Explode The Code®

Second Edition

RTI 1 2 3

Sample includes pages from
Teacher's Guide and Workbook for *Get Ready for The Code* Book A
and *Explode The Code* Books 1 and 6

Explode The Code® 2nd Edition **6**
Essential lessons for phonics mastery
Nancy Hall • Rena Price

out
law
outlo

Explode The Code® 2nd Edition **1**
Essential lessons for phonics mastery
Nancy Hall • Rena Price

Explode The Code® 2nd Edition
Teacher's Guide for Books 1 & 2
Nancy Hall

Explode The Code® 2nd Edition **1**
Essential lessons for phonics mastery
Nancy Hall • Rena Price

Explode The Code® 2nd Edition **2**
Essential lessons for phonics mastery
Nancy Hall • Rena Price
The cab skids and slips.

Get Ready for The Code 2nd Edition **A**
A primer for the Explode The Code® series
Nancy Hall

Explode The Code® *Online*
For more information, visit
epsbook.com/ETC

EPS®
Literacy and Intervention

Aligned to the
Common Core
STATE STANDARDS

epsbooks.com/ETC

Explode The Code®
Second Edition

Provide direct, systematic, multisensory phonics instruction that is effective, easy to implement, and fun!

Explode The Code® series has helped millions of students build the essential literacy skills needed for reading success: phonological awareness, decoding, vocabulary, comprehension, fluency, and spelling. Consistent exercise formats with simple directions and concrete examples allow students to work and learn independently. Based on the Orton-Gillingham approach to reading—which supports multisensory, structured, sequential, cumulative, and flexible instruction—*Explode The Code* is a "code-centric program" that offers a complete systematic phonics program for elementary grades.

Explode The Code Advantages

☑ Effective, research-based, multisensory phonics instruction

☑ Accommodations for English Language Learners and struggling readers

☑ Abundant practice and reinforcement opportunities for greater retention

SCOPE AND SEQUENCE

PRE-K–1

Pre-Literacy Primers focus on visual identification of consonants, their written lowercase letter forms and their sound-symbol relationships

Get Ready for The Code Book A

Get Set for The Code Book B

Go for The Code Book C

GRADES 1–4

Explode The Code Books 1-8 (Print & Online) focus on Phonemic Awareness, Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension, and Writing.

Explode The Code Half Books focus on more practice with skills in workbooks 1-6.

Books 1 and 1 ½
Consonant review
Short vowel sounds

Books 2 and 2 ½
Initial and final consonant blends

Books 3 and 3 ½
Long vowels, Digraphs, Trigraphs

Books 4 and 4 ½
Compound words, Common endings, Syllable types

Books 5 and 5 ½
Word families, Blends, Sounds of -ed

Books 6 and 6 ½
r-controlled vowels, Diphthongs

Book 7
Silent consonants, Word patterns

Book 8
Advanced suffixes and endings

GRADES 2-4

Beyond The Code focuses on Comprehension, Reasoning Skills, and Vocabulary

Beyond The Code Books 1–4

Teaching the Letter *b*

Materials: Wall Chart **bell, fish**; Picture–Letter Cards for *b*
Picture book suggestions: *Buster* by Denise Fleming; *The Baby Beebee Bird*
by Diane Redfield Massie, Steven Kellogg (illus.)

> It's important to review the letter-sound relationship learned the day before, and to review previous concepts periodically.

Quick Review

Display the Wall Chart **fish**. Have students name it and say the first sound [/f/]. Ask them what letter makes this sound. Then toss the **fish** to a student as you say /f/. Have the student who catches it say: "*f* says /f/ as in *fish*." Throw it a few more times to different students and have them repeat the phrase.

Phonemic Awareness

Display the Wall Chart **bell** and ask students to name it. Have the class repeat the word *bell* several times. Then ask the class to say only the first sound in *bell* [/b/]. Have students repeat the /b/ sound.

Ask the class what sound they hear at the beginning of *baby*. Is this the same sound as at the beginning of *bell*? Then ask the class to indicate with thumbs up or thumbs down if the following words begin with /b/: *bull, bank, song, bark, fish, four, band, jump, bud*.

Phonics

Introduce the Skill Say the word *bell*, emphasizing the initial consonant sound. Ask students if they can name the letter that stands for the sound /b/ that they hear at the beginning of *bell, band,* and *bag*.

Write the letter *b* on the board or show the *b* picture–letter card. Tell the class that this is the letter *b*, and it stands for the sound at the beginning of *bell*. Hold up the Wall Chart **bell** or bell picture card. Say the letter name, the sound, and key word: "*b* says /b/ as in *bell*." Have the class repeat the phrase.

Ask students to name other words that begin like *bell*, then ask what letter the words begin with. Clarify any incorrect responses.

> Learning new words is essential to the development of reading comprehension.

Vocabulary

Introduce New Vocabulary Words from this lesson include **bus, belt, bike, boots, bird, balloon, basket,** and **box**. Clarify the meaning of these words, as necessary, during the lesson.

Completing Student Pages 13–24

Page 13. Read the directions aloud. Assist students, as necessary, by asking them questions about the pictures.

Explode The Code Book A Teacher's Guide

Page 14. Model formation of the letter *b* for the class. Have students write the letter in the air as you write it on the board. Have students look at the letter *b* in the middle of the page. Then have them find the number 1 and place their index fingers on it. Ask students to start tracing the letter, beginning at number 1 and following the stroke of the first line. To continue, have them find the number 2 and follow that line. They should say the letter name and its sound as they trace it. Point out the capital letter *B* in the bottom corner of the page and tell students that capital letters are used to begin names and sentences. Reinforce letter formation with the writing suggestions provided for this lesson or by having students practice writing the letter on lined paper.

