

Precision Monitoring and Speed Reads Book 3

Sheets for Alternative Consonant Graphemes

Purpose

This set of Precision Monitoring sheets combines speed reading of sounds and words with the speed reading of short passages. For Step 3B.1 and Step 3B.2 (pages 3B - 2 to 3B - 20) there are Precision Monitoring sheets with sounds and words, followed by 5 individual comprehension sheets for timed reading to develop fluency.

Method for Precision Monitoring

- Precision Monitoring should take no longer than 5 minutes to complete and should be done at least 4 times a week to see improvements.
- Record the time taken for words and sounds each day using a stop watch. It is highly motivating for a child to see an improvement in his/her own speed, and perhaps to record his/her own results
- Give help where it is needed, but give the child time to have a go himself first.
- Use a sheet which corresponds to the sounds being taught in the child's Snappy Lesson® sessions. It is *not* necessary to keep going with one sheet until fluency is achieved, as there is plenty of revision built into subsequent sheets.

Method for Speed Reading

- Each sheet is in decodable text at the appropriate Step, with tricky words or words from later steps underlined. The child should read the passage out loud to an adult and then answer the questions. The comprehension questions mostly have one word answers and are not intended to take very long.
- After one timed reading at school with a teacher or teaching assistant, these sheets can be sent home for daily reading. A chart is provided for parents to record the time taken.

Method for Combined Precision Monitoring and Speed reading

- From Step 3B.3 (pages 3B - 21 onwards) ten of the Precision Monitoring sheets consist of 25 words to read followed by a short timed passage.
- These sheets could also be taken home if more practice is needed.

g	p	j	d	b
c	d	f	h	k
l	z	x	m	r
n	qu	ck	s	v
t	y	z	w	<i>ch</i>

Revision sounds- consonants- *ch* italic is /c/ sound

chemist	cattle	chorus	mechanic	Christmas
Christ	chrysalis	stomach	headache	school
character	candidate	architect	catapult	ech/o
chemistry	orchestra	cha/os	comparison	technical
anchor	chronicle	scheme	chronological	<u>choir</u>

Sheet 3 - words with alternative graphemes for /c/ sound
vowels in bold have long vowel sounds

Note soft g in chronological
Give help with choir

Step 3B.1 /c/ sound written ch (greek)

graph	sphere	orphan	phrase	phase
Philip	phonic	phantom	ge/ography	elephant
dolphin	alphabet	prophet	philosophy	chlorophyll
telegraph	telephone	paragraph	photograph	emphasis
nephew	Physics	pharmacy	photosynthesis	physical

Check the tricky words and read the passage

Have you ever seen a daisy pop a sandwich in its mouth? Probably not, as plants don't eat like us. Instead they make their food by a process called photosynthesis.

To make their food (or starch) the plant uses water from the soil and carbon from the air. The water is taken in through the plant's roots and the carbon is taken in by the leaves as carbon dioxide gas. Leaves contain a green pigment called chlorophyll.

This pigment traps energy from the sun. The energy is needed to change the water and carbon dioxide into starch for the plant.

So, your plants will grow even if you forget to give them supper!

But they do grow best in soil, with plenty of water, air and sunlight.

For answers see page 3B - 34

Sheet 19 - Step 3B.7 /f/ sound written as ph

1. What do plants need to grow?
2. Do plants get the carbon they need to make starch from the soil?
3. Do plants take in water through their leaves?
4. Why are leaves green?
5. What do we call the process by which plants make their own food?

Steps 4 – 7

Selected Prefixes and Suffixes

connect	comfort	suit	touch	remark
approach	love	like	consider	reason
value	argue	rescue	regret	travel
admit	deny	control	allow	avail
infect	respect	enjoy	predict	rely

Root words for reading and spelling

connected	comforted	suited	touched	remarked
approached	loved	liked	considered	reasoned
valued	argued	rescued	regretted	travelled
admitted	denied	controlled	allowed	availed
infected	respected	enjoyed	predicted	relied

Past tenses for reading

Note - There are three sounds when the suffix **ed** is added to a word to make a past tense - t (as in remarked), ed (as in infected) and d (as in considered) but they are all spelt ed.

Sheet 1 - root words and past tense

Step 4.1

write	writing	excite	exciting	decide
deciding	hope	hoping	drive	driving
argue	arguing	amuse	amusing	value
valuing	inspire	inspiring	satisfying	replying
multiplying	occupying	supplying	denying	relying

Check the tricky words and read the passage

Here's a good question for driving your parents mad.
What are multiplying when they are dividing?

Bacteria of course!

Bacteria are very small. You could fit at least a thousand of the biggest sort onto the tip of a sharp pencil. There are huge numbers of them everywhere, and fortunately most of them are harmless.

However, some cause diseases and these are the ones called germs.

Bacteria make more bacteria by dividing in two. Some can divide in two every twenty minutes. They are dividing, but doubling in number, or multiplying by two. From a single bacterium there can be millions in just a few hours.

Sheet 5 – Suffixes – rules for adding -ing

Step 4.2

1. Are all bacteria harmful?
2. How fast can some bacteria divide?
3. Are there bacteria on your desk?