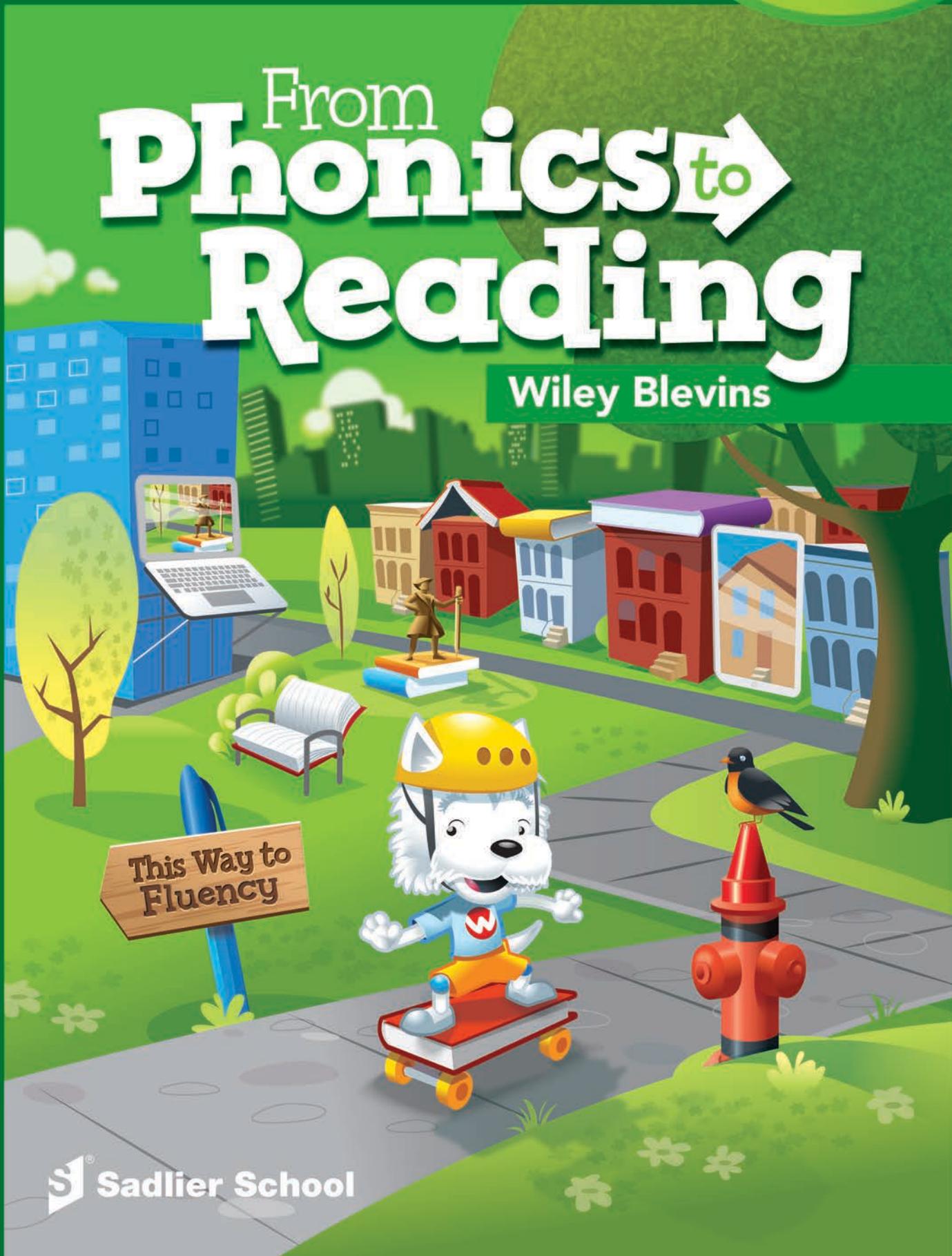


# From Phonics to Reading

Wiley Blevins



# Contents

## Decodable Texts; Comprehension and Vocabulary; Writing

<b>Lesson 1</b>	
“Camels”	3–4
<b>Lesson 2</b>	
“Dragon Boats”	5–6
<b>Lesson 3</b>	
“Coat Drive”	7–8
<b>Lesson 4</b>	
“Beekeeping”	9–10
<b>Lesson 5</b>	
“Tiger”	11–12
<b>Lesson 6</b>	
“Single-Use Plastics”	13–14
<b>Lesson 7</b>	
“Sharks”	15–16
<b>Lesson 8</b>	
“Proverbs”	17–18
<b>Lesson 9</b>	
“Books and More”	19–20
<b>Lesson 10</b>	
“Clouds”	21–22
<b>Lesson 11</b>	
“Deep Thoughts”	23–24
<b>Lesson 12</b>	
“Rabbit Facts”	25–26
<b>Lesson 13</b>	
“Our Planets Poster”	27–28
<b>Lesson 14</b>	
“Oodles of Noodles”	29–30
<b>Lesson 15</b>	
“Noisy Monkeys”	31–32
<b>Lesson 16</b>	
“Garden Spiders”	33–34
<b>Lesson 17</b>	
“Milkshake for Breakfast”	35–36
<b>Lesson 18</b>	
“The Dolphin Fountain”	37–38
<b>Lesson 19</b>	
“Game Day”	39–40
<b>Lesson 20</b>	
“Daisy and the State Fair”	41–42
<b>Lesson 21</b>	
“Crow and the Pitcher”	43–44
<b>Lesson 22</b>	
“The Class Play”	45–46
<b>Lesson 23</b>	
“The International Space Station”	47–48

<b>Lesson 24</b>	
“Inventions”	49–50
<b>Lesson 25</b>	
“The Time Capsule”	51–52
<b>Lesson 26</b>	
“Deer Diary”	53–54
<b>Lesson 27</b>	
“Homograph Laughs”	55–56
<b>Lesson 28</b>	
“Birdwatching”	57–58
<b>Lesson 29</b>	
“Abbreviations”	59–60
<b>Lesson 30</b>	
“Sun and Wind”	61–62
<b>Fluency Practice</b>	63–66
<b>Partner Reading</b>	
<b>Partner Reading 1</b>	
“A Bell for the Cat”	67–68
<b>Partner Reading 2</b>	
“The South Pole”	69–70
<b>Partner Reading 3</b>	
“A Huge Hike”	71–72
<b>Partner Reading 4</b>	
“Higher, Faster, Farther!”	73–74
<b>Partner Reading 5</b>	
“Kitchen Scrap Garden”	75–76
<b>Partner Reading 6</b>	
“Paul’s Mitten”	77–78
<b>Partner Reading 7</b>	
“A Fable for All Times”	79–80
