

# Word Warm-ups

## Sample Version

Thank you for taking the time to learn about Word Warm-ups. This sample includes an overview of the series, a steps list, and exercises from Word Warm-ups levels 1, 2, and 3.

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# Word Warm-ups Sample

Each Word Warm-ups level includes assessment materials, reproducible blackline masters of exercises, CDs for audio support, a storage box, a teacher's manual, and a poster.

## Series Overview

Word Warm-ups is an independent phonics program designed for students who cannot decode words easily. **Word Warm-ups 1** supports students in learning to read phonetically decodable, one-syllable words. **Word Warm-ups 2** supports reviewing common phonics patterns using compound words, learning to read words with the two-syllable word patterns and some three-syllable words with the most common prefixes and suffixes. **Word Warm-ups 3** supports decoding multisyllabic words with additional prefixes and suffixes, open- and closed-syllable patterns, the ə sound, and Latin and Greek roots. Each level emphasizes decoding with automaticity.

The following table outlines the skills taught in each level.

 <b>One syllable words</b>	 <b>Two syllable words</b>	 <b>Multisyllabic words</b>
<p><b>Blue Exercises</b></p> <p><b>Section A:</b> Letter names and sounds of the consonants and short vowels</p> <p><b>Section B:</b> Words with short vowels</p> <p><b>Section C:</b> Words with sh, ch, th, wh, or ng (consonant digraphs)</p> <p><b>Section D:</b> Words ending with two consonants (consonant blends)</p> <p><b>Section E:</b> Words beginning with two or more consonants (consonant blends)</p> <p><b>Green Exercises</b></p> <p><b>Section F:</b> Words with long vowels and silent e</p> <p><b>Section G:</b> Words with long vowels with vowel pairs</p> <p><b>Section H:</b> Words with one vowel followed by r</p> <p><b>Section I:</b> Words with the lesson-common sounds of consonants</p> <p><b>Section J:</b> Words with other sounds of vowels</p>	<p><b>Yellow Exercises</b></p> <p><b>Section A:</b> Compound words with short vowels, consonant digraphs, and beginning and ending consonant blends</p> <p><b>Section B:</b> Compound words with long vowels and silent e, long vowel pairs, one vowel followed by r, less-common sounds of consonants, and other sounds of vowels</p> <p><b>Orange Exercises</b></p> <p><b>Section C:</b> Two-syllable word patterns including compound words, words with two or three consonants between two vowels (VCCV, VCCC), one vowel followed by r, long vowel pairs, and other sounds of vowels</p> <p><b>Section D:</b> Two-syllable word patterns with short and long vowel words that end in l-e, short and long vowel words with one medial consonant (VC/V, V/CV)</p> <p><b>Brown Exercises</b></p> <p><b>Section E:</b> Words with suffixes -s, -es, -ing, -er, -ed, -ed /t/, -ed /d/, and -ed <i>syllable</i></p> <p><b>Section F:</b> Words with prefixes re-, un-, dis-, mis-, and de-</p>	<p><b>Tan Exercises</b></p> <p><b>Section A:</b> Common prefixes re-, un-, dis-, mis-, de-, non-, in-, pre-, pro-, en-, im-, over-, em-, under-, a-</p> <p><b>Section B:</b> Common suffixes -able, -less, -ible, -ful, -ness, -tion, -en, -ment, -ly, -sion, -ture, -ist, -ty, -est, -ary</p> <p><b>Section C:</b> Additional prefixes ab-, be-, per-, sub-, trans-, ad-, con-, com-, fore-, ex-, anti-, inter-, mid-, semi-, super-</p> <p><b>Silver Exercises</b></p> <p><b>Section D:</b> Additional suffixes -age, -ic, -ate, -ize, -ish, -ism, -ous, -ity, -ent, -ant, -cial, -tial, -ance, -ence, -sive, -tive</p> <p><b>Section E:</b> Open/Closed syllables</p> <p><b>Section F:</b> Syllables with the ə sound</p> <p><b>Black Exercises</b></p> <p><b>Section G:</b> Latin roots urb, stat, mem, voc, ped, pop, spec, dic, fig, form, ject, vis, mis, cred, rupt, flec, pal, man, junct, struct, ven, bene, cap, script, fac, duc, scend, tract, fract, vor</p> <p><b>Section H:</b> Greek roots graph, scope, astro, phon, hydro, sphere, hemi, bio, photo, geo, syn, tele, pod, meter, auto, ology, micro, hyper, chron, macro, biblio, thermo, para, mech, psycho, mono, logue, ortho, phys, the</p>

# Steps List

The exercises included in this sample are from level 1 Green Exercises Section I, level 2 Brown Exercises Section F, and level 3 Black Exercises Section G. In each section, students complete an introduction exercise, three to seven lesson exercises, a review exercise, a story exercise, and a challenge exercise.

