

LEVEL A

HIGH NOON Vocabulary



Reproducible Lessons
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INTRODUCTION

As an element of reading with understanding, vocabulary comprises two skills: decoding a word and understanding its meaning. It is these two skills on which *High Noon Vocabulary* focuses. This focus serves a purpose beyond simply enriching the vocabulary of the students who use *High Noon Vocabulary*. By learning to decode printed words in text and understanding the meaning of the words, students will be more likely to read fluently and comprehend what they read.

The philosophy that underlies *High Noon Vocabulary* is consistent with *The Report of the National Reading Panel* (2000). "Vocabulary occupies an important position in learning to read. As a learner begins to read, reading vocabulary encountered in texts is mapped onto the oral vocabulary the learner brings to the task. That is, the reader is taught to translate the (relatively) unfamiliar words in print into speech, with the expectation that the speech forms will be easier to comprehend. A benefit in understanding text by applying letter-sound correspondences to printed material only comes about if the resultant oral representation is a known word in the learner's oral vocabulary. If the resultant oral vocabulary item is not in the learner's vocabulary, it will not be better understood than it was in print. Thus, vocabulary seems to occupy an important middle ground in learning to read. Oral vocabulary is a key to learning to make the transition from oral to written forms, whereas reading vocabulary is crucial to the comprehension processes of a skilled reader."

Unlike many vocabulary instruction programs, *High Noon Vocabulary* is intended for students who are reading at least one year below grade level. These students may experience a variety of reading difficulties, but the result is the same. They are struggling to read grade-level text either aloud or silently with comprehension. The sequence of words and the learning activities in *High Noon Vocabulary* are designed to meet the needs of these students.

CHOOSING THE RIGHT LEVEL OF *HIGH NOON VOCABULARY*

There are four levels of *High Noon Vocabulary*. The sound/spellings featured in each level are summarized below.

Level A – short vowels, regular consonants, blends, digraphs

Level B – review level A, silent letters, r-controlled vowels, vowel patterns, inflectional endings

Level C – digraphs, ending patterns, compound words, short and long vowel spelling patterns, prefixes, suffixes, homophones,

Level D – vowel patterns, prefixes, suffixes, multisyllable words, homophones, homographs, schwa

The words within each level and among the four levels are *not* arranged by traditional difficulty, which is typically measured by how frequently words appear in printed material. This means that both simple and challenging words are featured in every lesson. The oral interaction that is the heart of every lesson reinforces students' knowledge of words they may have heard and makes it possible for them to learn the meanings of difficult words they would not encounter in typical reading. Even older students will find decodable words like *bog* challenging because they are heard so infrequently.

In order to choose the correct level for your students, use the following guidelines. Do not rely upon a student's age or grade placement. Your own estimate of a student's reading ability is a more useful basis on which to make the decision. If you have a question about the appropriate level, choose the lower level. Even older students will find the words in the lower levels of *High Noon Vocabulary* challenging. As an example, the words *ban*, *gap*, and *nab* appear in Lesson 1 of Level A. Although these words are easily decoded, they are considered to be fifth grade words or higher.

Choose Level A if the student:

- hesitates when decoding words like *din*, *vile*, *drench*
- is unsure of or does not know meaning of words like *sag*, *plume*, *broth*

Choose Level B if the student:

- hesitates when decoding words like *quake, knead, hoisted*
- is unsure of or does not know meaning of words like *gourd, plight, bawled*

Choose Level C if the student:

- hesitates when decoding words like *clench, splendid, requirement*
- is unsure of or does not know meaning of words like *dreadful, immerse, scarlet*

Choose Level D if the student:

- hesitates when decoding words like *prior, emphasize, moisture*
- is unsure of or does not know meaning of words like *uncommon, salvage, legitimate*

It is important to recognize that *High Noon Vocabulary* is intended for a specific group of students, those who are reading significantly below grade level in grades three and higher. This group may include some students with special needs or English learners, but not students who are fluent readers in a language other than English. Students who are fluent readers in their home language are better served by traditional vocabulary instruction or learning experiences intended for English learners.