<b>Partner Reading 8</b>	
“A Robot Umpire”	81–82
<b>Partner Reading 9</b>	
“Muffins to Make”	83–84
<b>Partner Reading 10</b>	
“Name That Group”	85–86
<b>Partner Reading 11</b>	
“Trucks, Trucks, Trucks”	87–88
<b>Partner Reading 12</b>	
“Life on Mars”	89–90
<b>Partner Reading 13</b>	
“You’re Joking!”	91–92
<b>Partner Reading 14</b>	
“Backyard Arts and Crafts”	93–94
<b>Partner Reading 15</b>	
“Abbreviation Bingo”	95–96

# Unit 3 Lesson 24 Decodable Text Lesson Plan Inventions



**Focus Phonics Skill** Prefixes *im-*, *in-*, *non-*, *mis-*, *sub-*

**Sample Decodable Words with Phonics Skill** *imperfect*, *impossible*, *insightful*, *misfortune*, *mishandled*, *nonsense*, *nonstop*, *submarines*, *subway*

**High-Frequency Word Review** *why*, *where*, *were*, *what*, *water*, *work*, *words*

## BEFORE READING

**Academic Vocabulary Word About the Text** *improve*

**Define** to make better

**Example** Tony cleans up litter to *improve* his neighborhood.

**Ask** What skill would you like to *improve*? How will you do it?

**English-Learner Supports** Have students listen to and follow along with the text. Then do an echo read and discuss key ideas. Preteach the words *inventions*, *underground*, *subway*, *jets*, *factory*, and *machine*.

## DURING READING

**Technique** Have students whisper-read the text, then do a choral read.

## AFTER READING

### Comprehension Questions

1. What can we use to study the ocean? (*submarines*)  
Find and read the word.
2. What did Margaret Knight invent?  
Find and read the sentence that tells you.
3. Which inventor did the most to *improve* people's lives?  
Support your response with details from the text.
4. What would you like to invent to make your life easier?  
Explain what your invention would look like and how it would work.

