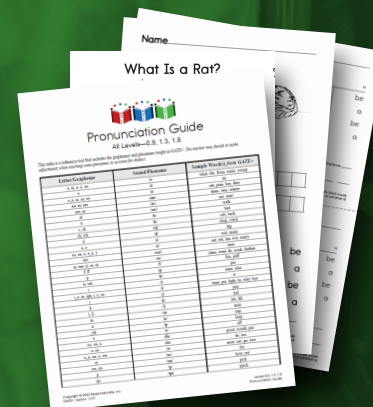
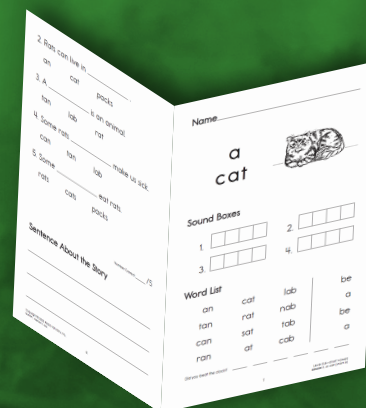
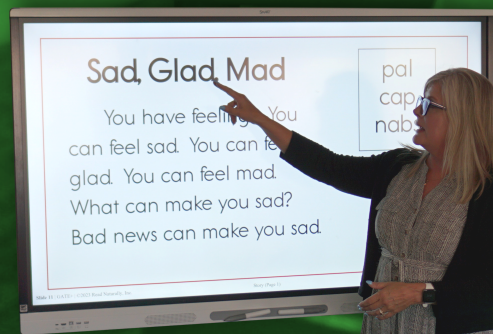
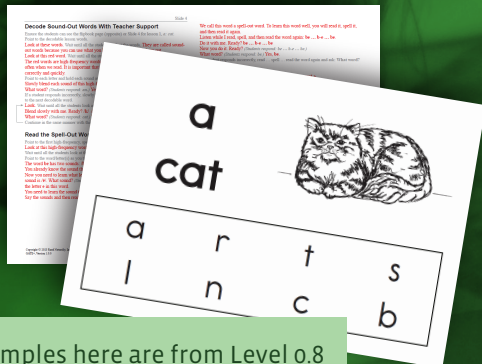
GATE+ includes all the support you need to teach phonics!

Scripted Lesson
Flipbook

Lesson
Slideshows

Student
Booklets

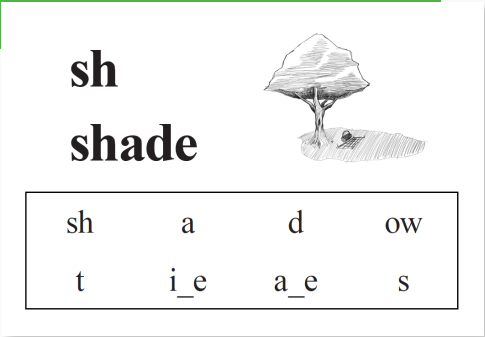
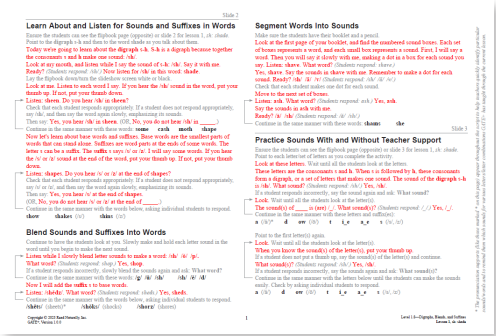
20+ Additional
Materials



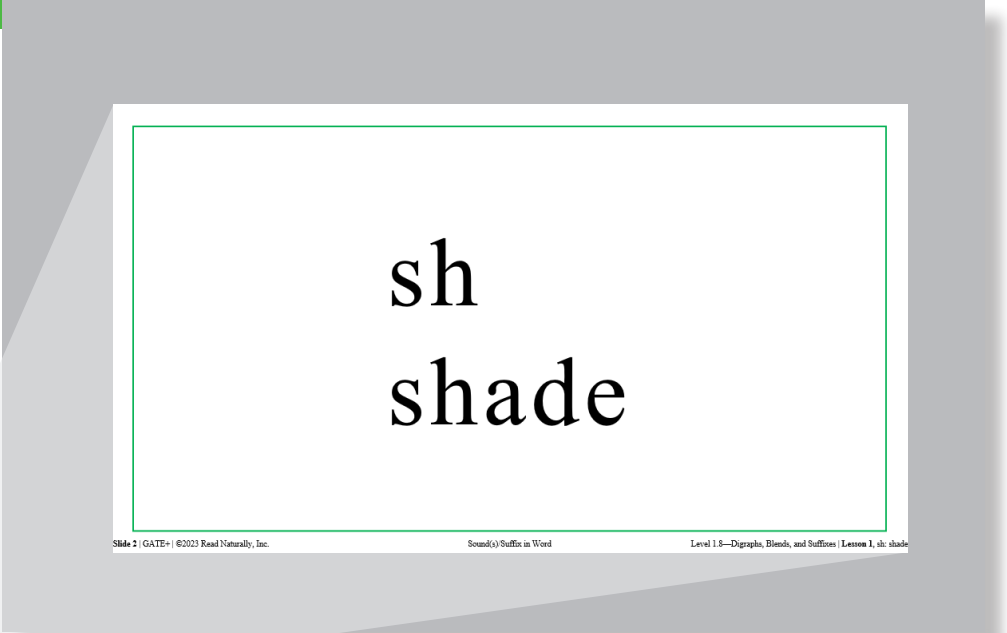
Examples here are from Level 0.8

The **directions page** faces the teacher—providing directions and a script for teaching the lesson.

