

TAKE FLIGHT PACKET

Instant Words 61–80

Practice in Columns—Review

Read the words from top to bottom. ↓

1	2	3	4	5
time	no	him	could	time
him	would	time	two	into
into	has	like	go	him
like	make	into	see	could
could	write	has	number	like
two	her	could	look	two
go	people	make	way	go
see	number	write	some	see
more	look	her	time	no
no	way	people	him	more
would	some	number	into	make
has	time	look	like	has
make	him	way	more	would
write	into	some	make	people
her	like	two	write	some
people	could	go	her	way
number	two	see	people	write
look	go	more	no	number
way	see	no	would	look
some	more	would	has	her

Instant Words 61–80

Practice in Rows—Review

Read the words from left to right. ➡➡

1. people could way no number see go write
more two look has time into him like
make would her some

2. some would like into has two write see
no could people way number go more look
time him make her

3. her him look go way could see two into
would some like has write no people
number more time make

4. make more people write like would two
could go him her look way see into
some has no number time

5. time no some see look him could would
write more make people like two go her
way into has number

Wednesday

Instant Words in Phrases 61–80: Review

(A phrase is a group of words that has meaning, but does not express a complete thought.) Read the phrases.

- | | |
|--------------------|-----------------------|
| 1. some people go | 6. has him look |
| 2. has no way | 7. like more time |
| 3. could look into | 8. go see some people |
| 4. has some time | 9. more people could |
| 5. would make him | 10. see number two |

Instant Words in Sentences 61–80: Review

Read the sentences.

1. I would like more time to write.
2. Could you go see some people write?
3. He has no way to see into it.
4. She said, "I could look into it!"
5. Could you see each word on number two?
6. They would make him go.
7. More people could write the time.
8. Would they make more time to write?
9. She has him look at it.
10. Two people go into that one.

Thursday

Instant Words 81–100

Practice in Columns—Review

Read the words from top to bottom. ↓

1	2	3	4	5
been	did	first	now	been
first	part	been	over	who
who	may	long	come	first
long	water	who	than	now
now	made	may	oil	long
over	day	now	down	over
come	get	water	find	come
than	oil	made	other	than
my	down	day	been	did
did	find	get	first	my
part	other	oil	who	water
may	been	down	long	may
water	first	find	my	part
made	who	other	water	get
day	long	over	made	other
get	now	come	day	find
oil	over	than	get	made
down	come	my	did	oil
find	than	did	part	down
other	my	part	may	day

Instant Words 81–100

Practice in Rows—Review

Read the words from left to right. ➡➡

1. over part may made come get did day
down long find now oil who call been
water first than my
2. part made get day long now who been
first my over may come did down find
oil call water than
3. made day now been my may did find
call than part get long who first over
come down oil water
4. day been may find than get who over
down water made now my did call part
long first come oil
5. been find get over water now did part
first oil day may than who down made
my call long come

Instant Words in Phrases 81–100: Review

(A phrase is a group of words that has meaning, but does not express a complete thought.) Read the phrases.

- | | |
|-----------------------|----------------------|
| 1. come over now | 6. been the first |
| 2. than oil and water | 7. made it over |
| 3. get a call | 8. to come down |
| 4. has been to | 9. long day is |
| 5. my part has | 10. call him to come |

Instant Words in Sentences 81–100: Review

Read the sentences.

1. My first find made it over there.
2. Did you call him to come down?
3. My long day is now over.
4. Who will get the part?
5. It is more than oil and water.
6. Could you have been the first to call?
7. Did she go the long way?
8. May we come over on that day in May?
9. The first people to come over will get a call.
10. My part has been to get the water.

Thursday

Concepts: ôr

north	tort	born	cork	corn
corn	north	cork	tort	born
born	north	cork	corn	tort
cork	corn	north	tort	born

storm	thorn	scorn	short	stork
thorn	short	storm	stork	scorn
scorn	stork	short	thorn	storm
short	scorn	thorn	stork	storm

north	corn	cork	scorn	stork
tort	storm	thorn	cork	corn
scorn	thorn	short	born	storm
short	tort	stork	north	born

Concepts: w or

word	worth	worm	work	world
world	word	work	worth	worm
worm	word	work	world	worth
work	world	word	worth	worm

work	worst	wort	word	world
worst	word	work	world	wort
wort	world	word	worst	work
word	wort	worst	world	work

word	world	work	wort	world
worth	work	worst	work	world
wort	worst	word	worm	work
word	worth	world	word	worm