**Writing Prompt** Have students write a summary of the text.

**Fluency Plan** On the following day, have partners reread the text. On the day after that, have students independently reread the text and make a list of all of the words that begin with the prefixes *im-*, *in-*, *non-*, or *sub-*.

**Directions:** Read the text.

## Inventions

We can travel underground with subway trains. We can travel across the globe with nonstop jets. We can study the ocean with submarines. Many inventions solve problems that seem impossible.

Here are some insightful inventions.

### Paper Bag

Margaret Knight worked in a factory where paper bags were made by hand. She thought this was nonsense. That's why in 1868, she invented a machine that could cut, fold, and glue paper bags.

### Dishwasher

Washing dishes is never an easy task. Fragile dishes can get mishandled and break when washed. Josephine Cochrane wanted to solve this problem. In 1886, she got to work. "I'll do it myself!" were her words. Her dishwasher was not like the imperfect ones that came before. Dishes were placed on a rack and water jets were used to clean dishes.

### Hair Care

Sarah Walker had the misfortune of losing her hair. She tried creams and lotions, but had success with something she created herself. "Madam Walker's Wonderful Hair Grower" was the first of what would become a line of hair care products. In 1910, she set up a laboratory and beauty school to continue her work.



**Directions:** Read "Inventions" again. Then answer the questions.



1. What can we use to study the ocean? Write the word.

submarines

2. What did Margaret Knight invent?  
Use details from the text to support your answer.

She invented a machine that could make paper bags.

3. Which inventor did the most to improve people's lives?  
Use details from the text to support your answer.

Possible answer: Josephine Cochrane did the most to improve people's lives. Her dishwasher saved time and helped prevent people from breaking dishes.

4. What would you like to invent to make your life easier?  
Tell what your invention would look like and how it would work.

Check child's work.

Writing

**Write About It**

**Directions:** Write a summary of the text.

Encourage children to use words with prefixes from the text in their writing.

Word bank: imperfect, impossible, insightful, misfortune, mishandled, nonsense, nonstop, submarine, subway.

Name \_\_\_\_\_

**Directions:** Read the sentences on your own.  
Then, read the sentences to a partner.

1. Friday was a wonderful day at school.
2. Five different speakers were invited to speak for Career Day.
3. The speakers happily talked about their workdays and workplaces.
4. We eagerly asked them questions, too.
5. What's it like to treat injured and disabled eagles, deer, and moose?
6. That's something I asked Dr. Eva Lopez, a vet who works at a wildlife center.
7. How did you become a reporter who covers traffic and transit?
8. Someone raised their hand and asked Ms. P.J. Brown about that.
9. We discovered that Mr. Henry Lee was the owner of a bicycle repair shop.
10. I can't wait to learn the date of the next Career Day!

## Progress Check

Check the box after each reading.

Read 1

Read 2

Read 3

Read 4

Read 5

How was my reading?

- Did I read each word correctly?
- Did I raise my voice at the end of a question?
- Did I read a sentence with an exclamation mark (!) with excitement?
- Did I read a sentence that ends with a period (.) the way I talk?
- Did I chunk longer sentences into smaller parts to read them better?

My partner's name is \_\_\_\_\_.

**Directions:** Practice reading the text on your own. Then read the text to a partner. Your partner will complete the Reading Record on page 90.

## Life on Mars

For a long time, writers and filmmakers have been showing us what life on Mars might be like. Some of their works are unbelievable. They include nonhuman beings who live there and are green. But other works are more true to life. They focus on human efforts to survive in this distant, unfriendly place.	10 23 31 42 52 54
While ideas about life on Mars continue to be imagined, the facts remain: Mars is unlike Earth in many ways. It is highly questionable if the small, dusty red planet could support any life-form of its own.	65 77 87 92
Then what about this? Could humans visit or even live on Mars? Is such a future possible or impossible?	103 111
Experts think this goal is doable. But there are big problems that need to be solved first. For example, Mars is extremely cold and icy, with frequent subzero temperatures. The air on Mars is not breathable.	122 133 142 147
Overall, the picture is more hopeful than hopeless. Mars is reachable by spaceship, and scientists are currently working on missions to the planet. Stay tuned for updates.	157 164 174

