

Let Us Show You!

If you prefer, you can skip the reading in Part 1 (pages 9-30) and let us show you instead! For a complete overview of how to prepare for *All About Reading*, check out our short videos.

Just follow these three easy steps.



Grab a cup of coffee or tea.



Access www.aalp.tv/reading-level-3 on your phone, tablet, or computer.



Let us show you how to get set up for success!

You will only need to do this once, and then you and your student will be all set for the best teaching and learning experience you've ever had!

After watching the videos, rejoin us on page 33 of this Teacher's Manual to start teaching the first lesson.



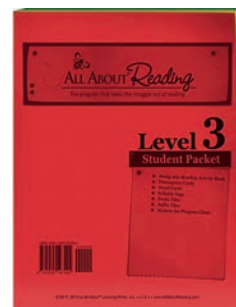
What Do You Need?

In addition to this Teacher's Manual, you will need the following items:

1. Student Packet

The Student Packet contains:

- *Swing into Reading* activity book
- Phonogram Cards and Word Cards
- Syllable tags
- Prefix and suffix tiles
- Stickers for the Progress Chart



2. Interactive Kit

The Interactive Kit contains:

- Letter Tiles
- Divider Cards
- Phonogram Sounds app
- Reading Review Box (Deluxe Kit)
- Tote Bag (Deluxe Kit)

(If you did not purchase the Reading Review Box, you will need an index card box.)



3. Readers

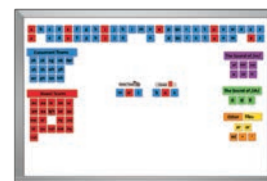
- *Chasing Henry*
- *Shipwreck!*



4. Letter Tiles App or 2' x 3' Magnetic White Board

Our Letter Tiles app makes building words fun and easy. Go to www.allaboutlearningpress.com/letter-tiles-app to download.

If you prefer working with physical letter tiles, then a magnetic white board is highly recommended.



5. Common Craft Materials

- Scissors
- Stapler
- Two small baggies (if you are using the physical letter tiles)



What You Should Know about This Program

First of all, you can do this! *All About Reading* is a scripted, open-and-go program developed for busy parents, teachers, and tutors who want to teach reading in the most effective way possible. This program doesn't require long periods of study, you don't have to develop your own lesson plans, and you don't have to stress over what to teach next—because everything is laid out for you, step by step. You'll get solid grounding in how to teach reading without being overwhelmed.

Your student will be actively involved in the learning process. This is a truly multisensory program; your student will learn through sight, sound, and touch. Everything is taught in context, and your student will apply what he has learned right away. Your student will be engaged in thinking, processing, comparing, and learning.

Students who use the *All About Reading* method tend to feel a sense of excitement in learning. And they should! They are learning how to think, explore, and grow in their abilities. They feel successful as they see continual progress.

There are no gaps in this program. Your student will be taught everything he or she needs to know about reading, so no guessing is required. Each new concept builds upon the previous one, and no steps are skipped.

There are five key components of reading—and our program teaches all of them thoroughly. These five components are:

1. Phonological Awareness
2. Phonics and Decoding
3. Fluency
4. Vocabulary
5. Comprehension

***All About Reading* is a mastery-based program.** As such, the levels don't correspond to grade levels. In mastery-based learning, students master one concept before moving on to a more advanced concept, regardless of age or grade level.

Most importantly, *All About Reading* is committed to results. The *All About Reading* program has a very focused mission: to enable you to teach your student to read while guaranteeing retention and enjoyment. Our approach to reading focuses on enabling students to become confident, fluent readers who can absorb and retain new information.

If you ever have a question as you are teaching, please feel free to contact us at support@allaboutlearningpress.com or 715-477-1976. We're here to help!

Is Your Student in the Right Level?

Be sure your student is comfortable with these concepts before beginning *All About Reading* Level 3.

- Your student should understand how to sound out **one-syllable** words using the blending procedure demonstrated in Appendix C of this Teacher's Manual.

- Your student should understand how to sound out **two-syllable** words using the blending procedure demonstrated in Appendix C of this Teacher's Manual.