Students are taught to follow the seven steps listed below to complete the exercises. Two of the steps (1 and 4) require audio support, which is a critical component of the Word Warm-ups curriculum.

First, students complete an introduction exercise for each section by working through Step 1. Then, students complete each lesson, review, story, and challenge exercise, by working through Steps 1–7. Use the step descriptions to walk through the sample exercises included, or simply review the materials.

## 1. Look, Listen, and Respond

Students look at the exercise sheet while listening to the audio instruction on the CD and responding appropriately. This step emphasizes phonemic awareness and helps students learn the featured phonics or syllable patterns.

You can listen to the audio support for many of the sections included in this sample with the Word Warm-ups audio sample, available on the Read Naturally website ([www.readnaturally.com](http://www.readnaturally.com)).

## 2. Cold Timing

Students complete a one-minute timed reading of the words in the exercise. Students read the words down and then across for one minute. This is the student's first attempt to read these words.

## 3. Mark and Graph Cold Timing Score

Students mark and graph their cold timing scores, providing a baseline for checking progress.

## 4. Read Along

Students read along with the narrator as s/he reads the word list or story. The audio models segmenting the word into sounds or syllables and then blending the parts into the whole word. Students should subvocalize quietly as they read along with the narrator.

## 5. Practice

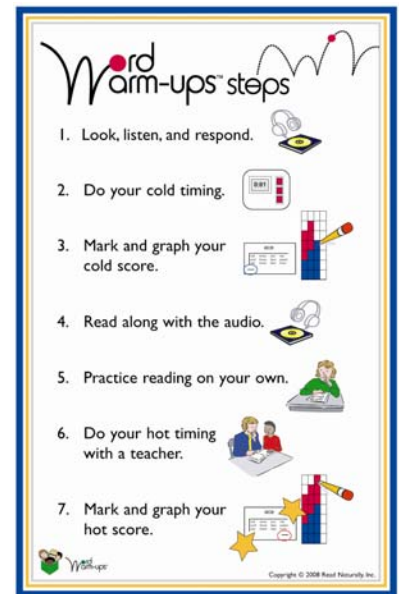
Students practice reading without audio support until reaching the words-correct-per-minute goal.

## 6. Hot Timing

The teacher listens to individual students read and determines whether or not they have met the pass criteria. Students pass by reaching the words-correct-per-minute goal with three or fewer errors. For story exercises, students also need to read with good expression.

## 7. Mark and Graph Hot Timing Score

Students mark and graph their hot timing scores and see progress from their cold timing scores.



# Word Warm-ups I

The following pages include exercises from Word Warm-ups 1. A brief description of the text and audio for each exercise is also included.

## Green Exercise 25, Introduction


Each section begins with an introduction exercise. The introduction emphasizes phonemic awareness by presenting several example words with illustrations that represent the featured sounds for the section.

The audio instruction directs the student to look at the words next to each illustration. The narrator emphasizes the featured sound in each word, and students are directed to read along as the words are pronounced.


Students complete Step 1 for introduction exercises.

Green Exercise 25  
Introduction to Words With the Less Common Sounds of Consonants<sup>25</sup>Section I  
Words With the Less Common Sounds of Consonants  
Green Exercise 25


cent




gem




knife



wrist



gnome



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## Green Exercise 26, Lesson

Each section includes three to seven lesson exercises. At the top of each lesson exercise, there are one or more example words that are used to teach the featured phonics pattern. Below the example words is a table with five columns of words. The words in each column share a common phonics pattern or are related in some way.


The audio instruction teaches the featured phonics pattern and models the pronunciation of example words. The narrator pronounces each sound—and then the whole word—as students read along across the first row of words in the table. The audio continues as students are directed to read along down each column of words.


Students complete Steps 1–7 for lesson exercises.


Green Exercise 26  
Words With the Consonant c Saying /s/ <sup>26</sup>

Section I  
Words With the Less Common Sounds of Consonants  
Green Exercise 26

cent 

city 

cymbal 

	6	12	18	24	
30	cell	since	ace	ice	cite
35	celt	hence	race	dice	cease
40	cent	fence	face	lice	peace
45	cep	dance	mace	mice	juice
50	cist	lance	lace	lice	truce
55	cyst	glance	place	slice	spruce

words read \_\_\_\_\_


- errors \_\_\_\_\_ = \_\_\_\_\_ cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_ hot score

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## Green Exercise 29, Review

Each section has one review exercise following the lesson exercises. At the top of each review exercise, there are several words that represent the phonics patterns taught in the section. Below these example words is a table with five columns of words. All of the words in the review exercise are taken from the lesson exercises in that section. Each column has words from one lesson exercise.