The **demonstration page** faces the students—providing the letters, words, and text for students during the lessons.



PowerPoint slides of the **demonstration pages** are included for teaching GATE+ to larger groups.



As the teacher views the directions on one side, students view the corresponding lesson on the other side.

Learn About and Listen for Sounds and Suffixes in Words

Ensure the students can see the flipbook page (opposite) or slide 2 for lesson 1, *sh: shade*.

Point to the **digraph s-h** and then to the word **shade** as you talk about them.

Today we're going to learn about the **digraph s-h**. **S-h** is a digraph because together the consonants **s** and **h** make one sound: /**sh**/.

Look at my mouth, and listen while I say the sound of **s-h**: /**sh**/. Say it with me.

Ready? (*Students respond: /sh/.*) Now listen for /**sh**/ in this word: **shade**.

Lay the flipbook down/turn the slideshow screen white or black.

Look at me. Listen to each word I say. If you hear the /**sh**/ sound in the word, put your thumb up. If not, put your thumb down.

Listen: **sheen**. Do you hear /**sh**/ in **sheen**?

Check that each student responds appropriately. If a student does not respond appropriately, say /**sh**/, and then say the word again slowly, emphasizing its sounds.

Then say: **Yes, you hear /sh/ in sheen.** (OR, **No, you do not hear /sh/ in ____.**)

Continue in the same manner with these words: **some cash moth shape**

Now let's learn about base words and suffixes. Base words are the smallest parts of words that can stand alone. Suffixes are word parts at the ends of some words. The letter **s** can be a suffix. The **suffix s** says /**s**/ or /**z**/. I will say some words. If you hear the /**s**/ or /**z**/ sound at the end of the word, put your thumb up. If not, put your thumb down.

Listen: **shapes**. Do you hear /**s**/ or /**z**/ at the end of **shapes**?

Check that each student responds appropriately. If a student does not respond appropriately, say /**s**/ or /**z**/, and then say the word again slowly, emphasizing its sounds.

Then say: **Yes, you hear /s/ at the end of shapes.**

(OR, **No, you do not hear /s/ or /z/ at the end of ____.**)

Continue in the same manner with the words below, asking individual students to respond.

show shakes (/s/) shins (/z/)

Blend Sounds and Suffixes Into Words

Continue to have the students look at you. Slowly make and hold each letter sound in the word until you begin to make the next sound.

Listen while I slowly blend letter sounds to make a word: /**sh**/ /**ō**/ /**p**/.

What word? (*Students respond: shop.*) **Yes, shop.**

If a student responds incorrectly, slowly blend the sounds again and ask: **What word?**

Continue in the same manner with these words: /**g**/ /**ŭ**/ /**sh**/ /**sh**/ /**ě**/ /**d**/

Now I will add the **suffix s** to base words.

Listen: /**shēdz**/. What word? (*Students respond: sheds.*) **Yes, sheds.**

Continue in the same manner with the words below, asking individual students to respond.

/**shēts**/ (sheets)* /**shōks**/ (shocks) /**shorz**/ (shores)

Sample of GATE+ Flipbook: Lesson 1 of 24

Segment Words Into Sounds

Make sure the students have their booklet and a pencil.

Look at the first page of your booklet, and find the numbered sound boxes. Each set of boxes represents a word, and each small box represents a sound. First, I will say a word. Then you will say it slowly with me, making a dot in a box for each sound you say. Listen: **shave**. What word? (*Students respond: shave.*)

Yes, **shave**. Say the sounds in **shave** with me. Remember to make a dot for each sound. Ready? /**sh**/ /**ā**/ /**v**/ (*Students respond: /sh/ /ā/ /v/.*)

Check that each student makes one dot for each sound.

Move to the next set of boxes.

Listen: **ash**. What word? (*Students respond: ash.*) **Yes, ash.**

Say the sounds in **ash** with me.

Ready? /**ă**/ /**sh**/ (*Students respond: /ă/ /sh/.*)

Continue in the same manner with these words: **shams she**

Slide 3

Practice Sounds With and Without Teacher Support

Ensure the students can see the flipbook page (opposite) or slide 3 for lesson 1, *sh: shade*.

Point to each letter/set of letters as you complete the activity.

Look at these letters. Wait until all the students look at the letters.

These letters are the consonants **s** and **h**. When **s** is followed by **h**, these consonants form a digraph, or a set of letters that makes one sound. The sound of the **digraph s-h** is /**sh**/. What sound? (*Students respond: /sh/.*) **Yes, /sh/.**

If a student responds incorrectly, say the sound again and ask: **What sound?**

Look. Wait until all the students look at the letter(s).

The sound(s) of ____ is (are) /_/. What sound(s)? (*Students respond: /_/. Yes, /_/.*

Continue in the same manner with these letters and suffix(es):

a (/ă/)* d ow (/ō/) t i_e a_e s (/s/, /z/)

Point to the first letter(s) again.

Look. Wait until all the students look at the letter(s).

When you know the sound(s) of the letter(s), put your thumb up.

If a student does not put a thumb up, say the sound(s) of the letter(s) and continue.