Page 15. Read the directions aloud, and remind students to work carefully. Make sure they move from left to right. Ask them to say both the word and the first sound in the word when they get to the picture.

Page 16. Read the directions aloud. For each row, make sure students are tracking from left to right. Point out that the bottom line shows capital letters.

Page 17. Read the directions aloud, pausing for students to respond to each part. As they color the sections, have them say the letter name, the sound of the letter, and the name of the pictured word. Remind students that they are looking for both lowercase and capital letters.

Page 18. Have the class point to each picture on page 19 as you name it: **belt, bicycle, bird, box, basket, balloon, boots, bus**. Pause between each word, allowing students time to respond. Then read the questions below and have them follow the directions for the pictures on page 19.

> 1. I am thinking of something you buckle around your waist to hold your pants up. What is it? [belt] Put your finger on the **belt**. What sound do you hear at the beginning of **belt**? Draw an X on the **belt**.

> 2. I am thinking of something you wear on your feet to keep them warm and dry. What are they called? [boots] Put your finger on the **boots**. What sound do you hear at the beginning of **boots**? Color the **boots**.

> 3. I am thinking of something that is filled with air. It will burst if you prick it. What is it? [balloon] Put your finger on the **balloon**. What sound does **balloon** begin with? Color the **balloon** your favorite color.

> 4. I am thinking of something that has a handle, which makes it easy to carry many things. (But please do not try to carry water in it.) What is it called? [basket] Put your finger on the **basket**. What sound do you hear? Draw a circle around the **basket**.

> 5. I am thinking of something you can ride, but you must push the pedals to make it go. What is it? [bike/bicycle] Put your finger on the **bicycle**. What sound do you hear at the beginning? Draw a box around the **bicycle**.

Teachers read the student book directions with the class and check for understanding of the task.

Explode The Code Book A Teacher's Guide

6. Now I am thinking of something bigger than a car that you can ride in. Lots of students go to school on a school _____ [bus]. Put your finger on the **bus**. Say the word again. What sound does **bus** begin with? Color the **bus** its usual color.

7. I am thinking of something you can put things in. It sometimes has a lid so nothing falls out. It is made of cardboard. What is it called? [box] Put your finger on the **box**. What sound do you hear at the beginning of **box**? Color the lid of the **box**.

8. The last picture is of something with wings. It builds a nest to lay its eggs in. What is it? [bird] Put your finger on the **bird**. You may color the **bird** any color you like, but do it carefully.

Page 19. Read the directions aloud on page 18 while students listen and work.

Page 20. Read the directions aloud and assist students, as necessary.

Page 21. Read the directions aloud, pausing for students to complete each part. Give praise for slow, careful work.

Page 22–24. Read the directions aloud, pausing for students to complete each task. Identify pictures, as necessary.

Building Fluency

Modeling Fluent Reading Select a read-aloud book or a poem that features words beginning with the letter *b*. Read the book or poem several times throughout the week, modeling left to right reading and appropriate expression. After you read the book, you may ask students to recall words from the story that begin with the letter *b*.

Building Comprehension

Using Language Review any new words from the lesson or read-aloud. Ask volunteers to use one of the new words in a sentence.

Prediction As you read aloud to the class, pause at various points throughout the story to ask students what they think will happen next. Confirm correct predictions as you read the rest of the story.

Writing

To reinforce letter formation, have students practice writing the letter *b* in the following fun way. Cut a piece of sandpaper in half and write a letter on each piece. Have students trace the letter with their index fingers.

Reinforcement Activities

1. Divide the class into two teams. Ask each team to tell you whether the words you say begin with /f/ or /b/. Use simple words such as: *bug, fly, flea, band, bean, floor,* and *box.*

2. On the board write some simple words that include the letters *b* or *f.* Ask a volunteer to identify and circle those letters in each word.

Students who are not yet reading connected text benefit from teacher modeling of fluent reading. Model left to right tracking and appropriate expression by regularly reading aloud to your students.

Suggested activities and games offer a variety of visual, auditory, and kinesthetic options. Several activities incorporate cumulative review of letters and sounds from earlier lessons.

Books A, B, and C focus on initial consonant sound, and Book C also incorporates work with final consonant sounds.
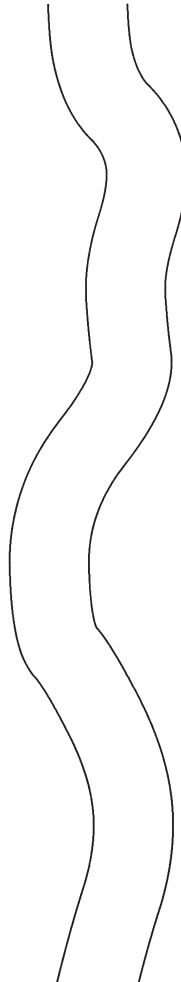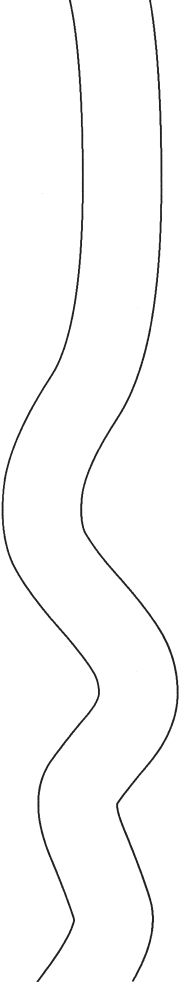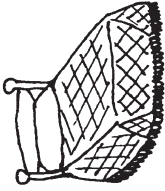
Trace the letter **b** with your finger. This letter has the sound you hear at the beginning of ⌂. Say the sound.