The audio instruction reviews the examples of the featured phonics patterns presented throughout that section. The narrator pronounces each sound—and then the whole word—as students read along across the first row of words in the table. The audio continues as students are directed to read along down each column of words.

Students complete Steps 1–7 for review exercises.

Green Exercise 29  
Review of Words With the Less Common Sounds of Consonants<sup>29</sup>

Section I  
Words With the Less Common Sounds of Consonants  
Green Exercise 29

### Review

	cent	gem	knife	wrist	gnome
		6	12	18	24
30	cell	gel	knap	wrap	wring
35	dance	gem	knot	wren	wrong
40	fence	hinge	knit	writ	wroth
45	cite	rage	knife	wrote	gnat
50	lace	range	knave	wreak	gnu
55	place	grange	knead	wreath	gnome


words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_ cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_ hot score

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## Green Exercise 30, Story

Each section has one story exercise following the review exercise. These nonfiction stories contain several words that feature the phonics patterns taught in the section.

The audio instruction reminds students that some words in the story represent the patterns they have learned in the section. The audio continues as students are directed to read along with the narrator through the entire story.

Students complete Steps 1–7 for story exercises.


<p>Green Exercise 30 Story With Words With the Less Common Sounds of Consonants<sup>30</sup></p>	<p>Section I Words With the Less Common Sounds of Consonants Green Exercise 30</p>
<h3 style="margin: 0;">Strange Creatures</h3>	
<p>4   A long time ago, 7   people made up 10   stories. Often these 16   tales told of strange creatures. People 23   wrote the stories down. We still read 25   them today. 31   Some stories were written in Greece. 40   One tale tells of the Cyclops and a man 46   named Odysseus. In the tale, the 54   Cyclops belongs to a race of giants. He 64   has a face like a man. But he has just 143   one eye. The eye is in the center of his</p>	<p>74   forehead. The Cyclops is huge. He has 81   large legs, knees, and feet. His hands, 88   knuckles, and wrists are big too. He can 96   wrap one hand around a man. 102   People in other places wrote stories 108   too. Some tales are about small 114   creatures. Some people in Norway 119   wrote about gnomes. Fairies fill the 125   pages of some German tales. The Irish 132   love their leprechauns. 135   Do you know any stories about these 142   creatures? 143  </p>
<p>words read _____ - errors _____ = <u>        </u> cold score</p>	<p>words read _____ - errors _____ = <u>        </u> hot score <u>        </u> expression</p>
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## Green Exercise 31, Challenge

Each section ends with a challenge exercise. The challenge exercise lists new words that contain patterns taught in the current section as well as previous sections within the program. The words in the feature the phonics patterns from the section but are not organized in columns by those patterns.

The narrator pronounces each sound—and then the whole word—as students read along across the first row of words in the table. The audio continues as students are directed to read along down each column of words.

Students complete Steps 1–7 for challenge exercises.

Green Exercise 31 Challenge: Section 1 <sup>31</sup>		Section 1 Words With the Less Common Sounds of Consonants Green Exercise 31			
<b>Challenge!</b>					
		6	12	18	24
30	germ	farce	gorge	knob	barge
35	force	dirge	knur	gnu	wry
40	gnarl	merge	urge	cyst	gee
45	known	gnat	wretch	gym	verge
50	Wright	celt	knight	surge	cede
55	cinch	scent	wrench	splurge	scene
	words read _____				words read _____
	- errors _____ =				- errors _____ =
		cold score			hot score
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# Word Warm-ups 2

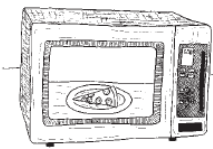
The following pages include exercises from Word Warm-ups 2. The five types of exercises are the same as the exercises for Word Warm-ups 1; however, the two- and three-syllable words in Word Warm-ups 2 have spaces separating the syllables in the introduction and lesson exercises to support students as they learn to decode the words. The spaces are removed in the review and challenge exercises. The text and audio for each exercise follows the same format as Word Warm-ups 1 but with two- and three-syllable words.

Students complete Step 1 for introduction exercises. Students complete Steps 1–7 for lesson, review, story, and challenge exercises.