- Your student should be able to read words with blends at the beginning and end. To test, have your student read the following words.

bland	swept	print	craft	trust
branch	clamp	stunt	frost	spend

- Your student should be able to read words with the Name Game (Vowel-Consonant-E) syllable type. To test, have your student read the following words.

made	dime	note	cane	ride
hope	five	like	snake	grape

- Your student should be able to read words with Bossy R (R-controlled) vowels. To test, have your student read the following words.

winter	over	summer	garden	start
dark	forest	corn	north	perhaps

- Your student should have a basic understanding of contractions. To test, have your student read the following words.

can't	what's	you're	I'll	we've
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Now have your student identify the two smaller words in each contraction.

- Your student should be able to read words with the past tense ending **ed**. To test, have your student read the following words.

wanted	tested	chipped	printed	stopped
planned	danced	hiked	locked	mixed

- Your student should understand syllable division rules for reading multisyllable words. To test, have your student divide and read the following words.

kitten napkin open broken refund
robin cabin blanket hero admit

- Your student should have mastered the sounds of Phonograms 1-44. These Phonogram Cards can be found in your Level 3 Student Packet. Be sure your student knows all the sounds on each card. Some phonograms have just one sound (h says /h/), while others have two or more sounds (ck says /k/ and /s/). For example, if you hold up the Phonogram Card for the letter s, your student should say “/s-/z/.” If you hold up the Phonogram Card for ow, your student should say “/ow/-/ō/” without hesitation.

- Your student should be able to read sentences containing Level 2 concepts. To test, have your student read the following sentences.

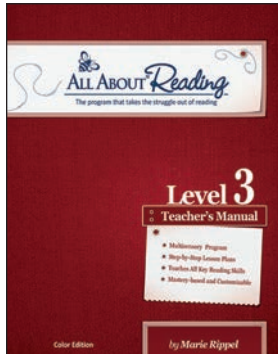
The farmer planted radish seeds in June.
My dog is brown and likes to bark at large cats.
Dennis likes to fly a blue kite on a string.
I can't sleep when it's cold outside.

How did your student do?

- If your student could easily complete each of these activities, begin with Level 3.
- If just one area was difficult, you can remediate in that specific area.
- If your student needs help in two or more areas, start with Level 1 or 2 to build a strong foundation for reading.

Preview the Teacher’s Manual

As you flip through the Teacher’s Manual, you’ll notice that all the lessons are laid out for you, step by step. You’ll also notice that there are two types of lessons.



“New concept” lessons. In these lessons, your student will learn new phonograms and new words. You can see an example of a typical “new concept” lesson in Lesson 2 on page 43.

“Read a story” lessons. In these lessons, your student will practice the new concepts taught in the previous lesson by reading a story. Vocabulary and comprehension strategies are emphasized. You can see an example of a typical “read a story” lesson in Lesson 3 on page 55.

The lessons consist of five parts:

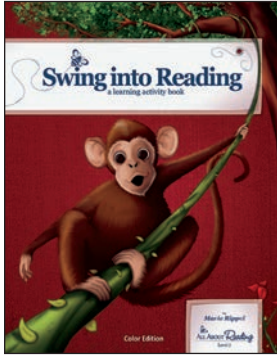
1. **Before You Begin.** This cream-colored box contains an overview of the lesson and is meant only for you, the teacher. It never takes more than a few minutes to read it, after which you will be well equipped to teach the lesson confidently.
2. **Review.** Beginning with Lesson 2, you’ll give your student a quick review of previously taught concepts. You will need your student’s Reading Review Box for this part of the lesson.
3. **New Teaching.** This is the hands-on portion of the lesson. Your student will work with the letter tiles and activity sheets while completing comprehension, vocabulary, and fluency exercises.
4. **Read-Aloud Time.** This section is a friendly reminder to fit in twenty minutes of read-aloud time every day.
5. **Track Your Progress.** At the end of each lesson, you’ll record your student’s progress on the Progress Chart.

If you are working with a younger student, you may only complete part of a lesson at a time. That’s okay! Simply mark your place in the lesson plan. The next day, start your lesson with a quick review and then pick up where you left off.

Don’t feel like you must push through an entire lesson in one sitting if your student isn’t ready. Do what is best for your student.