Concepts: qu

quell	quip	quack	quill	quick
quick	quell	quill	quip	quack
quack	quell	quill	quick	quip
quill	quick	quell	quip	quack

quaint	quite	quake	queen	quote
quite	queen	quaint	quote	quake
quake	quote	queen	quite	quaint
queen	quake	quite	quote	quaint

quell	quick	quill	quake	quote
quip	quaint	quite	quill	quick
quake	quite	queen	quack	quaint
queen	quip	quote	quell	quack

Concepts: qu

quest	quilt	quint	quaint	quirk
quirk	quest	quaint	quilt	quint
quint	quest	quaint	quirk	quilt
quaint	quirk	quest	quilt	quint

squint	squid	square	squire	squirt
squid	squire	squint	squirt	square
square	squirt	squire	squid	squint
squire	square	squid	squirt	squint

quest	quirk	quaint	square	squirt
quilt	squint	squid	quaint	quirk
square	squid	squire	quint	squint
squire	quilt	squirt	quest	quint

Concepts: qua

quad	squat	quash	squad	squash
squash	quad	squad	squat	quash
quash	quad	squad	squash	squat
squad	squash	quad	squat	quash

squad	squab	quad	quash	squat
squab	quash	squad	squat	quad
quad	squat	quash	squab	squad
quash	quad	squab	squat	squad

quad	squash	squad	quad	squat
squat	squad	squab	squad	squash
quad	squab	quash	quash	squad
quash	squat	squat	quad	quash

Concepts: aw au CCVV CCVVC CVVCC

thaw	taunt	fraud	slaw	vaunt
vaunt	thaw	slaw	taunt	fraud
fraud	thaw	slaw	vaunt	taunt
slaw	vaunt	thaw	taunt	fraud

fault	launch	straw	flaw	jaunt
launch	flaw	fault	jaunt	straw
straw	jaunt	flaw	launch	fault
flaw	straw	launch	jaunt	fault

thaw	vaunt	slaw	straw	jaunt
taunt	fault	launch	slaw	vaunt
straw	launch	flaw	fraud	fault
flaw	taunt	jaunt	thaw	fraud

Concepts: ŷ° VC'/CV

plenty	flimsy	clumsy	dropsy	twenty
twenty	plenty	dropsy	flimsy	clumsy
clumsy	plenty	dropsy	twenty	flimsy
dropsy	twenty	plenty	flimsy	clumsy
clumsy	frenzy	thirty	shanty	plenty
frenzy	shanty	clumsy	plenty	thirty
thirty	plenty	shanty	frenzy	clumsy
shanty	thirty	frenzy	plenty	clumsy
plenty	twenty	dropsy	thirty	plenty
flimsy	clumsy	frenzy	dropsy	twenty
thirty	frenzy	shanty	clumsy	clumsy
shanty	flimsy	plenty	plenty	clumsy

Concepts: CCVȳ' CVȳ'

my	by	shy	fly	sky
sky	my	fly	by	shy
shy	my	fly	sky	by
fly	sky	my	by	shy

sly	ply	cry	try	sty
ply	try	sly	sty	cry
cry	sty	try	ply	sly
try	cry	ply	sty	sly

my	sky	fly	cry	sty
by	sly	ply	fly	sky
cry	ply	try	shy	sly
try	by	sty	my	shy

Concepts: īCC ōCC

wild	find	bind	mild	pint
pint	wild	mild	find	bind
bind	wild	mild	pint	find
mild	pint	wild	find	bind

jolt	told	bolt	most	gold
told	most	jolt	gold	bolt
bolt	gold	most	told	jolt
most	bolt	told	gold	jolt

wild	pint	mild	bolt	gold
find	jolt	told	mild	pint
bolt	told	most	bind	jolt
most	find	gold	wild	bind

Concepts: īCC ōCC

scroll	blind	scold	grind	volt
volt	scroll	grind	blind	scold
scold	scroll	grind	volt	blind
grind	volt	scroll	blind	scold

poll	troll	child	stroll	mind
troll	stroll	poll	mind	child
child	mind	stroll	troll	poll
stroll	child	troll	mind	poll

scroll	volt	grind	child	mind
blind	poll	troll	grind	volt
child	troll	stroll	scold	poll
stroll	blind	mind	scroll	scold

Concepts: $\tilde{a}r$ VC'/CV°

collar	oscar	beggar	poplar	pillar
pillar	collar	poplar	oscar	beggar
beggar	collar	poplar	pillar	oscar
poplar	pillar	collar	oscar	beggar

dollar	custard	stellar	mallard	nectar
custard	mallard	dollar	nectar	stellar
stellar	nectar	mallard	custard	dollar
mallard	stellar	custard	nectar	dollar

collar	pillar	poplar	stellar	nectar
oscar	dollar	custard	poplar	pillar
stellar	custard	mallard	beggar	dollar
mallard	oscar	nectar	collar	beggar