What sound(s)? (*Students respond: /sh/.*) **Yes, /sh/.**

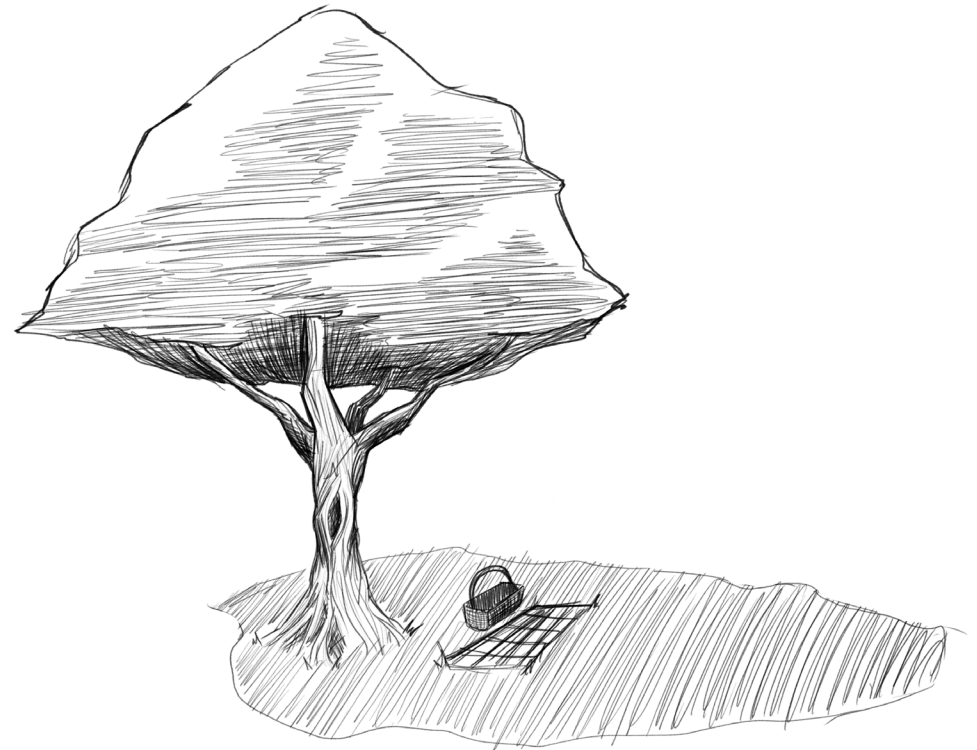
If a student responds incorrectly, say the sounds again and ask: **What sound(s)?**

Continue in the same manner with the letters below until the students can make the sounds easily. Check by asking individual students to respond.

a (/ă/) d ow (/ō/) t i_e a_e s (/s/, /z/)

sh

shade



sh

a

d

ow

t

i_e

a_e

s

Decode Sound-Out Words With Teacher Support

Ensure the students can see the flipbook page (opposite) or slide 4 for lesson 1, *sh: shade*.
Point to the decodable lesson words as you talk about them.

→ **Look at this sound-out word.** Wait until all the students look at the word.

Point to each letter and hold each sound as you blend the word with the students.

Slowly blend each sound of this word with me. Ready? /sh/ /ā/ /d/

What word? (*Students respond: shade.*) **Yes, shade.**

If a student responds incorrectly, slowly blend the sounds again and ask: **What word?**

Continue in the same manner with this word: **dash**.

Point to the last decodable lesson word and its parts as you talk about them.

Look. Wait until all the students look at the word. **This word, shines, is spelled with the base word shine and the suffix s. A base word is the smallest part of a word that can stand alone. A suffix is a word part at the end of a word. In shines, the suffix s says /z/. Read the word with me. Ready? /shīnz/**

What word? (*Students respond: shines.*) **Yes, shines.**

If a student responds incorrectly, read the word parts again and ask: **What word?**

Notice some of these words are red. The red words are high-frequency words. High-frequency words are words we see often when we read. It is important that you learn to read high-frequency words correctly and quickly.

Read the Spell-Out Words With Teacher Support

Point to the first high-frequency, spell-out word.

Look at this high-frequency word: too.

Wait until all the students look at the word.

Point to the word/letter(s) as you talk about them and their sounds.

The word too has two sounds: /t/ /oo/. You already know the sound the letter t makes is /t/. Now you need to learn about the other letters in the word too. The sound o-o makes is /oo/. What sound? (*Students respond: /oo/. Yes, /oo/.*)

You need to learn by heart the sound o-o makes in the word too. Say the sounds and then read the word with me. Ready? /t/ /oo/ ... too

Point to the second high-frequency, spell-out word.

Look at this high-frequency word: move.

Wait until all the students look at the word.

Point to the word/letter(s) as you talk about them and their sounds.

The word move has three sounds: /m/ /oo/ /v/. You already know the sound the letter m makes is /m/ and the sound the letter v makes is /v/.

Now you need to learn about the other letters in the word **move**. The sound the vowel **o** makes is /oo/. What sound? (*Students respond: /oo/.*) **Yes, /oo/.** The vowel **e** does not make a sound in **move**. You need to learn by heart the sound **o** makes in the word **move** and that **move** ends with a **silent e**. Say the sounds and then read the word with me, ready? /m/ /oo/ /v/... **move**

Point to the high-frequency, spell-out words again as you talk about them.

We call these words spell-out words. To learn these words well, you will read them, spell them, and then read them again.

→ **Look and listen: too ... t-o-o ... too.**

Do it with me. Ready? too ... t-o-o ... too

Now you do it. Ready? (*Students respond: too ... t-o-o ... too.*)

What word? (*Students respond: too.*) **Yes, too.**

If a student responds incorrectly, read ... spell ... read the word again and ask: **What word?**

Continue in the same manner with this word: **move**.

Read the Lesson Words Without Teacher Support

Point to the first decodable lesson word.

→ **Look at this sound-out word.** Wait until all the students look at the word.

Quietly sound out the word. When you know it, put your thumb up.

Wait until each student puts a thumb up. If a student does not put a thumb up, sound out the word, and then continue.

What word? (*Students respond: shade.*) **Yes, shade.**

If a student responds incorrectly, slowly blend the sounds and ask: **What word?**

Continue in the same manner with these words: **dash** **shines**

Point to the first high-frequency, spell-out word.

→ **Look at this spell-out word.** Wait until all the students look at the word.