Preview the Activity Book

The *Swing into Reading* activity book contains:



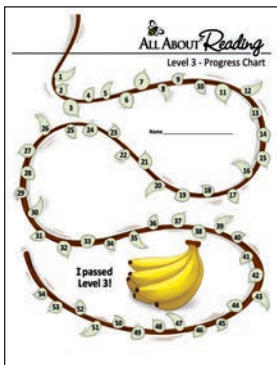
- Progress Chart
- Read-Aloud Record
- Activity Sheets
- Warm-Up Sheets
- Practice Sheets
- Certificate of Achievement

The lesson plans in the Teacher's Manual will tell you which pages you need for each lesson. The pages in the activity book are perforated for easy removal.

Let's take a quick look at each part of the activity book.

Progress Chart

The Progress Chart can be found on page 5 of the activity book.



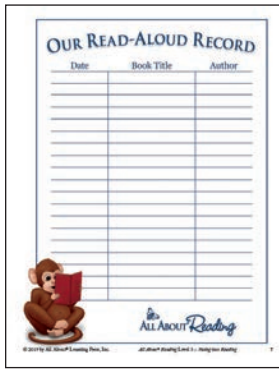
This chart is a motivating part of the lessons for many students because it is a visual reminder of the progress they have made toward reading independently.

Remove the chart on the perforation and decide where to place it. Choose a prominent place like a bulletin board, the refrigerator, the back of a door, or another easily accessible area.

After each lesson has been completed, have your student color in or place a sticker over the next leaf on the chart.

Read-Aloud Record

The Read-Aloud Record can be found on page 7 of the activity book.



OUR READ-ALoud RECORD		
Date	Book Title	Author

This chart is simply a place to record the books that you read aloud to your student. Toward the end of each lesson, you will be prompted to read to your student for twenty minutes. The daily read-aloud time may seem like a simple part of the reading lessons, but it's actually one of the most important components.

While your student is listening to good books, he'll also be

- gaining important background knowledge on a wide variety of subjects;
- developing a larger vocabulary; and
- hearing a variety of language patterns.

Your student's reading comprehension will be much higher because you've given him these huge benefits through daily read-aloud time.

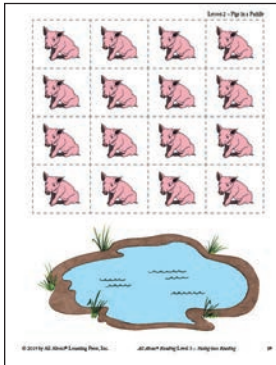
This list is more for your use than for your student's. Not only is it a reminder of the many books that you enjoyed with your student, it is also great for accountability. If you skip read-aloud time, it will be obvious because of the short list! Aim for a long and varied list of books by the end of Level 3.

Here are some things to think about as you plan ahead for read-aloud time:

- **Figure out the best time of day for your read-aloud time.**
You might find it easiest to connect read-aloud time to something else that you already do every day. It often works well to schedule it after lunch, recess, or a specific class. If you are a parent, bedtime is a natural time for enjoying books together.
- **Gather a variety of books, both fiction and nonfiction.**
To keep interest high, look for books related to your student's specific interests and hobbies. You can also stimulate new interests by choosing read-alouds on topics that are completely new to your student.
- **Decide how you will minimize distractions.**
At home, turn off the TV, computer, and telephone. Clear away competing toys and games. If you have a wiggly student, you can help him concentrate on the story by allowing him to play quietly while you read. Some students will be fine just holding a toy, while others might prefer to build with blocks, knead clay, or color quietly. For some students, it is easier to stay in one place and pay attention to what you are reading if they don't have to remain perfectly still.

Activity Sheets

The activity sheets are very motivating for most kids. They provide a variety of ways to practice the new concepts taught in the lessons. Flashcards and word banks have their place, but it is nice to break out of the “serious” learning and have a little fun applying it!