Concepts: ðr VC'/CV°

captor	mentor	sector	doctor	pastor
pastor	captor	doctor	mentor	sector
sector	captor	doctor	pastor	mentor
doctor	pastor	captor	mentor	sector
victor	tractor	candor	sponsor	proctor
tractor	sponsor	victor	proctor	candor
candor	proctor	sponsor	tractor	victor
sponsor	candor	tractor	proctor	victor
captor	pastor	doctor	candor	proctor
mentor	victor	tractor	doctor	pastor
candor	tractor	sponsor	sector	victor
sponsor	mentor	proctor	captor	sector

Concepts: âr ãr CVCC VC'/CV°

par	start	farm	garb	dart
dart	par	garb	start	farm
farm	par	garb	dart	start
garb	dart	par	start	farm

vulgar	collar	beggar	nectar	poplar
collar	nectar	vulgar	poplar	beggar
beggar	poplar	nectar	collar	vulgar
nectar	beggar	collar	poplar	vulgar

par	dart	garb	beggar	poplar
start	vulgar	collar	garb	dart
beggar	collar	nectar	farm	vulgar
nectar	start	poplar	par	farm

Concepts: ôr' ôr° CVCC VC'/CV°

born	storm	cork	north	port
port	born	north	storm	cork
cork	born	north	port	storm
north	port	born	storm	cork
doctor	captor	sector	candor	mentor
captor	candor	doctor	mentor	sector
sector	mentor	candor	captor	doctor
candor	sector	captor	mentor	doctor
born	port	north	sector	mentor
storm	doctor	captor	north	port
sector	captor	candor	cork	doctor
candor	storm	mentor	born	cork

Directions for Rate Packets

Each Rate Selection consists of a story page, a story page with the number of words, three to five concept pages of words from the story, a phrase page, and a phrase page with the number of words.

Prepare Materials

- Count back timer is recommended.
- Copy and prepare Recording Sheet for each student.
- Copy story with number of words listed to the side for each student. Use this copy to mark errors and words per minute for the baseline timing of the story. You may want to make an additional copy of this page for the final timing of the story.
- Copy enough word pages for each student and a set for the person doing the timing. It is helpful to have extra copies available.
- Copy the phrase pages with the number of words listed to the side for each student. The person doing the timing notes number of words read in 30 seconds on this copy. It is easier to use a separate copy for each student.
- Copy a phrase page for each student that does not show the number of words for each phrase. It is helpful to have extra copies available.
- Make available bookmarks or index cards for students to use to keep their places.

Timings

Story – 1 minute

Words – 30 seconds

Phrases – 30 seconds

Retime story – 1 minute

Directions for initial timing of story

- Time story for 1 minute.
- Mark errors

^ insert, ~~the~~ or ~~the~~ omit, ^{to} ~~the~~ substitute, ↶ repeat, SC or ✓ self-corrected

- Count # of words read minus the errors (insertions, omissions, and substitutions) to obtain the words correct per minute.

words – errors = CWPM

- Give student the word after a five second pause.
- Enter the WCPM on the recording sheet.

Word Concept Directions

- Time for 30 seconds.
- When the student miscues the person doing the timing says the correct word. Student repeats the word and continues. This is not counted as an error because it penalizes the student's time.
- When the student pauses the person doing the timing gives the word after three seconds. Student repeats the word and continues.
- If the student completes the 60 words on the page in less than 30 seconds, the student returns to the top of the page and continues reading until the 30 seconds expires.
- Enter the number of correct words per minute (CWPM) the student read on the recording sheet. You will time the number of words read in 30 seconds, then double it to get the correct words read per minute.
- Continue timing the same page until the student reaches his/her peak performance. It is considered their peak performance when the student has three timings that are close.

Phrase Directions

- Time the phrase page for 30 seconds. Use a separate phrase page with the number of words per line to track each student as they read.
- When the student miscues the person doing the timing says the correct word. Student repeats the word(s) and continues. This is not counted as an error because it penalizes the student's time.
- When the student pauses the person doing the timing gives the word after three seconds. Student repeats the word and continues.
- If the student completes the phrase on the page in less than 30 seconds, the student returns to the top of the page and continues reading until the 30 seconds expires.
- The phrase page should only be timed three or four times.
- Enter the number of correct words per minute (CWPM) the student read on the recording sheet. You will time the number of words read in 30 seconds, then double it to get the correct words read per minute.