When you know it, put your thumb up.

Wait until each student puts a thumb up. If a student does not put a thumb up, read ... spell ... read the word and then continue.

What word? (*Students respond: too.*) **Yes, too.**

If a student responds incorrectly, read ... spell ... read the word and ask: **What word?**

Continue in the same manner with this word: **move**.

Continue practicing all the lesson words in the same manner until the students can read all the words easily. Check by asking individual students to respond.

shade

dash

shines

shine + s

too

move

Read Words Down

Ensure the students can see the flipbook page (opposite) or Slide 5 for lesson 1, *sh: shade*.
Point to the first column of words.

Look at these sound-out words. Wait until all the students look at the words.

Listen while I read the words for you. Notice they all begin with the digraph s-h.

Read the column aloud, pointing to each word.

Then, point to the first word in the first column again. Point to each letter and hold each sound as you blend the word with the students.

→ **Look.** Wait until all the students look at the word.

Blend slowly with me. Ready? /sh/ /ā/ /d/

What word? (*Students respond: shade.*) **Yes, shade.**

Continue sounding out all the words in the first and second columns.

Point to the third column of words.

Look at these sound-out words. Wait until all the students look at the words.

They all end with the suffix s. A suffix is an ending added to a word to make a related word. Listen for the suffix s while I read the words for you.

Point to each word as you read it aloud, emphasizing the suffix. Then read the words with the students.

Point to the first word in the last (high-frequency, spell-out) column.

→ **Look at this spell-out word. We are going to read the word, spell it, and then read the word again. Read, spell, and read the word with me.**

Ready? too ... t-o-o ... too

What word? (*Students respond: too.*) **Yes, too.**

Continue in the same manner with the other high-frequency, spell-out words.

Read Words Across

Point to the rows of words. Point to each word as the students read.

Look. Wait until all the students look at the words.

The first three words in each row are sound-out words, and the last word is a spell-out word. We are going to read the words across the rows.

→ **Look at this word. When you know it, put your thumb up.**

Wait until each student puts a thumb up.

What word? (*Students respond: shade.*) **Yes, shade.**

If a student does not say the word correctly, sound out and read or spell out and read the word and ask: **What word?**

Continue in the same manner with the rest of the words in the rows.

Read Words Down and Across

Make sure the students have their booklet and a pencil.

Time the group of students for one minute about 4-6 times as they read down and across.

Listen to one student read while the others read independently or in pairs.

Look at your booklet and find the word list on the bottom of the first page.

You will quietly read the word list while I time you for one minute.

First read the words down the columns, and then read across the rows.

If you read all the words down and across before the timer sounds, that means you beat the clock. If you beat the clock and the timer is still running, write a number 1 to the right of the word list and start reading it again.

→ Set the timer for one minute.

Ready? Wait until all the students look at the words.

Start reading. Start the timer. All the students read until the timer sounds.

Stop. Draw a line after the last word you read. Did you read all the words down and across before the timer sounded? Make a checkmark under the word list if you did.

Circle the line after the last word read or the checkmark under the word list for the student who read for you to indicate that it was the teacher-monitored timing.

→ Continue timing all the students in this way, each time listening to a different student.

If you want students to use numbered word lists for more exact scoring, see the Teacher's Manual for instructions.

shade

dash

shines

too

shape

cash

shakes

move

shop

lash

shows

too

ship

mash

sheets

move

Read Decodable Sentences

Ensure the students can see the flipbook page (opposite) or slide 8 for lesson 1, *sh*: *shade*.
Point to the sentences.
Look at these sentences. They are made up of words you now know how to read.
Remember that the red words are high-frequency words. What does that mean?
(Students respond: *We see them often when we read.*)
Let's read the first two sentences together.
Slowly read the first two sentences with the students. Point to each word. Stop to sound out some of the decodable words and to point out a few spell-out words.

Make sure the students have their booklet and a pencil.
Open your booklet, and look at the sentences at the top of page 2. Read the first sentence quietly to yourself, and make a dot under each **digraph s-h**.
Pause. Then ask individual students to identify a word with the **digraph s-h**.
Read the second sentence quietly to yourself, and make an x under each **suffix s**.
Pause. Then ask individual students to identify a word with the **suffix s**.
Read the next sentence quietly to yourself. When you think you can read it, put your thumb up.
Pause. When all the students have a thumb up, read the sentence together as a group or ask an individual to read it aloud while everyone else reads silently.
Continue in the same manner with the remaining sentences.

Spelling

Lay the flipbook down/click to the blank spelling lines on slide 9.
Fold page 3 of your booklet behind page 2. Now find the fold line on page 2, fold the booklet along that line, and look at the lines for spelling.
Look at the spell-out words and the sets of lines after each word.
Wait until all the students look at the word and sets of lines.
We'll read each word, spell it together as you write each letter on a line, and then read the word again. We'll do this until you fill in all the sets of lines for each word.
Ready? **too ... t-o-o ... too**
Continue in the same manner with this word: **move**.

Now you will write the sound-out words I say on the numbered lines. Listen to the sounds in the words, so you spell them correctly. I will say the word to spell, use it in a sentence, and then say the word again.
Ready? **1. shade: We sat in the shade of the tree. shade**
Say the sounds in **shade** with me. Ready? **/sh/ /ā/ /d/**
As the students say the sounds with you, you may want to raise one finger for each sound said.
Write the word **shade** on line 1.

When the students have finished writing the word, slowly blend the sounds with the students as you write the letters on a surface they can see well (or show the slide transition for the word).
Say the sounds in **shade** with me as I write the letters. Ready? **/sh/ /ā/ /d/**
Check the spelling of your word, and change any letters that are not correct.
Continue in the same manner with these words:
2. ship: The ship sailed around the islands. ship
3. shakes: She shakes the snowglobe. shakes
4. shows: The sun shows through the clouds. shows

Write the number of sound-out words you spelled correctly the first time on the line labeled Number Correct in your booklet.
Help the students as necessary.