# Reading Record and Partner Feedback

Title \_\_\_\_\_

**Read 1** Date \_\_\_\_\_ Partner \_\_\_\_\_

Number of words read: \_\_\_\_\_

Number of errors: \_\_\_\_\_

Number of words correct: \_\_\_\_\_

**Speed**

- too slow
- just right
- too fast

**Accuracy**

- skipped words
- read every word
- self-corrected

**Expression**

- attended to end punctuation
- paused at commas
- read with feeling

**Read 2** Date \_\_\_\_\_ Partner \_\_\_\_\_

Number of words read: \_\_\_\_\_

Number of errors: \_\_\_\_\_

Number of words correct: \_\_\_\_\_

**Speed**

- too slow
- just right
- too fast

**Accuracy**

- skipped words
- read every word
- self-corrected

**Expression**

- attended to end punctuation
- paused at commas
- read with feeling

**Read 3** Date \_\_\_\_\_ Partner \_\_\_\_\_

Number of words read: \_\_\_\_\_

Number of errors: \_\_\_\_\_

Number of words correct: \_\_\_\_\_

**Speed**

- too slow
- just right
- too fast

**Accuracy**

- skipped words
- read every word
- self-corrected

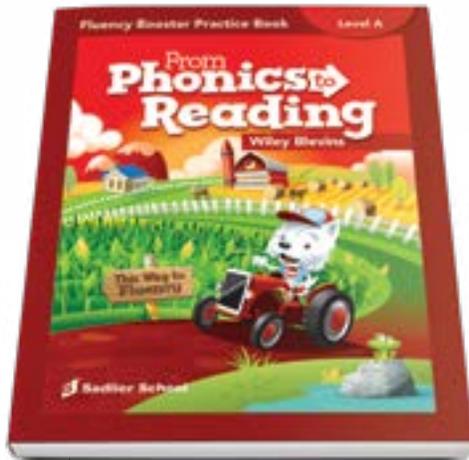
**Expression**

- attended to end punctuation
- paused at commas
- read with feeling

**NEW!**

# From Phonics to Reading™ Fluency Booster Practice Book

Grades K–3



Perfect for  
Tier-1 & Tier-2  
Practice!

“It’s not one and done,  
it’s one and just begun!”  
–Wiley Blevins

## Build Fluency and Master Early Literacy Skills

Boost students’ fluency and early reading skills with the *Fluency Booster Practice Book*! A variety of practice builds fluency, vocabulary, and comprehension skills.

**Decodable text activities** develop strong early reading behaviors through repeated reading and application of vocabulary and comprehension skills.

**Vocabulary and Comprehension** activities build word knowledge and text meaning.

**Writing** activities, tied to the decodable readings, reinforce recently taught phonics skills and vocabulary.

**Fluency Practice** provides repeated practice of cumulative unit-level skills to help accelerate students’ phonics mastery and reading fluency.

**Handwriting** activities (Grade K only) foster handwriting, letter-writing fluency, and letter recognition automaticity.

**Partner Reading** (Grades 2 and 3 only) provides opportunities for students to read short texts at the appropriate rate with accuracy and prosody.

### Pricing & Purchasing

[www.SadlierSchool.com/BuyFPR-Fluency](http://www.SadlierSchool.com/BuyFPR-Fluency)

### COMPONENTS

Student Fluency Booster Practice Book

Annotated Teacher’s Edition (Online)

Decodable Text Lesson Plans (Online)

ONLINE

### Experience More Online

[www.SadlierSchool.com/FPR-Fluency](http://www.SadlierSchool.com/FPR-Fluency)