USING *HIGH NOON VOCABULARY*

High Noon Vocabulary may be used in concert with any other reading instruction program, including *High Noon Reading*. It is meant for small-group or individual instruction guided by a teacher or instructional assistant. In some cases, a capable peer or cross-age tutor may be used for some activities. *High Noon Vocabulary* can also be used with handheld scanners like the Readingpen (readingpen.com).

Within each of the four levels of *High Noon Vocabulary* there are 35 lessons. The sequence of lessons in each level is based on the most common phonics patterns arranged by difficulty. The first lesson in Level A, for example, focuses on words with the short -a sound and regular consonant sounds. The last instructional lesson in Level A focuses on the *sh* digraph. Every fifth lesson is a progress monitoring review that allows the teacher to measure how well students have learned the words in the previous four lessons. This lesson also contains an activity page that other students can use independently while the teacher is conducting an individual assessment.

Because the lessons in *High Noon Vocabulary* are based on common sound/spelling patterns, students will develop the ability to decode the lesson words automatically. The practice activities will help students recall the meanings of the words featured in the lesson and learn to derive meaning of unfamiliar words from context, use structural analysis, and apply other strategies.

Small Group Learning and Oral Interaction

Unlike some vocabulary programs, *High Noon Vocabulary* does not emphasize expressive use of learned vocabulary words through independent writing. Although this is an important skill, it is secondary to the goal of having students read words with understanding. *High Noon Vocabulary* is appropriate for struggling readers, so the focus of the program is on helping them develop proficiency in decoding words, recalling their meaning, and deriving the meaning of unfamiliar words in context. The activities in *High Noon Vocabulary* are “context rich,” which means students are provided ample clues to help them crystallize their knowledge of the words they are learning.

The activities in *High Noon Vocabulary* are meant for use with individual students or small groups of students who are reading well below grade level. It is not designed for whole class instruction with students whose reading ability spans the typical range. Even though many of the words are challenging, there are more appropriate materials for whole class instruction.

Because of the high degree of oral interaction that is the basis of *High Noon Vocabulary*, a teacher or other adult should conduct the pretest, discuss the words that are featured in each lesson, and complete the first activity. After that, the interaction of a teacher or adult is recommended, although a peer or cross-age tutor can conduct some of the activities.

The oral interaction that is fundamental to *High Noon Vocabulary* contributes in several ways to the development of students' reading ability. Because so many of the activities involve following along while the teacher or other adult reads, it is likely that students' listening skills will improve. Their decoding ability will improve because of the organization of the books by phonetic clusters, and students will build associations between the words that are in their listening vocabulary with the printed representations. Reading along will promote fluency, and students' comprehension will improve because they will be expected to apply their knowledge of words in novel situations.

Other than the pretest, posttest, and progress monitoring assessments, the activities may be completed by students working alone or with other students. The activities are intended to help students recognize and understand the words, so interaction can contribute to students' success. Keep in mind that the activities are not assessments; rather, they are forms of practice that help students crystallize their knowledge of the target words. The activities should not be graded, but instead should be reviewed with the students after they have completed them.

There is no placement test for *High Noon Vocabulary*. Students for whom the program is appropriate should begin with Lesson 1 and continue through each subsequent lesson. Each level of *High Noon Vocabulary* features sound-spelling patterns of increasing difficulty and words that vary in difficulty. By completing all the lessons, students will improve their decoding skills, will learn the meaning of new words or have the meaning of known words reinforced, and will have an opportunity to apply their knowledge of the words to comprehend spoken and written text. Even if students can decode the words in the first lesson, it is unlikely that they will know the meaning of all the words, and they will undoubtedly benefit from the practice activities in the lesson.

Duplicate each activity page for every student who will use the program. Allow the students to work on the pages, check their own work on the pages, and when they make an error, correct the error on the page. The combination of auditory, visual, and kinesthetic behaviors increases the likelihood that students will decode words and recall their meaning automatically.