Move to the shade to show me the shells.

She saves bits of shale in lots of shapes too.

Shane will shave, then rush to the bash.

She moves the sheets to show where the sheep hides.

Shake it, mash it, then add a dash of dill too.

Make a Prediction

Ensure the students can see the flipbook page (opposite) or slide 11 for lesson 1, *sh: shade*. Point to the story title, key words (in the box), and picture as you talk about them.

A good reader thinks about a story before reading it.

Read the story title with me: *A Shadow*

These words are in the story. Read them with me: **shape shows shines**

Read the definitions below for the key words your students may not already understand well.

The shape of something is its form or outline.

Shows means makes something known or lets people see.

When something shines, it is bright and gives off light.

Look at the picture too.

Using these clues, what do you think the story will tell us?

Discuss the clues as a group. Agree on a prediction sentence and write it on a surface the students can see well. As you write, sound out the decodable words in your sentence and draw attention to the spell-out words.

Cold Timing for One Minute

Make sure the students have their booklet and a pencil.

Time the group of students reading the story for one minute. The students will read quietly to themselves and record an individual score. Listen to one student while the other students read independently. Listen to a different student with each new story so you will hear each student read an unpracticed story over time. Note that while timings are an excellent way to monitor student performance and are very motivating for most students, they are not appropriate for all students. See the Teacher's Manual for more information about an alternative way to implement this step.

Unfold your booklet, and look at the story on page 3.

You will read the story to yourself for one minute. Read using a quiet voice, so no one else can hear you. Underline any words you do not know. Keep reading until I tell you to stop.

Ready? Wait until all the students look at the first word and have their pencil ready.

Start reading. Start the timer. All the students read until the timer sounds.

Stop. Draw a line after the last word you read.

Mark the Cold-Timing Score on the Graph

Make sure the students have their booklet, record sheet, pencil, and blue pencil.

Help students as necessary throughout this activity, especially in the first several lessons as the students learn how to calculate their score, where to record it, and how to fill in their graph. See the Teacher's Manual for more information about training students to complete these tasks.

Count the number of words you read, and write that number on the line labeled Words Read. Wait until all the students count the words and write the number on the line.

Count the number of words you underlined, and write that number on the line labeled Errors.

Wait until all the students count the words and write the number on the line.

Subtract the number of errors from the number of words you read.

Help students who have difficulty with the calculation.

Write your answer on the line labeled Cold Score.

Wait until all the students write their scores in their booklet.

Take out your record sheet and blue pencil. Look at the number you wrote on the line labeled Cold Score in your booklet. Draw a blue line on your fluency graph to mark your cold score. Color your graph blue to that line.

Read Along With the Teacher

Ensure the students can see the flipbook page (opposite) or slide 11 for lesson 1, *sh: shade*. Point to each word as you read. Read the story with good expression, but slowly enough that the students can actually read along with you. Demonstrate decoding three to five different words that have the **digraph s-h** or the **suffix s** as you read. Do not demonstrate decoding all the unfamiliar words. When you come to a word with the **digraph s-h** or the **suffix s** you choose to decode, sound it out together. Then go back to the beginning of the sentence, reminding the students that sentences begin with uppercase letters. Reread the sentence, inserting the decoded word. Ask the students if the sentence makes sense. Once they agree, continue reading the story slowly, pointing to each word.

Read along with me while I read the story. We will stop to sound out a few words with the **digraph s-h or with the **suffix s** as we read.**

Slide 12

When you finish reading the last sentence on the page or slide, turn the page or advance to the next slide and continue reading the rest of the story.

A Shadow

A shadow is a dark shape. It is made when something blocks the light.

The shade of a tree is really the tree's shadow. The sun shines on the tree. The tree blocks the sun's light. The shadow of the tree shows on the ground. We call it shade. The shade changes as the sun moves.

shape

shows

shines



Read Along With the Teacher (continued)

Finish reading the story with your students.
Make sure the students have their booklet and a pencil. Read the story with the students again, this time asking them to read from their booklet. Read slightly faster this time, but still slowly enough that the students can actually read along with you. After you read a sentence with the featured high-frequency, spell-out word, reread the spell-out word together and direct the students to circle the spell-out word. Then go back to the beginning of the sentence and reread it, emphasizing the high-frequency, spell-out word.
Look at page 3 of your booklet. Read the story along with me from your booklet. Point to, listen to, and say the words while you read with me. We will stop to circle at least one instance of the spell-out words we learned in this lesson. Ready? Begin.
If the students are not yet ready to practice reading the story independently, read along with them again.

Practice and Pass the Story

Time the group of students for one minute about 4-6 times. Listen to one student read while the others read independently or in pairs.
Read the story to yourself, using a quiet voice, while I time you for one minute.
Set the timer for one minute.
Ready? Wait until all the students look at the first word.
Start reading. Start the timer. All the students read until the timer sounds.
Stop. Draw a line after the last word you read.
Calculate the score of the student who read for you by subtracting the student's errors from the words attempted. Write the score in the upper right-hand corner and circle it to indicate it was the score of a teacher-monitored timing. You may also want to record an expression score (see the expression table in the Teacher's Manual for more information).
Continue timing the students in this way, each time listening to a different student in order to hear every student read over time.

To pass the story, most students should read 65-90 words correctly with expression in one minute. Set a goal that most of your students can meet with the repeated practices built into the lesson (or set individual goals based on each student's needs). Emphasize accuracy.

