

## Read a Row Extension Suggestions

1. Either after, or instead of, reading the row of words in *Read a Row* with Heart Words, students can brainstorm an oral sentence containing the three words.

## Build a Word Extension Suggestions

1. After building a word, students can write a sentence containing the word or illustrate its definition on their working whiteboard.
2. Students can identify the part of speech for each word they build.
3. After building a word, students can work with a partner to change the word into a new word by adding, removing, or substituting only one letter tile.

## Detective Work Extension Suggestions

1. In the *Read It!* section, students can find words with certain phonics concepts. For example, students can find all the words that begin or end with *digraph sh* or with the letter **b**. This can be done as a timed activity:
  - a. Use a timer and tell students when to begin.
  - b. All students search independently for the words containing the target phonics concept you identified. Have students underline the graphemes they are looking for as they find them.
  - c. The first student to finish reads all the words containing the phonics concept aloud. The student who finds and reads all the words with 100% accuracy first is the winner.
2. After a row of words is read in *Read It!*, students can define the words, identify their parts of speech, and/or use them in sentences.

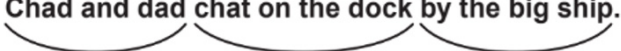
## Word Sort Extension Suggestions

1. Students can brainstorm alternative ways to sort their words. For example, they can sort the words by their vowel sound, by their initial consonant letter, or by whether they begin or end with a digraph. Students can use a separate sheet of paper to write their column headings and then write the words in the appropriate columns.
2. Students can sort the words according to their parts of speech (nouns, verbs, adjectives, adverbs).
3. Students can brainstorm additional words containing key phonics concepts. Then, they can use a separate sheet of paper to spell those words and sort them into the appropriate groups or swap words with a partner to sort. Students can reference other Student Workbook activities, such as *Phrases to Read* or *Sentences to Read*, for ideas on other words to sort.

## Phrases to Read/Sentences to Read Extension Suggestions

1. Students can "scoop" parts of the sentences/phrases with their pencil, finger, or eraser to break them into smaller, meaningful chunks for easier decoding.
  - a. For instance, the sentence "**Chad and dad chat on the dock by the big ship**" can be scooped into three parts: "**Chad and dad chat on the dock by the big ship.**" To scoop, students simply draw or trace a curved line underneath a portion of the phrase.

**Chad and dad chat on the dock by the big ship.**



2. Students can choose several sentences/phrases and draw a picture of each. Student can have partners guess which sentences/phrases they've illustrated.
3. Students can choose a sentence/phrase and write one sentence that can come before and one sentence that can come after their selected sentence/phrase.

## Spell It! Extension Suggestions

1. When students have spelled each word, they can brainstorm features that various words have in common and sort the words into groups on a separate sheet of paper. For example, students might sort the words into groups by their vowel sounds or by whether they contain one digraph or two.
2. After spelling a word in the boxes, students can write the word in a sentence instead of rewriting the word on the line.
3. Students can write or illustrate the definitions of the *Spell It!* words and/or identify their parts of speech.

## Reading Words with SyllaBoards™ Extension Suggestions

1. Students can identify the syllable type of each syllable in the word.
2. Students can write a sentence or a definition of each word after reading it.
3. Students can identify the part of speech of each word after they read it.