## Brown Exercise 11, Introduction

Brown Exercise 11  
Introduction to Words With Prefixes <sup>11</sup>

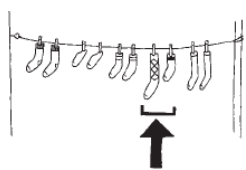
Section F  
Words With Prefixes  
Brown Exercise 11



re heating




un packed



mis match es

reheating  
unpacked  
mismatches

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## Brown Exercise 14, Lesson

Brown Exercise 14  
Words With the Prefix dis- 14

Section F  
Words With Prefixes  
Brown Exercise 14



dis pleased



dis con nect

	5	10	15	20		
25	dis able	dis com fort	dis tem per	dis cussed	dis closed	
30	dis or der	dis con nect	dis mem ber	dis missed	dis mayed	
35	dis col or	dis con tent	dis fig ure	dis liked	dis played	
40	dis loy al	dis man tle	dis cred it	dis graced	dis pleased	
45	dis lo cate	dis grun tle	dis re gard	dis placed	dis charged	
	words read _____				words read _____	
	- errors _____ = _____				- errors _____ = _____	
		cold score				hot score

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## Brown Exercise 17, Review

Brown Exercise 17  
Review of Words With Prefixes 17

Section F  
Words With Prefixes  
Brown Exercise 17

### Review

	refocus	unpainted	disconnect	misbutton	delighted	
		5	10	15	20	
25	refocus	unwritten	dislocate	misdirect	defroster	
30	refreshes	untangle	dismissed	misprinted	deserved	
35	remodel	unsalted	disgruntle	misspelling	devisor	
40	rejoins	unfinished	disturbed	mislabel	delighted	
45	regather	unconcerned	disable	misconduct	decongest	
	words read _____				words read _____	
	- errors _____ = _____				- errors _____ = _____	
		cold score				hot score

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## Brown Exercise 18, Story

Brown Exercise 18  
Story With Words With Prefixes<sup>18</sup>

Section F  
Words With Prefixes  
Brown Exercise 18

### Bisbee Deportation



In 1917, miners in  
4 Bisbee, Arizona, wrote to  
8 their mining company. They said they  
14 were displeased with their jobs. They  
20 worked long days, and their pay was  
27 unstable. The mines were not always safe.  
34 Many miners felt mistreated. They  
39 described changes they wanted to see.

The mining company did not agree to  
52 these requests. What could the miners do  
59 now? They decided to strike. They would  
66 not work until the company met their  
73 demands.

74 Sadly, the strike made things even

80 worse. The mining company declared that  
86 the disgruntled miners were disturbing the  
92 peace. The company had the workers  
98 deported from Bisbee.

101 Over 1,000 miners were kidnapped.  
106 They were sent to New Mexico and not  
114 allowed to reenter Bisbee. Life was hard  
121 for these displaced workers.

125 The mining company's misconduct  
129 went unpunished. Still, some people kept  
135 fighting for the miners' rights. They kept  
142 demanding fairer jobs. Over time, jobs  
148 did start to improve.  
152

words read \_\_\_\_\_

- errors \_\_\_\_\_

= cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_

= hot score

expression

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## Brown Exercise 19, Challenge

Brown Exercise 19  
Challenge—Section F<sup>19</sup>

Section F  
Words With Prefixes  
Brown Exercise 19

### Challenge!

	5	10	15	20	
25	misjudged	distracts	refolded	deploying	misaimed
30	uncommon	defined	disjointed	misdeals	relandscape
35	reoutfit	uncover	misplaced	unbroken	devotes
40	discounting	misgovern	unstitches	rechecking	disrupting
45	describes	relatches	depressed	dispatcher	undressed

words read \_\_\_\_\_

- errors \_\_\_\_\_

= cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_

= hot score

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# Word Warm-ups 3

The following pages include exercises from Word Warm-ups 3. The five types of exercises are the same as the exercises for Word Warm-ups 1 and 2.


In the lesson and review exercises, students read two rows of flashcards that appear above the columns of words. The flashcards include the featured prefixes, suffixes, or syllables, and students read them multiple times independently until they can read them automatically. By building automaticity with the featured syllables first, students are able to quickly recognize them in the words in the table. This encourages decoding syllable by syllable.

Students complete Step 1 for introduction exercises. Students complete Steps 1–7 for lesson, review, story, and challenge exercises.