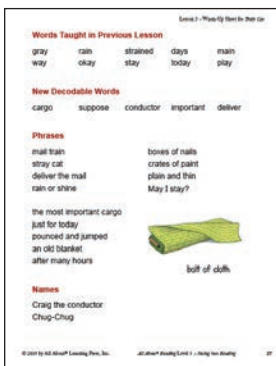
Take a look at the activity called “Pigs in a Puddle” on page 19 of the activity book. When you get to Lesson 2, the lesson plans will prompt you to cut out the puddle and sixteen pig cards. You’ll place the pig cards in a pile, and your student will choose one pig card at a time. All the words on the back of the pig cards contain ai or ay, the two phonograms taught in Lesson 2. After reading the word aloud, your student will place the pig in the mud puddle—and optionally make a *splash!* sound effect.

If you are working with an older student who doesn’t need the additional practice for a certain concept, or who doesn’t want to do “kid” activities, feel free to skip that particular activity sheet. But you may find that even adult learners enjoy the mental break that the activity sheets provide.

For the activity sheets, you will need only scissors, a stapler, and a pencil.

Warm-Up Sheets

You can find an example of a Warm-Up Sheet on page 27 of the activity book.

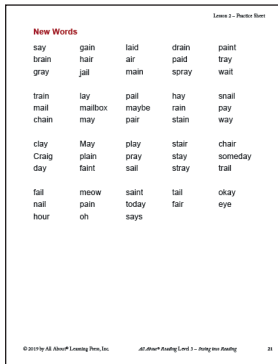


The Warm-Up Sheets are used just before reading a new story, and contain words and phrases your student is about to encounter. Although all the words in the stories are completely decodable, these warm-up exercises give your student a little extra practice so he doesn’t start reading “cold.” Just as warming up our muscles before exercising is beneficial, warming up the brain before jumping right into a story helps your student be more successful.

The illustrations on the Warm-Up Sheets are used during short, pre-reading vocabulary discussions.

Practice Sheets

Take a look at the first Practice Sheet on page 21 of the activity book.



The Practice Sheets give your student practice reading words that reflect newly learned concepts. Most of the Practice Sheets contain three sections: New Words, Sentences, and More Words.

Over time, the Practice Sheets will help your student move from sounding out words letter by letter to instant recognition of words. This change usually happens gradually, so don't expect perfection at first.

Here are some tips to help you get the most benefit out of the Practice Sheets:

1. **Place the sheet directly in front of your student.**
2. **Read across the page from left to right** to reinforce proper eye movements. Don't read down the columns.
3. **Stop before your student fatigues.** You might not complete the Practice Sheet all in one day, depending on your student's age and attention span.
4. **Would your student benefit from reviewing the Practice Sheet several times?** If so, repeat the exercise several days in a row.
5. **On the other hand, don't overwhelm your student with *too much* practice.** It is important to find the right balance for your individual student. Some students desperately need the practice provided, while others (especially younger students) are better served by reading every other line, or every third line.

The Practice Sheets in Level 3 contain more sentences than those in Levels 1 and 2, and the sentences are no longer broken into phrases. At this point, most students don't need the scaffolding provided by reading the phrases, and they can go straight into reading the full sentences. If you feel that your student would benefit from phrasing, it is easy to add this feature. Using a pencil, divide each sentence into two or three phrases before using the Practice Sheets with your student.

Why did the mailman staple the letters to the porch?

Phrasing usually occurs with prepositional phrases, but honestly, your own intuition will serve you well as you mark the page. Think of how you would read the text; there are no absolutely correct answers here, especially as you get into more advanced text.

Preview the Readers

All About Reading Level 3 includes two readers that are 100% decodable.



Chasing Henry
First used in
Lesson 3



Shipwreck!
First used in
Lesson 30

Your student will read one story in approximately every other lesson.

The first time a student reads a story is called a “cold reading.” The student may read choppy, one word at a time. This is normal because the student is working very hard at decoding many of the individual words. Don’t expect smooth reading during the cold reading.

Most students benefit from repeated readings—that is, reading the story a second or even third time. You’ll find that during the repeated reading, your student will read more fluently and with better understanding. Since every student’s needs will vary, these repeated readings are not scheduled in the lesson plans. Be sure to make time for them!

The Teacher’s Manual provides comprehension questions and activity sheets for each story. If you feel your student would benefit from further activities, refer to Appendix J: List of Comprehension Activities.

If your student is having difficulty reading the stories, refer to Appendix N: If Your Student Struggles with the Stories.