Retime Story

- The story is timed initially to obtain a baseline reading of the story. The story is not repeated over and over; the concept word pages and the phrases from the story are repeated. This final timing of the story follows the same procedures used during the first timing.

Rate Packet Recording Sheet

[illegible]

Swat That Wasp!

Buzz, Buzz! A big, red wasp zoomed into Ben's room. "MOM!",
he yelled as he lifted his hand to swat the wasp. Ben's mom came into
the room and said, "Ben, you must not swat the bug with your hand.
Watch it; do not let it get on you. I will go get your dad."

As Ben's dad ran in the room, Ben yelled. A strong wind wafted
the wasp from its spot to Ben's leg. That wasp stung him! Ben's dad
killed the wasp, then peeked at Ben. The wan look on Ben's face sent
his dad to get a cloth. He swashed the cloth in the sink to make it cool.
He said, "Ben, I want to swab the sting with this cloth. If I do not, it will
swell."

Ben's dad watched Ben to be sure he felt well. As soon as Ben
was feeling fine, his dad got a wad of rags to wash the wasp off the rug.
Then, Ben, his mom, and his dad wanted to see how the wasp got in the
room. They could see a hole in the screen. "That is how the wasp got
in this room," Ben said. "I want to swap this screen for one that has no
hole." His mom and dad said they would get Ben a screen, so no more
wasps needed to be washed off the rug!

Swat That Wasp!

Buzz, Buzz! A big, red wasp zoomed into Ben's room. "MOM!" he yelled as he lifted his hand to swat the wasp. Ben's mom came into the room and said, "Ben, you must not swat the bug with your hand. Watch it; do not let it get on you. I will go get your dad."

As Ben's dad ran in the room, Ben yelled. A strong wind wafted the wasp from its spot to Ben's leg. That wasp stung him! Ben's dad killed the wasp, then peeked at Ben. The wan look on Ben's face sent his dad to get a cloth. He swashed the cloth in the sink to make it cool. He said, "Ben, I want to swab the sting with this cloth. If I do not, it will swell."

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swat	swash	swab	swap	swash
swash	swat	swap	swash	swab
swab	swat	swap	swash	swash
swap	swash	swat	swash	swab

want	wasp	watch	waft	wash
wasp	waft	want	wash	watch
watch	wash	waft	wasp	want
waft	watch	wasp	wash	want

swat	swash	swap	watch	wash
swash	want	wasp	swap	swash
watch	wasp	waft	swab	want
waft	swash	wash	swat	swab

mom	dad	get	rug	his
his	mom	rug	dad	get
get	mom	rug	his	dad
rug	his	mom	dad	get

leg	not	red	bug	let
not	bug	leg	let	red
red	let	bug	not	leg
bug	red	not	let	leg

mom	his	rug	red	let
dad	leg	not	rug	his
red	not	bug	get	leg
bug	dad	let	mom	get

lift	hand	sink	felt	must
must	lift	felt	hand	sink
sink	lift	felt	must	hand
felt	must	lift	hand	sink
yell	sent	will	with	kill
sent	with	yell	kill	will
will	kill	with	sent	yell
with	will	sent	kill	yell
lift	must	felt	will	kill
hand	yell	sent	felt	must
will	sent	with	sink	yell
with	hand	kill	lift	sink

your	into	could	how	said
said	your	how	into	could
could	your	how	said	into
how	said	your	into	could

one	was	would	they	from
was	they	one	from	would
would	from	they	was	one
they	would	was	from	one

your	said	how	would	from
into	one	was	how	said
would	was	they	could	one
they	into	from	your	could

Swat That Wasp!

- | | |
|--------------------------|----|
| 1. a wad of rags | 4 |
| 2. to be washed off | 8 |
| 3. to swap this screen | 12 |
| 4. red wasp zoomed | 15 |
| 5. to swab the sting | 19 |
| 6. wafted the wasp | 22 |
| 7. to swat the wasp | 26 |
| 8. said they would get | 30 |
| 9. washed the cloth | 33 |
| 10. a hole in the screen | 38 |
| 11. wanted to see how | 42 |
| 12. to wash the wasp | 46 |

Swat That Wasp!

1. a wad of rags
2. to be washed off
3. to swap this screen
4. red wasp zoomed
5. to swab the sting
6. wafted the wasp
7. to swat the wasp
8. said they would get
9. washed the cloth
10. a hole in the screen
11. wanted to see how
12. to wash the wasp