Students who pass while reading with you can continue practicing the story with the group or count that score as their Final Score and work independently answering the questions, writing sentences about the story, completing the lesson's crossword puzzle, or rereading previously passed stories. Students who do not pass while reading with you should continue reading during the group timings. You can revisit the story at another time with any students who did not meet your expectations during the lesson.

Mark the Final Score on the Graph

Make sure the students have their booklet, record sheet, pencil, and red pencil.
Each student will record an individual score on the line labeled Final Score. (Students who passed early while reading for you may use that score.)
Count the number of words you read during the last timing, and write that number on the line labeled Words Read. Now subtract your errors, and write your answer on the line labeled Final Score.
Wait until the students write their score in their booklet.
Take out your record sheet and red pencil. Look at the number you wrote on the line labeled Final Score in your booklet. Draw a red line on your fluency graph to mark your final score. Color your graph red to that line.
Help students who have difficulty with the graph.
Look at your graph. Notice how much your reading has improved since the first time you read the story.

Slide 13 (Click to transition through the answers)

Answer the Questions

Guide the students in reading and answering the questions as a group.
Let's answer the questions.
Check the answers as a group or individually. Once students are ready, they can complete this activity independently.
Write the number of questions you answered correctly on the line labeled Number Correct in your booklet.

Write a Sentence About the Story (optional)

You can come up with a sentence as a group. Either write it on a surface the students can see well and have them copy the sentence, or dictate it for them to try to spell. Students could also write a sentence independently while waiting for other students to pass the story or as homework.
Can you think of a sentence about the story?
You could provide a sentence starter like one of these:
This story is about... or From this story, I learned...
Write the sentence on the lines near the bottom of page 4. Start your sentence with an uppercase letter and end it with a period.
Record the scores (word list, spelling, story timings, and questions) in the appropriate boxes on the students' record sheets at an appropriate time.

The shade is short when the sun is high. The shade is long when the sun is low.

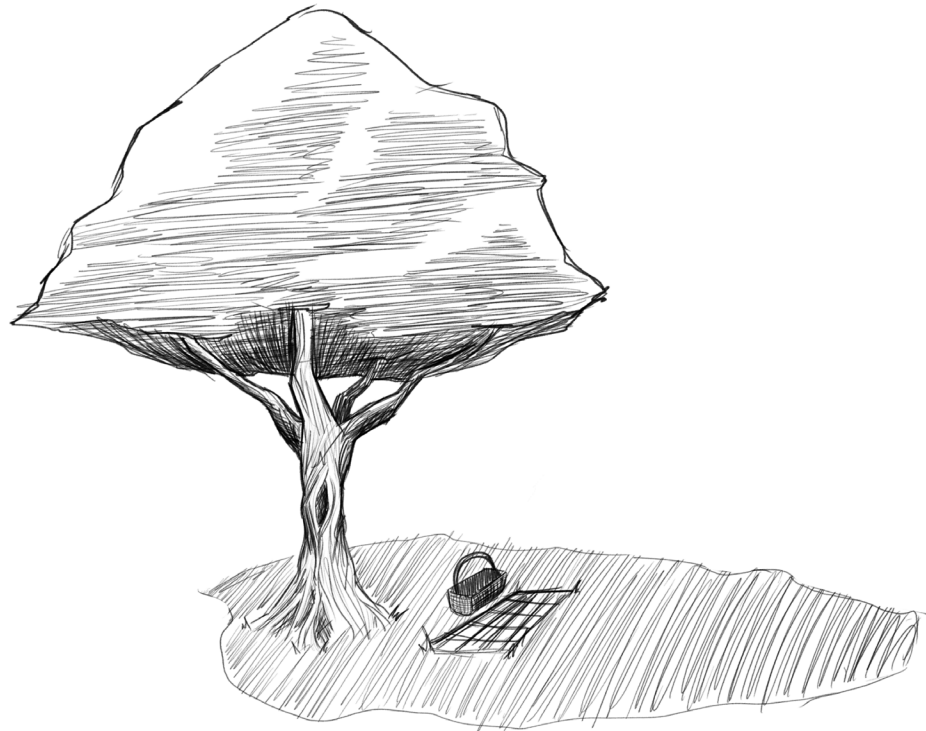
Shine a flashlight on the wall. Put a shoe in front of the light. A dark shape shows on the wall. Shake the shoe. The shadow shakes too. Move the flashlight. The shape of the shadow changes. Now shut off the light. The shadow disappears.





GATE+ Level 1.8

Lesson 1 sh: shade



sh

shade

sh

a

d

ow

t

i_e

a_e

s

shade

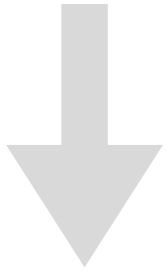
dash

shines

shines + s

too

move



shade

dash

shines

too

shape

cash

shakes

move

shop

lash

shows

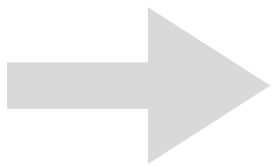
too

ship

mash

sheets

move



shade

dash

shines

too

shape

cash

shakes

move

shop

lash

shows

too

ship

mash

sheets

move



3. _____ 4. _____

Word List

shade	dash	shines	too
shape	cash	shakes	move
shop	lash	shows	too
ship	mash	sheets	move

Did you beat the clock? _____

Move to the shade to show me the shells.

She saves bits of shale in lots of shapes too.

Shane will shave, then rush to the bash.

She moves the sheets to show where the sheep hides.

Shake it, mash it, then add a dash of dill too.

move

move

move

1. shade

2. ship

3. shakes

4. shows

A Shadow

A shadow is a dark shape. It is made when something blocks the light.