Prepare Your Reading Review Box



The **Reading Review Box organizes your flashcards** so review time can be productive for your student. Every lesson starts with review. Whether you use our custom Reading Review Box or your own index card box, follow the instructions below to set it up.



1. **Place the divider cards in your box.** The divider cards are numbered 1-6 so you can be sure to get them in the correct order. Foam spacers are also provided to allow the cards to stand upright. As you need more room for cards, simply remove a foam spacer.

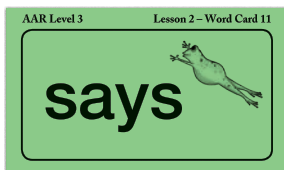
If you used *All About Reading* Levels 1 and 2, your instructions for this first section are a bit different since you already have cards in the Reading Review Box. Simply remove all cards from behind the Mastered dividers. Put a rubber band around them or place them in a labeled baggie and store separately.



2. **Locate the yellow Phonogram Cards** in the Student Packet. Separate the perforated cards and place them behind the yellow tabbed divider called *Phonogram Cards–Future Lessons*.



3. **Locate the green Word Cards** in the Student Packet. Separate the perforated cards and place them behind the green tabbed divider called *Word Cards–Future Lessons*.



4. **Preview the Leap Word Cards.** Take a look at Word Card 11. See the frog?

We use the frog graphic to indicate high-frequency words that either don't follow the normal rules or that contain phonograms that your student hasn't practiced yet. Your student will be "leaping ahead" to learn these words as sight words.

There are fifty-seven Leap Words in Level 3, and the first one is taught in Lesson 2. Several techniques will be used to help your student remember these Leap Words:

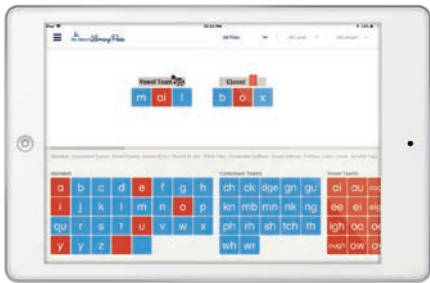
- The frog graphic acts as a visual reminder to your student that the word is being treated as a sight word.
- Leap Word Cards are kept behind the Review divider in your student's Reading Review Box until your student has achieved instant recognition of the word.
- Leap Words frequently appear on the Practice Sheets.
- Leap Words are used frequently in the readers.
- If a Leap Word causes your student trouble, have your student use a light-colored crayon to circle the part of the word that doesn't say what the student expects it to say. Help your student see that Leap Words generally have just one or two letters that are troublesome, while the rest of the letters say their regular sounds and follow normal patterns.

For the complete list of Leap Words taught in Level 3, see Appendix P.

Set Up the Letter Tiles

Letter tiles are used in every “new concept” lesson to help your student quickly and easily grasp new concepts.

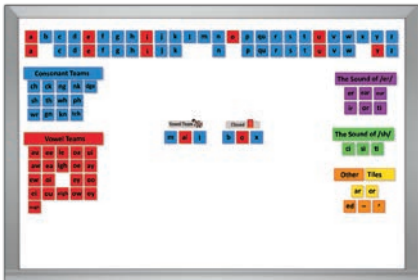
You have the option to use either the Letter Tiles app or the physical letter tiles. Here are some considerations to help you decide between the two formats.



With the Letter Tiles app:

- It's easy to capitalize words.
- You can hear the sounds of the phonograms as you teach.
- No more worries about lost letter tiles.
- Lessons are easy to teach “on the go.”
- It's easy to switch between students. Simply select your current lesson in *All About Reading* or *All About Spelling* and you're ready to begin.

The Letter Tiles app has been our most requested product of all time, but the physical letter tiles have devoted fans as well.



With the physical letter tiles:

- No tablet is required to complete the lessons.
- Larger tiles are easy to read.
- It's easy to incorporate hands-on alphabetizing practice.
- Timeless and traditional educational tool.

Can't decide which tool to use? Consider which one would be most engaging for your student based on his current preferences. For example, does your student prefer colored pencils, or does she like video games? Is your student used to using technology for learning, or is he more comfortable with traditional methods of learning? Does she prefer e-books or paper books?