## Black Exercise 1, Introduction

Black Exercise 1  
Introduction to Latin Roots 1


Section G  
Latin Roots  
Black Exercise 1



**audience**



**auditorium**




**audiologist**

audience

auditorium

audiologist

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## Black Exercise 4, Lesson

Black Exercise 4  
Words With Latin Roots  
ject, vis, miss, cred, rupt<sup>4</sup>

Section G  
Latin Roots  
Black Exercise 4

ject vis miss cred rupt

miss	rupt	ject	pop	vis	cred	miss	ject	form	rupt
cred	spec	vis	rupt	ject	miss	dic	cred	vis	fig

$\overline{1\ 2\ 3}$      $\overline{1\ 2\ 3}$

	4	8	12	16	
20	con <b>jecture</b>	<b>visitation</b>	<b>missile</b>	<b>discredits</b>	<b>rupturing</b>
25	<b>projector</b>	<b>invisibleness</b>	<b>dismissible</b>	<b>incredible</b>	<b>interruption</b>
30	<b>objectively</b>	<b>indivisible</b>	<b>emissary</b>	<b>incredulous</b>	<b>disruptiveness</b>
35	<b>interjection</b>	<b>visibility</b>	<b>remissness</b>	<b>accreditation</b>	<b>incorruptible</b>

words read \_\_\_\_\_

- errors \_\_\_\_\_

=  $\frac{\quad}{\quad}$  cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_

=  $\frac{\quad}{\quad}$  hot score

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## Black Exercise 8, Review

Black Exercise 8  
Review of Latin Roots<sup>8</sup>

Section G  
Latin Roots  
Black Exercise 8

### Review

urb	ject	stat	vis	tract	bene	voc	cred	fract	rupt
flec	vor	junct	spec	struct	dic	ven	scend	script	duc

$\overline{1\ 2\ 3}$      $\overline{1\ 2\ 3}$

	4	8	12	16	
20	urbanize	pedestal	indivisible	benefactor	retractable
25	statistician	depopulate	reflectively	incredulous	destructiveness
30	commemorate	introspection	encapsulate	descendent	incorruptible
35	vocalist	contradiction	disjuncture	omnivore	preinduction

words read \_\_\_\_\_

- errors \_\_\_\_\_

=  $\frac{\quad}{\quad}$  cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_

=  $\frac{\quad}{\quad}$  hot score

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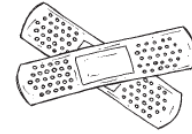
## Black Exercise 9, Story

Black Exercise 9  
Story With Words With Latin Roots<sup>9</sup>

Section G  
Words With Latin Roots  
Black Exercise 9

popular      popularize      population

### Earle's Invention



5 In 1920, Josephine Dickson had 83  
13 problems in the kitchen. She often cut and 86  
19 burned her fingers while preparing meals. 92  
25 Back then, Josephine couldn't treat these 99  
32 injuries herself. Her husband, Earle, had to 105  
37 tape cotton gauze over them. 112  
39 Was there a way for Josephine to 119  
44 bandage her fingers without Earle's help? 123  
50 Earle got to work and soon invented self- 130  
58 adhesive bandages. Earle's bandages were 137  
63 the first to combine gauze and tape into one 144  
72 strip. They worked great; Josephine could 150  
78 finally put bandages on herself! 159  
162

Earle thought his  
bandages could become a popular new  
product, and people at his company agreed.  
They began manufacturing and selling what  
they called "band-aids." They also thought  
of creative ways to promote them, which  
helped popularize the product.  
Over the years, band-aid sales increased.  
Before long, most of the U.S. population  
had heard of them. They became a  
necessity in most homes. Earle Dickson  
was more than a helpful husband—he was a  
genius inventor too!

words read \_\_\_\_\_

- errors \_\_\_\_\_

= \_\_\_\_\_  
cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_

= \_\_\_\_\_  
hot score      expression

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## Black Exercise 10, Challenge

Black Exercise 10  
Challenge—Section G<sup>10</sup>

Section G  
Latin Roots  
Black Exercise 10

### Challenge!

	4	8	12	16	
20	fractionalize	distractibility	misadventure	ejectable	credibility
25	condescend	memorandum	impediment	captivating	semiflexible
30	audition	propulsion	facsimile	provisional	circumscription
35	reproductive	adjunctive	misinformed	populous	beneficial

words read \_\_\_\_\_

- errors \_\_\_\_\_

= \_\_\_\_\_  
cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_

= \_\_\_\_\_  
hot score

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# Sample Word Warm-ups Graph

This is a sample Word Warm-ups 1 graph, which is partially filled in. Students graph their cold timings in blue and hot timings in red. Notice how students can view their progress by seeing their improvement on each exercise and as they work through the program.