The shade of a tree is really the tree's shadow. The sun shines on the tree. The tree blocks the sun's light. The shadow of the tree shows on the ground. We call it shade. The shade changes as the sun moves.

shape
shows
shines



The shade is short when the sun is high. The shade is long when the sun is low.

Shine a flashlight on the wall. Put a shoe in front of the light. A dark shape shows on the wall. Shake the shoe. The shadow shakes too. Move the flashlight. The shape of the shadow changes. Now, shut off the light. The shadow disappears.



Words Read _____

- Errors _____ = Cold Score _____

Words Read _____

- Errors _____ = Final Score _____

Questions

1. What makes a shadow?

something blocking the light.

3

Level 1.8—Blends and Digraphs
Lesson 1, sh: shade

2. The shade changes as the sun moves
shut shake shade

3. If you shake your shoe, your shadow also
shakes.
shakes shines shapes

4. If you shut off the light, the shadow
disappears.
shine shut shake

5. The shadow of a tree is called shade.
show shade shape

Number Correct ____ /5

Sentence About the Story

The shade is short when the
sun is high.

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4

Name _____

2. The _____ changes as the sun moves.

shut shake shade

3. If you shake your shoe, your shadow also

_____.

shakes shines shapes

4. If you _____ off the light, the shadow disappears.

shine shut shake

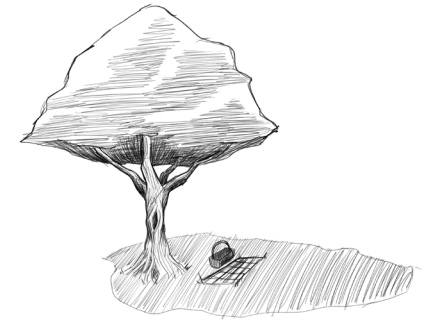
5. The shadow of a tree is called _____.

show shade shape

Number Correct _____ /5

Sentence About the Story

sh
shade



Sound Boxes

1.

--	--	--	--	--

2.

--	--	--	--	--

3.

--	--	--	--	--

4.

--	--	--	--	--

Word List

shade

dash

shines

too

shape

cash

shakes

move

shop

lash

shows

too

ship

mash

sheets

move

Did you beat the clock? _____

Sentences

Move to the shade to show me the shells.

She saves bits of shale in lots of shapes too.

Shane will shave, then rush to the bash.

She moves the sheets to show where the sheep hides.

Shake it, mash it, then add a dash of dill too.

----- fold -----

Spell-Out Words

too _ _ _ _ _

move _ _ _ _ _

Sound-Out Words

1. _____ 2. _____

3. _____ 4. _____

Number Correct _____ /4

A Shadow

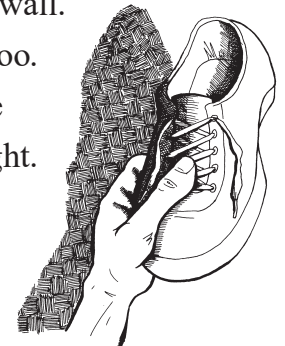
Teacher Score _____

11 A shadow is a dark shape. It is made when something
blocks the light.

14 The shade of a tree is really the tree's shadow. The
25 sun shines on the tree. The tree blocks the sun's light.
36 The shadow of the tree shows on the ground. We call it
48 shade. The shade changes as the sun moves. The shade
58 is short when the sun is high. The shade is long when the
71 sun is low.

74 Shine a flashlight on the wall. Put a shoe in front of
86 the light. A dark shape shows on the wall.
95 Shake the shoe. The shadow shakes too.
102 Move the flashlight. The shape of the
109 shadow changes. Now shut off the light.
116 The shadow disappears.

119



Words Read _____

Words Read _____

- Errors _____ = Cold Score _____

- Errors _____ = Final Score _____

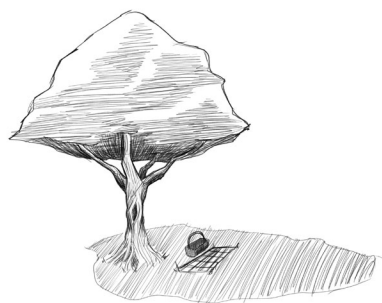
Questions

1. What makes a shadow?

Name _____

Word List

sh
shade



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4

8

12

16	shade	dash	shines	too
20	shape	cash	shakes	move
24	shop	lash	shows	too
28	ship	mash	sheets	move

Words Read _____

- Errors _____ = Cold Score _____

Words Read _____

- Errors _____ = Practice Score _____

Words Read _____

- Errors _____ = Practice Score _____

Words Read _____

- Errors _____ = Final Score _____

Level 1.8—Digraphs, Blends, and Suffixes
Lesson 1, sh: shade

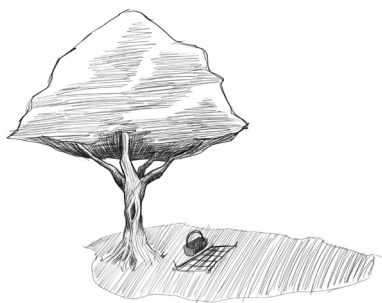


Sample of GATE+ Numbered Word List

Name _____

Word List

sh
shade



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4

8

12

16	shade	dash	shines	too
20	shape	cash	shakes	move
24	shop	lash	shows	too
28	ship	mash	sheets	move