And don't forget to consider *your* preferences as well. Do you like the larger format of the magnetic white board and physical tiles? Or do you like the more compact nature of the app?

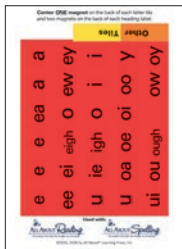
You really can't go wrong with either the app or the physical letter tiles since they both make reading concepts more concrete for your student. Choose one (or both) methods for working with letter tiles.

If You Choose the Letter Tiles App

Visit www.allaboutlearningpress.com/letter-tiles-app to purchase the app for your tablet.

Two short tutorial videos are available in the app menu to show you everything you need to know about using the app in your lessons.

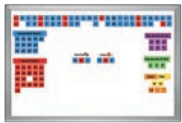
If You Choose the Physical Letter Tiles



Take out the laminated Letter Tiles sheets. Separate the letter tiles and labels on the perforations.



Apply the magnets to the back of the letter tiles. Stick one magnet on the back of each letter tile and two magnets on the back of each label. (Skip this step if you will be using the letter tiles on a tabletop instead of a magnetic white board.)



Set aside the following letter tiles for the first lesson. You'll organize them on the next page.

- two sets of letters a to z, third s, hyphen, apostrophe
- letter tiles ar, aw, au, ch, ck, ed, ee, er, ng, nk, oi, yellow or, ou, ow, oy, sh, th, wh
- labels: Consonant Teams, Vowel Teams, Sound of /er/, Other Tiles

(If you used Level 2, you already have these letter tiles on your magnetic white board.)



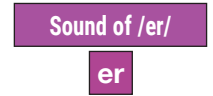
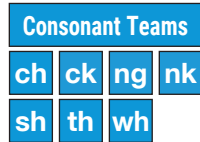
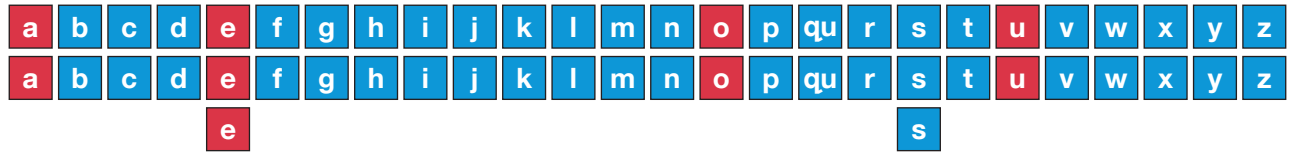
Prepare two small plastic baggies. Label one bag Level 3 and the other bag Level 4. Place the following tiles and labels in your Level 3 baggie:

- ai, ay, oa, ir, ur, oo, ea, igh, purple or, tch, dge, ew, wr, kn, igh, oe, ti
- prefix and suffix tiles
- labels: Sound of /sh/, Consonant Suffixes, Vowel Suffixes, Prefixes

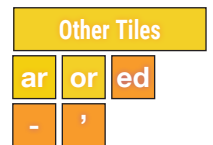
Put the remaining tiles and labels in the Level 4 baggie. Store the baggie in your *All About Reading* tote bag or another safe place.

Set Up Your Magnetic White Board

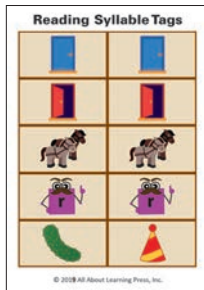
You'll be using the letter tiles in every lesson. Set up the letter tiles on your magnetic white board as shown below.



Space for Word Building



Prepare the Syllable Tags



1. **Take out the laminated Syllable Tags sheet.** Separate the syllable tags on the perforations.
2. **Apply the magnets to the back of the syllable tags.** Stick two magnets on the back of each syllable tag. Note that the magnets go on the side with the word on it, not the picture. Store the syllable tags on your magnetic white board for use in the lessons.

Answers to Common Questions about Letter Tiles

What do the different colors mean?