VIEW A SAMPLE

VIEW A BROCHURE

MEET THE AUTHOR

DOWNLOAD CORRELATIONS

## NEW! Fluency Booster Practice Books

### Bundle and Save!

GRADES K-3	FLUENCY BOOSTER PRACTICE BOOK & FROM PHONICS TO READING STUDENT WORKTEXT BUNDLE		FLUENCY BOOSTER PRACTICE BOOK & FROM PHONICS TO READING STUDENT WORKTEXT eBook		FLUENCY BOOSTER PRACTICE BOOK & INTERACTIVE PRACTICE BUNDLE❖	
	Includes: 1 Fluency Booster Practice Book and 1 From Phonics to Reading Student Worktext		Includes: 1 Fluency Booster Practice Book and 1 From Phonics to Reading Student Worktext eBook 1-yr Seat license per user, minimum purchase 20 users‡		Includes: 1 Fluency Booster Practice Book and 1-yr Interactive Practice Bundle Seat license per user, minimum purchase 20 users‡	
	ISBN	ITEM No.	ISBN	ITEM No.	ISBN	ITEM No.
<b>K</b>	978-1-4217-6470-2	<b>6470-2</b>	978-1-4217-6480-1	<b>6480-1</b>	978-1-4217-6530-3	<b>6530-3</b>
<b>1</b>	978-1-4217-6471-9	<b>6471-9</b>	978-1-4217-6481-8	<b>6481-8</b>	978-1-4217-6531-0	<b>6531-0</b>
<b>2</b>	978-1-4217-6472-6	<b>6472-6</b>	978-1-4217-6482-5	<b>6482-5</b>	978-1-4217-6532-7	<b>6532-7</b>
<b>3</b>	978-1-4217-6473-3	<b>6473-3</b>	978-1-4217-6483-2	<b>6483-2</b>	978-1-4217-6533-4	<b>6533-4</b>

GRADES K-3	FLUENCY BOOSTER PRACTICE BOOK, FROM PHONICS TO READING STUDENT WORKTEXT, AND INTERACTIVE PRACTICE BUNDLE❖		FLUENCY BOOSTER PRACTICE BOOK, FROM PHONICS TO READING STUDENT WORKTEXT eBook, AND INTERACTIVE PRACTICE BUNDLE❖	
	Includes: 1 Fluency Booster Practice Book, 1 From Phonics to Reading Student Worktext, and 1-yr Interactive Practice Bundle Seat license per user, minimum purchase 20 users‡		Includes: 1 Fluency Booster Practice Book, 1-yr Seat license From Phonics to Reading Student Worktext eBook, and 1-yr Interactive Practice Bundle Seat license per user, minimum purchase 20 users‡	
	ISBN	ITEM No.	ISBN	ITEM No.
<b>K</b>	978-1-4217-6490-0	<b>6490-0</b>	978-1-4217-6500-6	<b>6500-6</b>
<b>1</b>	978-1-4217-6491-7	<b>6491-7</b>	978-1-4217-6501-3	<b>6501-3</b>
<b>2</b>	978-1-4217-6492-4	<b>6492-4</b>	978-1-4217-6502-0	<b>6502-0</b>
<b>3</b>	978-1-4217-6493-1	<b>6493-1</b>	978-1-4217-6503-7	<b>6503-7</b>

### Print Components

GRADES K-3	STUDENT FLUENCY BOOSTER PRACTICE BOOK	
	ISBN	ITEM No.
<b>K</b>	978-1-4217-6450-4	<b>6450-4</b>
<b>1</b>	978-1-4217-6451-1	<b>6451-1</b>
<b>2</b>	978-1-4217-6452-8	<b>6452-8</b>
<b>3</b>	978-1-4217-6453-5	<b>6453-5</b>

### Digital Components

GRADES K-3	FLUENCY BOOSTER PRACTICE BOOK TEACHER'S EDITION ONLINE	
	FREE with the purchase of 20+ Student Practice Books ‡	
	ISBN	ITEM No.
<b>K</b>	978-1-4217-6460-3	<b>6460-3</b>
<b>1</b>	978-1-4217-6461-0	<b>6461-0</b>
<b>2</b>	978-1-4217-6462-7	<b>6462-7</b>
<b>3</b>	978-1-4217-6463-4	<b>6463-4</b>

❖ Quantities for digital licenses must include all user types (i.e., administrators, teachers, and students) needing to access the content. ‡ Price applies only to multiple copies/licenses of the same title and grade, and not to the total number of items ordered. See System Requirements at [TechSpecs.SadlierConnect.com](http://TechSpecs.SadlierConnect.com).

Contact your local Sadlier Sales Representative  
**[www.SadlierSchool.com/FindMyRep](http://www.SadlierSchool.com/FindMyRep)**  
 ORDER ONLINE **[www.SadlierSchool.com/estore](http://www.SadlierSchool.com/estore)**  
 EMAIL **[CustomerService@Sadlier.com](mailto:CustomerService@Sadlier.com)**  
 PHONE **800-221-5175**  
 FAX **212-312-6080**