Words Read _____

- Errors _____ = Cold Score _____

Words Read _____

- Errors _____ = Practice Score _____

Words Read _____

- Errors _____ = Practice Score _____

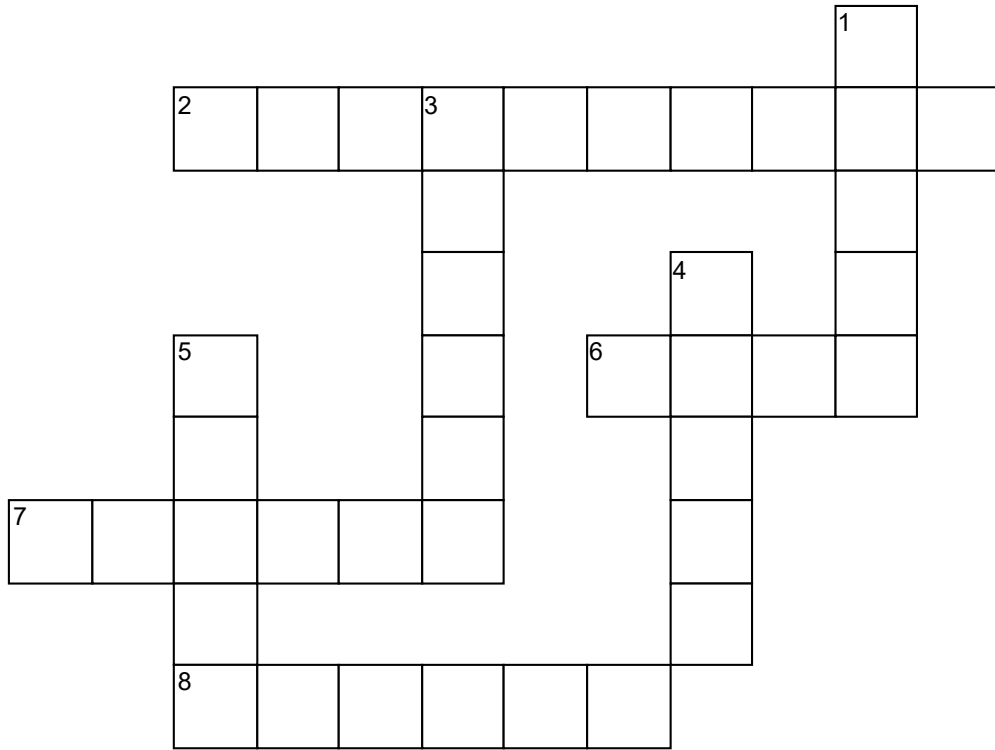
Words Read _____

- Errors _____ = Final Score _____

Level 1.8—Digraphs, Blends, and Suffixes
Lesson 1, sh: shade

A Shadow

Lesson 1, sh: shade



Sample of GATE+ Crossword Puzzle

Word Bank:

blocks, flashlight, shadow, shape,
shines, shoe, short, shows

Across

2. Shine a _____ on the wall.
6. Put a _____ in front of the light.
7. The tree _____ the sun's light.
8. The shade of a tree is really the tree's _____.

Down

1. A shadow is a dark _____.
3. The sun _____ on the tree.
4. The shade is _____ when the sun is high.
5. A dark shape _____ on the wall.

Sample of GATE+ Progress Check



GATE+ Level 1.8 Progress Check

Administer a progress check after lessons 4, 8, 12, 15, 18, 21, and 24, to confirm mastery of the sounds explicitly taught in GATE+ Level 1.8. The students will demonstrate their mastery by encoding sound-out words that have been previously taught. To administer a progress check, you will need the script and word list found below. Each student will need a progress check record sheet and a pencil. One record sheet per student will be used for all seven progress checks, so store them in a location where they can be easily retrieved.

Give each student their progress check record sheet and ask them to write today's date for the progress check that you are conducting. Read the words to the students and ask them to write each word on the corresponding numbered line. When finished, collect the record sheets. Correct the progress checks and record the number of words correct on the line labeled Number Correct. It is important that you make note of the students who do not demonstrate mastery (> 80%) and provide necessary remediation (one-on-one instruction, repeat a lesson, slow down the pace, provide multiple opportunities to practice).

Say to the students:

We are going to complete a progress check so I can find out which sounds you have learned, and which sounds you still need to practice. I am going to say some words from the lessons we have completed. After I say the word, you are going to write the word on the numbered line. Remember to listen to the sounds in the word, so you spell them correctly. I want you to do your best. Do you have any questions?

For each word, say to the students:

Number _____. Write the word _____. What word? (Students repeat the word.)
Use the word in a sentence as the students begin to write. Sample sentences are found on pages 2-3 of this document.

Progress Check Words

Lessons	Digraphs, Blends and Suffixes	Words							
		1	2	3	4	5	6	7	8
1-4	sh, th, -s, -er, -es, -ing	1. shade	2. thud	3. rushes	4. path	5. wishing	6. moths	7. shone	8. ticker
5-8	wh, ng, ch, -est, -ed	1. whine	2. sing	3. cheek	4. quickest	5. poached	6. wheeled	7. catch	8. long
9-12	wh, sh, ch, th, -ed, -ing	1. whack	2. shell	3. chips	4. teeth	5. shaped	6. chopped	7. biting	8. thinning
13-15	sl, cl, bl, gl, fl, pl, -y, -ed	1. dotted	2. cloth	3. blocks	4. glued	5. fluffy	6. play	7. sleep	8. floated
16-18	gr, tr, br, cr, dr, fr, pr, -ies, -ied, -y	1. grimy	2. trail	3. bright	4. cried	5. driver	6. fresh	7. prune	8. flies
19-21	st, sc, str, spl, spr, scr, thr, shr, tch, -s, -ed, -y	1. stuffs	2. stretch	3. splash	4. scratch	5. thrash	6. shrugged	7. spray	8. scabby
22-24	sk, sp, nk, nd, nt, lk, ld, lt	1. wild	2. skunk	3. elk	4. vend	5. crisply	6. briskly	7. stilts	8. punt