

RISE UP Station 4 (optional)
Phonics, Word Study, and Vocabulary

If students need instruction in vowel patterns, adding inflectional endings, affixes, and/or vocabulary, add an additional 15-minute station and include activities from one or more of the following sets:

SET 1 - If students need instruction in vowel patterns, use the vowel pattern cards

https://www.janrichardsonreading.com/files/ugd/7e0b43_fd5bed617cb84274a85e1f3509ae7709.pdf. Fold each page in half, laminate, and cut the cards apart. On the back of each vowel pattern card is a set of words to use during this station.

First, assess students to identify the vowel patterns you need to teach. You can use the Word Knowledge Inventory (page 324 in [Next Step Forward in Guided Reading](#)).

1. **Skill Review.** Review the vowel patterns you have taught. Show students a card and say, “sound.” Some patterns have more than one sound. Students should say all of them (e.g., *ow, ou, ea*, etc.).
2. **Teach a New Pattern.** Use a known word to teach a new vowel pattern (e.g., Here is a word you know – *rain*. Let’s sound out the word. The long *a* is spelled *ai* in this word and many other words).
3. **Making Words.** Have students use magnetic letters or letter cards to make a chain of words than contain *ai*. The first sequence of words listed on the back of each vowel pattern card is a Making Words activity.
4. **Writing Words.** Dictate words for students to write. You will find suggested words on the back of the card.
5. **Reading Words.** On a white board, write other words that contain the target skill and have students read them.

SET 2 - If students need instruction in adding inflectional endings, use the word cards from Rime Magic for RISE (contained in the RISE kit).

1. Review the inflectional endings cards.
2. Display some two-letter rime cards. After students read the rime, ask them to orally spell or write one of the multisyllable words on the back on the card. Remind them to always double the last letter of the two-letter rime (For example, show the card with *ab*. Students say, *ab, ab, ab*. Then say, “Spell *crabby*.” Students either spell the word or write it on a white board.)
3. Use some of the cards with multisyllabic words. Call on a student to read the rime. Then have the students read the word in unison. (For example, show the card with the word “struggling.” Say, “What’s the rime?” A student says, “ug.” Say, What’s the word? Students say “struggling.”

SET 3 - If students need instruction in prefixes and suffixes, download and print the affix cards. Fold each page in half, laminate, and cut the cards apart.

https://www.janrichardsonreading.com/files/ugd/7e0b43_3b62348ae27d4f3697b8afb144a2f115.pdf

1. **Visual Review** (30 sec.) Have students read the affix cards you have already taught.
2. **Auditory Review** (30 sec.) Say the sound of the affix (/shun/) and have students write the affix. If you have taught both ways to spell the affix, prompt students to write both spellings (*tion* and *sion*).
3. **Teach a New Affix** Select a new affix to teach (e.g., *tial*).
 - **Introduce the affix:** Write a familiar word that contains the affix (e.g., *partial*). Have students read it and say the sound of the affix. Write *tial* on a white board and point out the unexpected spelling (*the ti spells /sh/*).
 - **Make a Word:** Dictate a word with the new affix for students to make out of magnetic letters or letter tiles (e.g., *potential*). Have them clap the syllables before they make the word (/po/ /ten/ /tial). After they make the word, have them break the letters into syllabic units (*po-ten-tial*). Then have them break the word by its morphological units (*poten-tial*). Explain that we drop the t at the end of *potent* because the affix begins with a “t.” Discuss the meaning of the word and have students use it in a sentence (e.g., *The root potent means powerful. Potential means you have the capacity to develop into something powerful in the future*).
 - **Write Words:** Dictate a few words for students to write that have the target affix. Examples are on the back of the card. If necessary, discuss the meaning of the words.
 - **Read Words:** Write a few words on a white board that have the target affix. Have students read the words. Discuss the meaning of the words, if necessary.

SET 4 – Review new vocabulary words you have taught in RISE lessons or classroom instruction.

Make a card for each word. Write the word on the card. Place 8-10 word cards on the table with the word facing up. Use one or more of the following activities to review the words:

- **I’m thinking of a word...** Say, *I’m thinking of a word that means...* Have students identify the word you are defining. If they have trouble identifying the word, give them a hint (for example, a synonym, an antonym, the first letter, how many syllables or vowels it has, or whether it has a prefix or a suffix, etc.). After you model, invite other students to take the role of the teacher.
- **Put 2 (or more) words in 1 sentence** – Students take turns using two or more words in one sentence.
- **Picture this** – Give each student a dry erase board and a marker. Tell students to secretly choose a word from the table and illustrate it. Give students about 1 minute to draw. Then have them take turns showing their drawings and inviting other students to guess the word.
- **Charades** – Ask students to act out one of the words. They can use gestures and drama, but they can’t speak. Other students try to guess the word.
- **High Five** – Tell students to secretly select one of the cards on the table. When it is their turn, their classmates get 5 questions to try to guess the word they chose. Students can only ask a question that has a yes or no answer. For example, *Is it a noun (verb, adjective, etc.)? Does it have three syllables? Does it have a prefix (or suffix)? Does it mean...? Does it have a negative connotation?*