If possible, have the students keep a folder of their work. The accumulation of completed work is reinforcing for the students and will motivate them to continue putting forth their best efforts. The collection of the students' work will also demonstrate to friends, family members, and other significant adults the progress the students have made.

Many struggling readers will lack confidence in their own ability and may be unwilling to take chances because their responses might be wrong. Do everything possible to encourage students to take risks, guess at answers when they are not sure which one is correct, and recognize that making mistakes is part of the learning process. If students feel that making an effort will be rewarded whether they are right or wrong, they will be more likely to assume responsibility for their own learning.

Instructional Schedule

High Noon Vocabulary contains 35 lessons, approximately one per week of the school year. For every four content lessons, there is a progress monitoring lesson. Ideally, students would start to use the program at the beginning of the school year. If this is not possible, then the students can begin with Lesson 1 at any time during the school year.

Name _____

LESSON 1

Word Cross

Read each definition on the list. Think of the word from the lesson that matches the definition. Find each word in the grid. Draw a circle around the word and cross off the definition on the list. The words can go in any direction. One has been done for you.

- catch
- bend in the middle
- a little bit
- not allow something
- a big pot
- a joke
- a space
- old word for boy
- move slowly
- old word for girl

b	a	n	g	a	g
l	j	a	a	t	g
a	a	b	p	a	v
g	l	d	s	d	a
l	a	s	s	m	t

Read each question to yourself while I read it out loud. Write your answer on the line after each question.

1. What might make a branch **sag**? _____

2. Where might you **nab** something? _____

3. Where might you see a **vat**? _____

4. Where might you find a **gap**? _____

5. Who do you know who will sometimes **lag**? _____

In Your Own Words

LESSON

6

Word by Word

buff	to clean or polish	dull	boring
cub	a baby bear or other animal	fuss	lots of activity
cuff	the end of a shirt sleeve	hub	center
dud	something that doesn't work	hull	body of a ship
		rut	a narrow groove
		tug	to pull

Read each sentence to yourself as I read it out loud. Choose a word from the list above that fits best in each sentence. Only one word will fit best in each sentence. Write the word in the blank.

- Nobody liked the movie. It was really _____.
- Two of us had to _____ on the rope to move the log.
- Maddie helped her grandma _____ the silver plates.
- The car was stuck in a _____ in the dirt road.
- The new baby came home yesterday. Everyone made a big _____.
- The new toy robot was a _____. It didn't work at all.
- We went for a walk in the forest. We saw a bear and her _____.
- The wheel had a _____ made of steel.
- The _____ of my shirt is torn. I caught it on a nail.
- The old ship's _____ was made of wood.

Name _____

LESSON 13

Word Wise

Listen to each word I say. Draw a circle around the word.

- | | | | |
|-----|------|------|------|
| 1. | hay | hav | huy |
| 2. | rav | xay | ray |
| 3. | wail | waih | cail |
| 4. | jaj | jay | vay |
| 5. | hail | hait | lail |
| 6. | yait | gait | gaip |
| 7. | fabe | fail | faid |
| 8. | pail | pais | kail |
| 9. | nad | naj | nay |
| 10. | baf | bay | fay |

Look at the word or words in the box. Listen as I read them. Draw a circle around the answer that means about the same as the word or words in the box.

Word Meaning

- | | | | | |
|-----|---|------|------|-------|
| 1. | <input type="text" value="frozen rain"/> | bait | hail | lane |
| 2. | <input type="text" value="way of walking"/> | game | wait | gait |
| 3. | <input type="text" value="no"/> | nap | nay | say |
| 4. | <input type="text" value="bucket"/> | pail | tail | nail |
| 5. | <input type="text" value="dried plants"/> | lay | hat | hay |
| 6. | <input type="text" value="beam of light"/> | ray | ran | way |
| 7. | <input type="text" value="do poorly"/> | face | fail | sails |
| 8. | <input type="text" value="a kind of bird"/> | jet | pay | jay |
| 9. | <input type="text" value="cry"/> | wail | wave | maid |
| 10. | <input type="text" value="body of water"/> | bay | bat | bag |

Name _____

Look at each word in the first column. It is missing one letter. The missing letter is in the second column. Decide where the missing letter fits and write the correct word in the blank. One has been done for you.