Bb
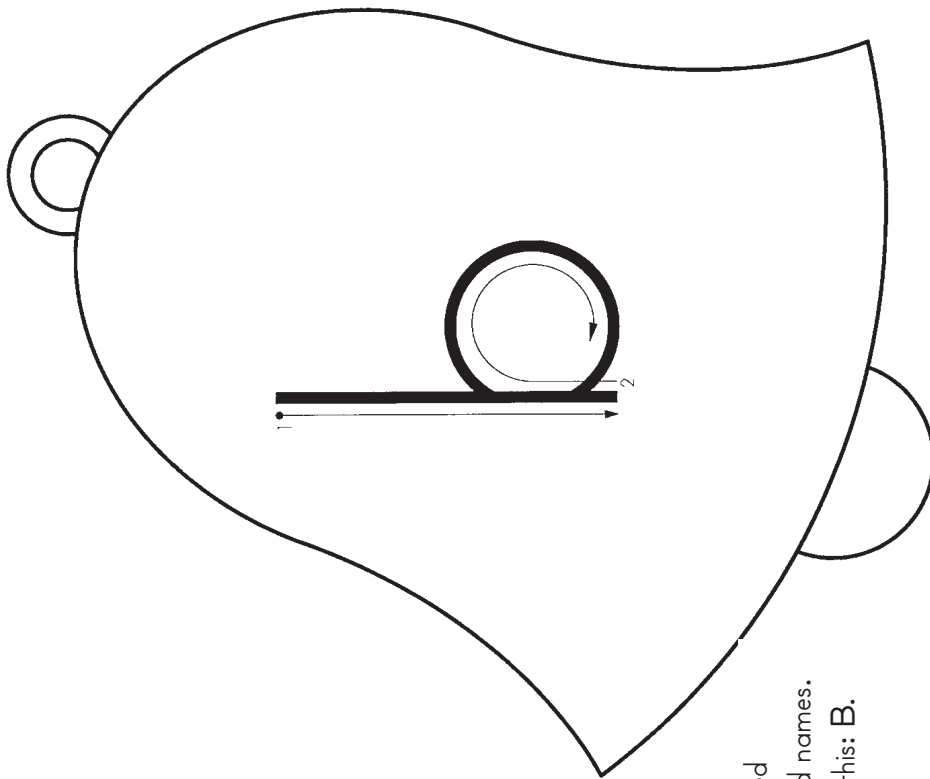
Capital letters are used to begin sentences and names.
A capital **b** looks like this: **B**.

14

Follow the path from the **b** to the picture whose name begins with /**b**/. Say the sound.
Try not to cross any lines.

b

b

b

B

15

Look carefully at the letter in the box. Circle the letters that match it.

box					
b	f	b	t	l	b
b	b	l	f	b	t
b	k	t	b	b	f
b	f	b	k	b	b
B	P	B	C	B	F

16

Say the name of the picture. Now say the sound that comes at the beginning of .
Color only the sections with the letter **b** or **B** in them.

17

Bb
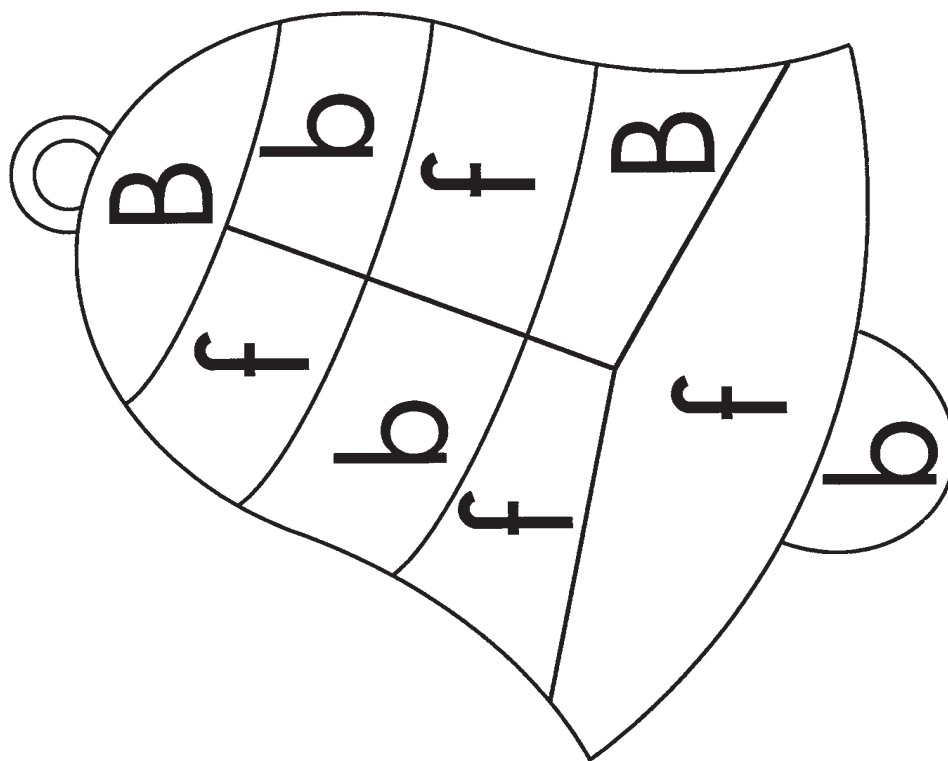
Teacher: Read the directions aloud while the students listen and work on page 19.