- b** Blue tiles are consonants and consonant teams.
- u** Red tiles are vowels and vowel teams.
- er** Purple tiles are for the sound of /er/.
- or** Yellow tiles are for Bossy R combinations that don't say /er/.
- ci** Green tiles are for alternate spellings of /sh/: ti, ci, si.
- ed** Orange tiles are for miscellaneous symbols and letters.
- ful** Pink tiles are for suffixes.
- pre** Gray tiles are for prefixes.

You'll learn about each category when you get to it in the lessons.

Why are there two different y's?

- Y can be a consonant or a vowel, depending on the word.
- When it is a consonant, it says /y/.
- When it is a vowel, it can say /ī/, /ī/, or /ē/.

Why are q and u together on a tile?

Since q is always followed by a u in English words, they are placed together on a single tile.

What will happen with the other letter tiles that are left in my Level 3 baggie?

- Starting in Lesson 2, we will gradually add these letter tiles to the board.
- Keep the baggie in a safe place (such as your reading tote bag) until the tiles are needed.

What if I don't have a magnetic white board?

A magnetic white board makes it easier and faster to set up for your reading lessons, but if you don't have a magnetic white board, you can set up the letter tiles right on your table.

What do all these funny marks and symbols mean?

As a shorthand way to represent the sounds of letters in this Teacher's Manual, we use slashes. For example, /m/ stands for the spoken sound *mmm* as in *monkey*.

You will also see two other sound symbols:

- A straight line above a letter, as in /ā/, represents the long vowel sound. This symbol is called a *macron*.
- A "smile" above a letter, as in /ă/, represents the short vowel sound. This symbol is called a *breve*.

For a complete list of letter sounds and key words, please see Appendix B.

Preview the Letter Sounds

Your student will learn the sounds of letters and letter combinations, called *phonograms*. For example, phonogram t says /t/ as in *tent*. Phonogram sh says /sh/ as in *ship*.

The lesson plans will prompt you to preview the sounds of new phonograms before you teach them to your student. There are three ways you can preview the sounds:

1. **Phonogram Sounds app.** This free app can be used on your computer, tablet, or phone. Go to www.allaboutlearningpress.com/phonogram-sounds-app to download. Simply tap the phonogram to hear the sound.
2. **Letter Tiles app.** If you own the Letter Tiles app, “long hold” on a letter tile to hear the sound(s). (As discussed on page 25, this app has many other features as well, including moveable letter tiles.)
3. **Chart in Appendix B.** Key words are given for each phonogram.

Using the method you prefer, take a moment to preview phonograms ai and ay, the first two phonograms you will be teaching in Level 3.

How Much Time Should I Spend on Reading?

All About Reading lessons are designed so that you can work at your student's pace. Following are general guidelines.

Spend 20 minutes per day teaching reading.

We recommend spending about 20 minutes per day, five days a week, on reading instruction, but you can adjust this if necessary for early readers or for older remedial students.

It can be helpful to set a timer. When 20 minutes are up, mark the spot in the lesson where you stopped. When you begin teaching the next day, briefly review some of the daily review cards, and then begin in the Teacher's Manual wherever you left off previously.

Short daily lessons are much more effective than longer, less frequent lessons. Your student's attention is less likely to wander, and you can accomplish more when your student is actively engaged in the lesson.

If you aren't done with the lesson when the 20 minutes are up, don't worry! This next tip is for you.

Lessons often take more than one day to complete.

Please know that the lessons in *All About Reading* are **not** meant to be completed in one day.

In fact, some lessons may take a week or more to finish. A number of variables including your student's age, attention span, prior experience, the difficulty of the concept being taught, and the length of the stories all play a part in how quickly a lesson can be completed.

And after the formal lesson, it will be time for some great read-alouds!

In addition to the lessons, read aloud to your student for 20 minutes per day.

Reading aloud to your student is one of the most important things you can do to promote future reading ability. In fact, this is such an important part of the program that it is actually added as a reminder at the end of every lesson.

Reading aloud for 20 minutes a day may not seem like a lot, but the cumulative effect cannot be overstated. By reading aloud for just 20 minutes a day over a five-year period, your student will have the advantage of 600 hours of read-alouds. That equates to huge gains in vocabulary, comprehension, and background information.

When you combine 20 minutes of direct reading instruction with 20 minutes of read-aloud time, you can rest assured that you are providing your student with the very best opportunity for long-term reading success.