LESSON 13

Missing Letter

	Word	Missing Letter	
1.	by	a	_____ bay _____
2.	na	y	_____
3.	pal	i	_____
4.	ail	h	_____
5.	wil	a	_____
6.	hy	a	_____
7.	fal	i	_____
8.	ry	a	_____
9.	jy	a	_____
10.	git	a	_____

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Name _____

Read each sentence to yourself as I read it out loud. Look at the underlined part in each sentence. Choose a word from the box below that can replace the underlined part. Write the word in the blank. One has been done for you.

brass crag crave drab drub fret greet grip praise prime

LESSON 19

Word Swap

1. The travelers started to worry about being late. fret
2. The best time to plant the garden is in early May. _____
3. The frame of the mirror was made of shiny, yellow metal. _____
4. The players hoped they could easily defeat the other team.

5. The mayor wants to say nice things about the rescue workers.

6. Mountain goats stood on top of the steep rock. _____
7. Some birds are dull and colorless, but others are very colorful.

8. The children ran to say hello to their grandparents. _____
9. Be sure to hold tightly to the rail as you climb the steep stairs.

10. Sometimes we all want a special treat. _____

LESSON 20

Progress Monitoring

On Your
Own

Name _____ Date _____

Read each word below. Choose a word from the box that means about the same as the word. Write the word in the blank. One has been done for you. The words from the lesson are at the bottom of the page. You will not use all the words.

bend _____ **flex** _____ heal _____
beg _____ feather _____
anger _____ dull colored _____
jewel _____ worry _____
hold _____ welcome _____
sad _____ large _____
cup _____ happiness _____
pick _____ deal with _____

bleak	bluff	brass	cam	clan
cog	cope	cove	crag	crave
cud	cure	dice	drab	drub
flex	fret	gain	gem	gills
glee	glide	glum	gob	greet
grip	huge	mace	mug	pace
plead	pluck	plume	praise	prime
pug	rage	sage	vice	wage

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LESSON 25

Progress Monitoring

Word Reading

Word Reading Directions: Read each word out loud. Start with the top row and read from left to right. Try to read quickly and correctly. If you aren't sure how to read a word, take your best guess. You may skip a word, but only if you can't read it at all. Just say "skip." Are you ready? You may begin.

Administration and Scoring Directions: Begin timing when the student starts reading. Stop the assessment after one minute or if the student makes four errors in a row.

Put a check mark beside each word the student reads correctly. Draw a line through each word the student reads incorrectly or skips. Circle the last word the student reads within one minute. Record the correct number of words per minute in the space at the bottom of the page and on the Progress Monitoring Form on page 151.

Name _____ Date _____

trek	gulp	tamp	wend
romp	slim	trot	snug
scamp	heft	tweak	spade
skimp	swift	clamp	kelp
rend	vend	twig	steed
yelp	deft	twine	swig
trim	bland	slab	draft
trait	tweed	tram	pomp
stag	snip	skiff	slick
plump	grand	tress	mend

Name _____

LESSON 32

Making Sense

Read each group of letters. Put a slash between the letters so the phrase makes sense. A word from the lesson is in each phrase. One has been done for you.

a/science/whiz

a bigshad

shredthepaper

sheenoncloth

shifthebox

ahiddenshoal

knowasham

anoldshack

whiffofsmoke

shaftforair

Read each question to yourself while I read it out loud. Write your answer on the line after each question.

In Your Own Words

1. Who do you know who is a **whiz**? _____

2. Where would you find a **shoal**? _____

3. When have you seen a **sham**? _____

4. What do people usually **shred**? _____

5. What is something that has a **sheen**? _____