1. I am thinking of something you buckle around your waist to hold your pants up. What is it? [belt] Put your finger on the **belt.** What sound do you hear at the beginning of **belt?** Draw an X on the **belt.**

2. I am thinking of something you wear on your feet to keep them warm and dry. What are they called? [boots] Put your finger on the **boots.** What sound do you hear at the beginning of **boots?** Color the **boots.**

3. I am thinking of something that is filled with air. It will burst if you prick it. What is it? [balloon] Put your finger on the **balloon.** What sound does **balloon** begin with? Color the **balloon** your favorite color.

4. I am thinking of something that has a handle, which makes it easy to carry many things. (But please do not try to carry water in it.) What is it called? [basket] Put your finger on the **basket.** What sound do you hear? Draw a circle around the **basket.**

5. I am thinking of something you can ride, but you must push the pedals to make it go. What is it? [bike/bicycle] Put your finger on the **bicycle.** What sound do you hear at the beginning? Draw a box around the **bicycle.**

6. Now I am thinking of something bigger than a car that you can ride in. Lots of students go to school on a school _____ [bus]. Put your finger on the **bus.** Say the word again. What sound does **bus** begin with? Color the **bus** its usual color.

7. I am thinking of something you can put things in. It sometimes has a lid so nothing falls out. It is made of cardboard. What is it called? [box] Put your finger on the **box.** What sound do you hear at the beginning of **box?** Color the lid of the **box.**

8. The last picture is of something with wings. It builds a nest to lay its eggs in. What is it? [bird] Put your finger on the **bird.** You may color the **bird** any color you like, but do it carefully.

18

Listen; then follow the directions.

b|
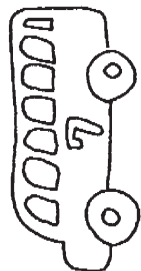
Draw a line from the box to each picture whose name begins with /b/ as in 🔔.

b

20
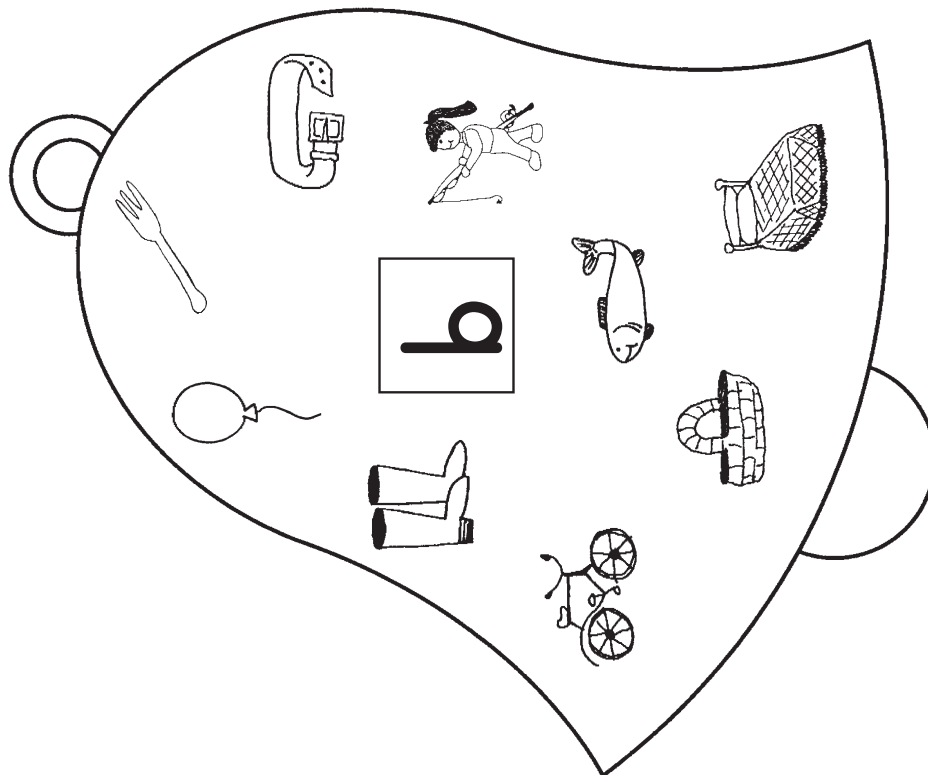
Follow the arrows to write the letter **b**, which says /**b**/as in ⛴. Say the sound aloud.
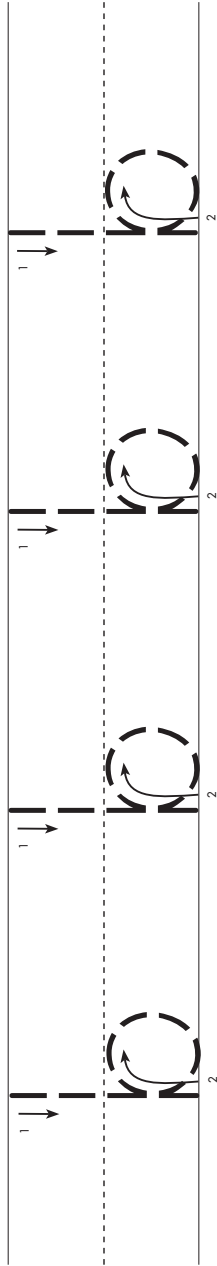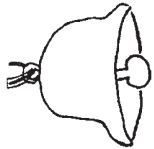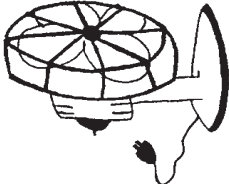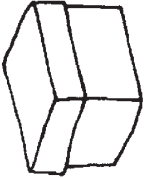
Notice that **b** is two spaces tall. Trace the letters.

21
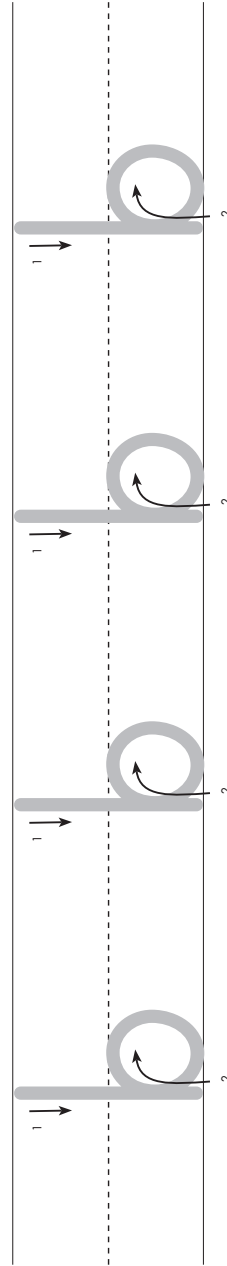
Writing goes hand-in-hand with phonics instruction. Students need multiple opportunities to practice correct formation of each new letter. A number of fun and multisensory suggestions for reinforcing letter formation are provided.

Which letter does the picture's name begin with? Circle it.

f	f	f
b	b	b

f	f	f
b	b	b

22

Trace the letters.

b b b b

Copy the letter.

b
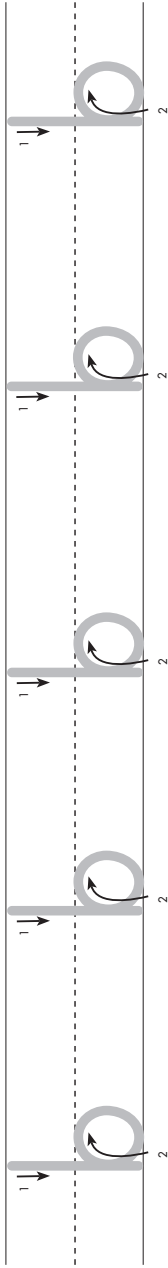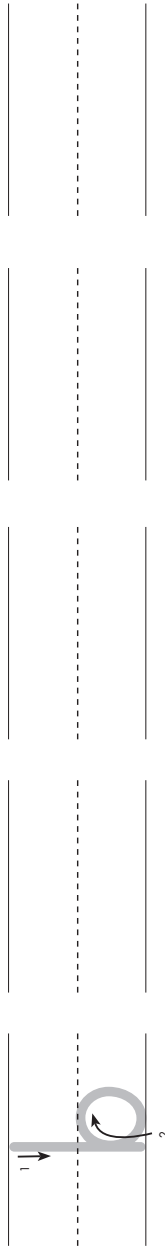
○ each picture whose name begins with **b**. Write **b** below those pictures.
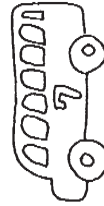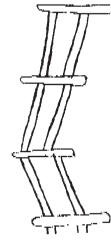
23

Which sound does the word begin with? Write the letter that stands for the sound.

24
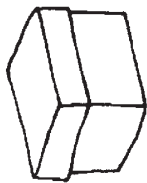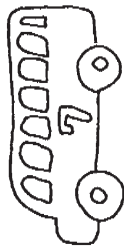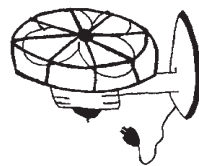
Lesson 3
Short *a* with final consonants

Materials: *Explode The Code* Code Card 1; *Explode The Code* Wall Chart

> Each new lesson begins with a review of previously learned concepts or sound-symbol relationships.

Quick Review
Tell students to listen to the sound at the *end* of each word you say. Have volunteers say the ending sound, and have the other students indicate their agreement or disagreement with thumbs up or thumbs down: *pat, Sam, pan, dad, bat, pad, Pam,* and *can.*

Phonemic Awareness
Phoneme Blending   Tell students you are going to sound out some words very slowly. Ask students to listen to the sounds, repeat the sounds, and say the word. For example, ask, What word is /r/ /a/ /g/? Response: /r/ /a/ /g/ is *rag.*

/m/ /a/ /p/ (map)
/b/ /a/ /g/ (bag)
/f/ /a/ /n/ (fan)
/p/ /a/ /l/ (pal)
/c/ /a/ /p/ (cap)
/h/ /a/ /d/ (had)
/c/ /a/ /n/ (can)
/g/ /a/ /s/ (gas)

Phonics
Review the Skill   Show the class Code Card 1. Ask them to name the letter, the sound, and the key word for short *a.* Pass around the card and the apple from the Wall Chart (or a real apple) as students repeat the phrase: *a* says /ă/ as in *apple.*

Vocabulary
Introduce New Vocabulary   If students are not familiar with lesson words or concepts, provide explanations such as the following: A **tag** is a card attached to something as a label, like a **tag** on something you buy tells you the price. **Sap** is a sticky substance that comes from trees and is used to make syrup. **Pal** is another word for friend. **Cap** is another word for **hat**. A **bass** is a kind of fish.

> Learning new words is essential to the development of reading comprehension. This section defines unfamiliar words from the lesson and identifies sight words necessary for completing the exercises.

Completing the Student Pages 18–25
Read the directions with students. Identify any pictures that may be unfamiliar, such as *pass* in row 1 and *sap* in row 2 on page 22. Together, complete a sample item on each page. Then have students complete the pages independently, providing assistance as needed.

Fluency
Word Automaticity   Provide or have students create several flashcards with *-an, -am, -ad, -at, -ap,* and *-ag* words. Have students flip through the cards as they read the words to a partner. Encourage students to review the flashcards multiple times as they work to increase their accuracy and speed. Include cards from previous lessons as review.

> Fluent readers spend less time decoding words and give more attention to comprehending text.

Comprehension

Extending Word Knowledge   Ask questions or give directions such as the following to be sure that students understand short-*a* words used in this lesson:

1. A dog wags its tail. Show what it means for something to wag.
2. When something sags, it droops. Show how your shoulders might sag.
3. Who are your pals? What kinds of things do you do with your pals?
4. The words *Sam, Jan, Pat, Al, Pam, Dan,* and *Nat* are all what? (names) Do you know anyone with one of those names?
5. When would you want to have a map with you? (when you are in an unfamiliar place)

Writing   Display the words *hat, nap, tag, gas,* and *map.* Have students write numbers 1–5 on a sheet of lined paper. Tell them to choose and write the word that matches each clue.

1. You wear this on your head. (hat)
2. When you are sleepy you take a ____. (nap)
3. This helps you figure out where you are or where you want to go. (map)
4. This is a game where you might say, "You're it!" (tag)
5. A car needs this to run. (gas)

Differentiating Instruction

Learning Style (Kinesthetic)   Kinesthetic learners will benefit from using letter tiles to build words from the lesson. Have students build new words by replacing the beginning consonant in the word families -*ap (tap, nap, cap, lap, sap)* and -*ag (bag, tag, wag, lag).* Have students say each new word they form and write it on a piece of paper or a white board.

Extra Practice   Find more practice with short *a* in *Explode The Code* Book 1½, Lesson 1.

Challenge   Have students think of two rhyming short-*a* words to answer the following clues:

1. This is an unhappy parent. (sad dad)
2. This is a chubby mouse relative. (fat rat)
3. This could be a hat you wear when you take a short rest. (nap cap)
4. This is a sack that holds little pieces of paper. (tag bag)

Computer-based Reinforcement   Give students additional practice with short *a* with final consonants on *ETC Online,* Units 1.3.1 to 1.3.7.

Table of Contents for *Explode The Code* Book 1

CONTENTS

Explode The Code® 2nd Edition **1**
Essential lessons for phonics mastery
Nancy Hall • Rena Price

Lesson 3

a says /ă/ as in

Find the picture that begins with
the sound of the letter below.

⬭ it.

ă	(clock)	(alligator)	(cup)
ă	(balloon)	(glove)	$+\begin{array}{r}2\\2\\\hline4\end{array}$
ă	(frog)	(astronaut)	(bowl)
ă	(ant)	(blocks)	(flag)
ă	(rabbit)	(sled)	(anchor)
ă	(glasses)	(apple)	(foot)

18

> Phonics instruction is provided to help students recognize and manipulate the sounds in spoken words. Struggling learners may need this kind of support on an ongoing basis in order to improve their ability to read and spell.

⬭ the same word.

bag	gab	(bag)
gas	gab	gas
ban	dan	ban
had	had	hag
fad	lad	fad
map	nap	map
jam	jan	jam

Each student book lesson follows a predictable format; as students learn the format, they should be able to complete the pages without further assistance.

19

Read, copy, and ⬭ it.

bag			
b a g			
pal			
— — —			
cap			
— — —			
tag			
— — —			
fan			
— — —			
rat			
— — —			
wag			
— — —			

The oral activities in this section help students focus on and work with the sounds of words in the lesson.

20

Spell.   Write.

	(b)	g	c	(a)	(g)	j	**bag**
	r	n	a	o	p	t	
	m	w	a	c	p	t	
	g	d	b	a	n	s	
	f	t	d	a	n	m	
	r	n	c	a	b	t	
	g	c	a	o	m	p	

21

The activities in Books 1 and 2 focus on blending and segmenting phonemes in words. Other activities ask students to identify, isolate, or manipulate phonemes.

⬭ it.

	bad (bag) gab

	sap pass pan		Al at am
	sag sap nap		tap tag hag
	pad pan pal		mitt mat sat

22

Match and write it.

sat	nap	wag	~~bag~~
mat	Pam	gas	tag

bag

23
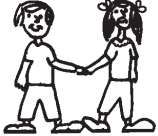
X it.

A rat naps in a cap. The man pats a cat.	☒ ☐	
Sam has a bag. The rat is in the van.	☐ ☐	
A bass is at bat. A cat is at bat.	☐ ☐	
Pat has a nap. Pat has a fan.	☐ ☐	
A rat sat on Pam. A cat sat in a bag.	☐ ☐	
Al has a cap. Al has a pal.	☐ ☐	
The bat can wag. The hat has a tag.	☐ ☐	

24

Write it.

bag

Writing goes hand-in-hand with phonics instruction. Students practice writing words from the lesson. Activities include writing answers to word clues, copying sentences, writing dictated sentences, and writing original sentences.

*For further practice on short *a*, see Book 1½, pp. 1–8.

25

Lesson 7
oo words

Quick Review

Ask students to recall how to spell the word *high* and write the word on the board as they spell it for you. Have them tell you what vowel sound the letters *igh* stand for (long *i*) and which letters are silent (*gh*). Elicit other words that contain *igh* and list them on the board.

Phonemic Awareness

Matching Sounds   Tell students to listen as you say groups of three words. Then have them identify the word whose vowel sound is different from the others. As you say each word in the set, emphasize its vowel sound. Model an example: toot, root, nice (nice)

cut, pup, cool (cool)	spun, sun, spoon (spoon)
broke, brook, rope (brook)	loose, look, goose (look)
loose, lot, lock (loose)	tame, foot, game (foot)
mood, moose, mop (mop)	

Phonics

Introduce the Skill   Bring in or draw pictures of a book and a boot. Have students identify each item, and write its name as a column head on the board. Underline the *oo* in each word, and point out that *oo* makes different sounds in different words. Slowly say each word, drawing out the vowel sound, and have students repeat the words. Explain to students that when they see a new word that contains *oo,* they should try both pronunciations to see which makes a word they recognize.

Then list some *oo* words along the side of the board; examples include *stool, goose, cook, soon, foot, shook.* Say each one, and have students decide whether the *oo* in the word is the same as in *book* or *boot.* Ask a volunteer to write each word in the correct column.

Vocabulary

Introduce New Vocabulary   If students are unfamiliar with lesson words or concepts, provide explanations: **Soot** is the black dust that comes from fires. A **groom** is a man who is about to be or has just gotten married.

Introduce Sight Words   Introduce the new sight words used in the lesson: *very* and *some.* Have students make up sentences using each word. Then ask the class to repeat the sight words and spell them aloud. Have them write the letters in the air using their fingers as a pencil. Add these words to the Word Wall or have students add the words to their personal dictionaries.

Each new lesson begins with a review of previously learned concepts or sound-symbol relationships.

Learning new words is essential to the development of reading comprehension. This section defines unfamiliar words from the lesson and identifies sight words necessary for completing the exercises.

Explode The Code Book 6 Teacher's Guide and Key

Completing Student Pages 49–56

For each page, read the directions and complete a sample item with students. Identify any pictures that may be unfamiliar: *fist* in item 1, *crack* in item 2, *roast* and *raft* in item 6 of page 49. Then have students complete the pages independently, providing assistance as needed.

Fluency

Varying Pitch and Volume   Copy expressive sentences from page 55 on the board, such as the second sentences of numbers 4, 5, 6, and 7. Remind students to read with expression by changing the volume (loudness) and pitch (high and low sounds) of their voices as they read aloud. Read the sentences with appropriate expression then have students practice saying each one, using your reading as a model. Check to see that they are varying their pitch and volume as they speak.

Comprehension

On the board, list three phrases that include words from the lesson: *a spooky room, cooking good food, a foolish goose*. Have students draw and label a sketch that illustrates each phrase.

Writing   Ask students to think of a favorite book they think others would enjoy. Have them write a book report entitled "A Cool Book" to "sell" the book, telling why they like it. Encourage them to include other *oo* words in their report.

Differentiating Instruction

Learning Styles (Auditory)   As you work with auditory learners, precede each sentence with the appropriate pronunciation of the exclamation *Oops!* Pronounce it with the *oo* sound in *book* when focusing on /oŏ/ words, and with the *oo* sound in *boot* when focusing on /o͞o/ words. For example:

Oops! I put the *cookbook* on my *foot*! [pronounce "oops" with the short sound]
Oops! The *foolish goose* is *loose*! [pronounce "oops" with the long sound]

Work with students to make additional sentences, preceding each one with an appropriately pronounced *Oops!*

ELL   The oŏ sound does not exist in languages including Spanish, Hmong, and Haitian Creole. Give students additional practice with this sound. Have them repeat the following sentences: *The **cook stood** up and put the **cookbook** on the **bookshelf. Look**! His **foot shook** in the chilly **brook**.*

Challenge   Remind students that a compound word is made up of two smaller words that often point to the word's meaning. Direct them to list all compounds and their definitions from the lesson, using a dictionary if necessary. You may want to challenge students to create and illustrate "new" compound words that use smaller *oo* words from the lesson, such as *moonfoot* and *woodfood*.

Computer-based Reinforcement   Give students additional practice with *oo* words on *ETC Online,* Units 6.7.2 to 6.7.7.

Fluent readers spend less time decoding words and give more attention to comprehending text.

Activities in this section expand students' understanding of lesson words and concepts by having them answer questions, use words in oral sentences, explain the meaning of words in context, and draw pictures.

Writing goes hand-in-hand with phonics instruction. Students practice writing words from the lesson. Activities include writing answers to word clues, copying sentences, writing dictated sentences, and writing original sentences.

The rotating menu of activities in this section provides suggestions accommodating a broad range of learning needs and styles.

Table of Contents for *Explode The Code* Book 6

Explode The Code® 2nd Edition **6**
Essential lessons for phonics mastery
Nancy Hall • Rena Price

CONTENTS
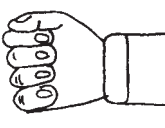
Lesson 7

oo says two things:
Sometimes *oo* says /$\overline{oo}$/ as in b*oo*t.
Sometimes *oo* says /$\breve{oo}$/ as in b*oo*k.

Read, write, and ⬭ it.

foot			
_____			
cook			
_____			
broom			
_____			
moon			
_____			
spoon			
_____			
roof			
_____			
goose			
_____			

Phonics instruction is provided to help students recognize and manipulate the sounds in spoken words. Struggling learners may need this kind of support on an ongoing basis in order to improve their ability to read and spell.

49

oo says /o͞o/ as in *bo͞ot*.
oo says /o͝o/ as in *bo͝ok*.

◯ the word that matches the picture.

good or goose?	hook or shook?
food or foot?	stool or stoop?
tooth or troop?	mood or moose?
booth or boot?	soot or shoot?

50

Explode The Code® Second Edition
Workbook

Second Edition

Book 6 Lesson 7

Spell. Write.

enough

done

x
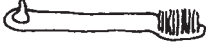
The comprehension-building activities expand students' understanding of lesson words and concepts. Students can then apply their word comprehension skills to a variety of texts.

Yes or no?

	Yes	No
Does sandpaper feel smooth in the morning?	☐	☐
Can a poodle catch a football in the dark?	☐	☐
Will a woolly hood keep you warm in winter?	☐	☐
Is it spooky in a dark, wooded forest?	☐	☐
Are you foolish to ride home on a broomstick?	☐	☐
Is a spoonful of root beer a good cure for a sick hamster?	☐	☐
Have you understood this lesson so far?	☐	☐

52

⬭ the word that matches the picture.

	moon meet moose		rooky rootless rooftop
	teaspoon teasing harpoon		toolbox toothbrush tooting
	football foolish footprints		poodle puddle poolside
	woolly woodpile wedding		cooling crooked cookbook
	booklet bookshelf brooding		footloose football foothill

53

Pick the best word to finish each sentence.

moose	playroom	toolbox
rooftop	cookbook	understood
toothbrush	goodness	pool

When you are fixing supper, you may need to use a
_____ .

The foolish _____ is eating grass behind
the woodpile.

On a hot summer day, swimming in a _____
cools me off.

The repair person came with a _____ to
fix the TV.

To keep your teeth clean you must use your _____
after every meal.

The snow on the _____ shines in the bright
moonlight.

Put the toys in the _____ .

54

X it.

Sentences		Picture
The hungry football player is looking for some French food.	☐	
The French cook is reading the cookbook.	☐	
The football fell on the crooked rooftop.	☐	
The goose stood on the crooked bookshelf.	☐	
Mike is snooping into the chicken coop.	☐	
Mike is stooping to look at the footprints.	☐	
The woolly poodle has a boot on its right foot.	☐	
The frightened poodle stood and shook as I read the book.	☐	
Betsy understood the textbook.	☐	
Betsy inspects the spooky room.	☐	
The foolish groom has a loose tooth.	☐	
The food falls in the pool.	☐	
The moose is tooting its horn in the moonlight.	☐	
The raccoon is barking at the moose.	☐	

55

Write it, using a word with *oo.*

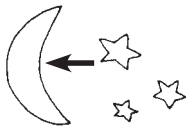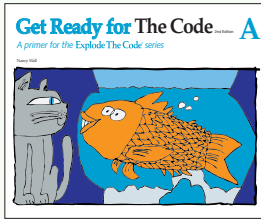|	
(spoon)	_____
(broom)	_____
(Mother Goose book)	_____
(foot)	_____
(moon and stars)	_____
(boot)	_____
(roof)	_____

Writing goes hand-in-hand with phonics instruction. In this section, students are asked to incorporate words from the lesson as they write word clues, sentences, similes, tongue twisters, riddles, poems, book reports, and stories.

56

COMPONENTS

**Get Ready (Book A),
Get Set (Book B), and
Go for The Code (Book C)**
Three primers address pre-literacy skills and letter formation. Twenty-one consonant sounds are introduced through visual, auditory, and kinesthetic activities.

Explode The Code 1–8
Eight books provide the most practice for developing phonics skills. Exercises include encoding, decoding, and writing.

Explode The Code "Half" Books
The half books, 1½–6½, provide additional practice for every skill taught in books 1–6. These are great tools to assist in differentiating instruction in the classroom.
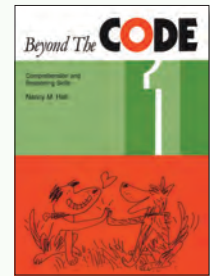
Beyond The Code
Engaging stories allow students to apply phonics skills in context and develop comprehension skills. Vocabulary activities preceding each story introduce sight words and word patterns encountered in the text.
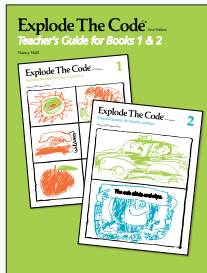
Teacher Guides
Detailed lesson plans are available for each lesson in books A–8. Phonemic awareness, fluency, vocabulary, comprehension, writing, and differentiation are included for each lesson.

Teacher's Guide for English Language Learners
Specific lesson plans for ELL students focus on vocabulary, grammar, reading, and comprehension. Reproducible pages included.
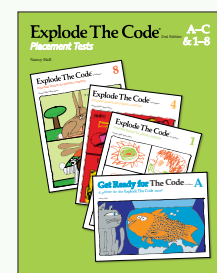
Placement Test 1–8
Criterion-referenced diagnostic tool assesses specific reading and spelling skills taught in this series. Results can determine entry level, placement within the series, or skill-specific intervention.
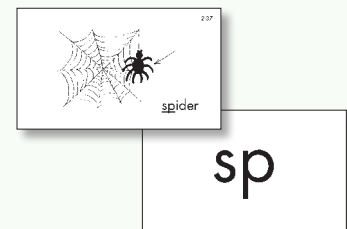
Wall Chart and Activity Book
Felt wall chart corresponds to key words in the series. Activity Book includes hands-on activities to reinforce skills.
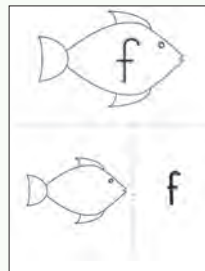
Picture Letter Cards
Sturdy cards feature consonants taught in Books A–C. Each sheet has a picture card, a letter card, and a picture card with the letter superimposed.

Code Cards
54 cards for all concepts from books 1–3½. Side one features a word and illustration. Side two features the concept letter(s) in large print.