

## Square Illustration Page

### INDEPENDENT

- 1) Copy, with correct printing, assigned word list in top left space. Write pattern in upper right space, draw picture and recopy word in bottom space.
- 2) Student may then cut apart the squares and glue them on the correct letter page of their own personal dictionary. (this may be made by using blank 3 hole punched paper with a letter of the alphabet written in the top right corner of each page and then put in a paper folder with brads or small 3 ring binder)

Stevenson Vocabulary Development  
To the Teacher: Students will underline the "Friends", print the "Friends", print the word and draw its meaning.

-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----

### DIRECT LESSON COMPONENT

Copy new vocabulary word and write pattern as directed. During illustration step of vocabulary building ask student to draw a picture of the new vocabulary word in the space provided. Check all students work to make sure picture is correct. Student then rewrites the word during independent time. Keep new vocabulary pictures in student notebooks for future reference.

## 4 Squares with Word

### INDEPENDENT

- 1) Student selects 4 words from sources in classroom station such as word cards, QueSSt playing cards with words, folder games with words, Word Dominoes, "Pile Up" sticks or Parts of Speech Barrels containing words, copies the word and illustrates.
- 2) Students may choose 4 words from a story containing an assigned vowel pattern and illustrate those words.

Name \_\_\_\_\_ Date \_\_\_\_\_

-----	-----
-----	-----
-----	-----
-----	-----

### DIRECT LESSON COMPONENT

Copy new vocabulary word and write pattern as directed. During illustration step of vocabulary building ask student to draw a picture of the new vocabulary word in the space provided. Check all students work to make sure picture is correct. (This page is sometimes easier with new vocabulary instead of the above square page because of the reduced number of words) Keep new vocabulary pictures in student notebooks for future reference or out during oral reading for reference.

## 4 Squares without Words

### INDEPENDENT

- 1) Student draws 4 vocabulary word pictures, or pictures from 4 PR sentences. They may then cut squares apart and matches to printed words/sentences or trades pictures with a classmate and they both try to match the pictures to printed words/sentences. Matches may be made without cutting by laying correct word card on the picture or pointing to the correct picture after reading word or sentence.
- 2) Student draws 4 events from a Stevenson PR story. These may be cut apart, shuffled and then sequenced by the student or another student.

Name \_\_\_\_\_ Date \_\_\_\_\_

-----	-----
-----	-----
-----	-----
-----	-----

### DIRECT LESSON COMPONENT

During oral reading of a story, stop after each sentence or every other sentence and have students verbally summarize what they read and draw a picture of the event. Paper may be passed from one student to the next so that only one student illustrates at a time and then the completed page is a group effort. Divide larger groups into 4's and give each group a page to begin illustrating. When finished, make copies and have the students assemble into small books. They may then recopy the story under the pictures and take home to read again.

## 8 Box Illustration Page

### INDEPENDENT

- 1) All previous noted activities.
- 2) After completing the Direct Lesson activity, students may again cut the rectangles apart and create a matching game.

Name \_\_\_\_\_ Date \_\_\_\_\_


### DIRECT LESSON COMPONENT

This is an excellent format for the homonym words such as deer/dear; seem/seam; meat/meet; heel/heal; peek/peak etc.. When they are presented in the Stevenson manual, instruct students to make their own illustration of the clues drawn on the words. If illustrating is too difficult copy the words with the illustrations, (the word deer with the "ee"s as eyeballs and the word dear with the heart in the "a") and glue these into the spaces provided. These may be kept in the notebook for future reference. A second set may be cut apart and used as described above in the Independent section. During Direct Instruction, the instructor should use the word in a sentence orally and the student should hold up the correct spelling of that word. For example, the instructor might say "The deer was very thirsty after running through the woods" and students would need to hold up the "ee" spelling of deer.

## 4 Box Illustration Page with Space for Phrases

### INDEPENDENT

- 1) After Stevenson lesson introducing the Painting Barrel, students may then select a word from the Painting Barrel and a word from the Noun Barrel to build a "Painting Phrase". After reading their 2 words as an adjective phrase, students may decide if they want to illustrate the phrase. If so, student copies the phrase in the space below the box and then illustrates the phrase in the box. These may be saved in the student notebook for future writing activities.
- 2) While reading stories student should begin to recognize painting phrases. Have them select 4 from their PR reading, copy and illustrate.

Name \_\_\_\_\_ Date \_\_\_\_\_


### DIRECT LESSON COMPONENT

When introducing the Painting Barrel, use this page for illustrations during the lesson. Use also to teach students how to begin to do the activity independently. Include discussions about which phrases are common uses for the words, such as fair day, versus which phrases are creative and silly and might be fun in a story such as foamy feet, and which phrases might be more difficult to image even in a creative story such as a weak bay.

This page is also a nice tool when reading aloud to students and you encounter an adjective phrase, stop the reading, write the phrase on the board for students to copy and discuss immediately the picture this phrase makes in their minds. Does this tell us more about the character, the place, the event of the story we are reading. It may be easier to have a class illustrator draw the picture on the board and students may then add it to their notebooks during independent time.

---

---

---

## Stevenson Vocabulary Development

To the Teacher: Students will underline the "Friends", print the "Friends", print the word and draw its meaning.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name

---

---

---

Date

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Name

---

---

---

Date

---

---

---


Name

---

---

---

Date

---

---

---


Name

---

---

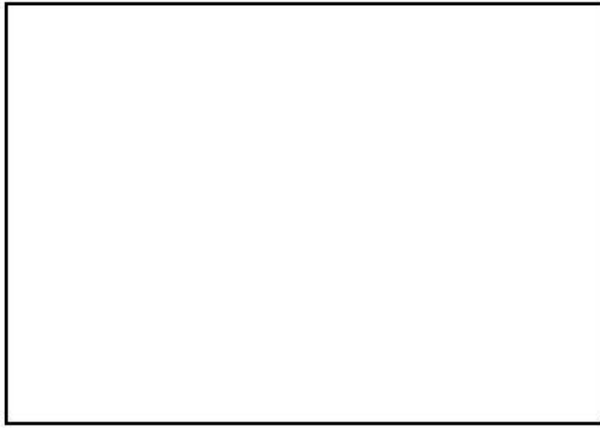
---

Date

---

---

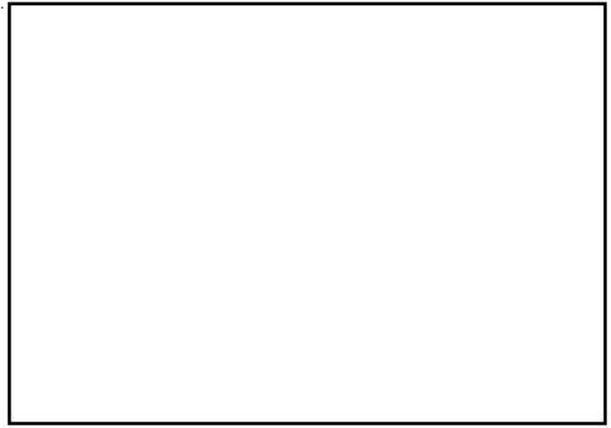
---



---

---

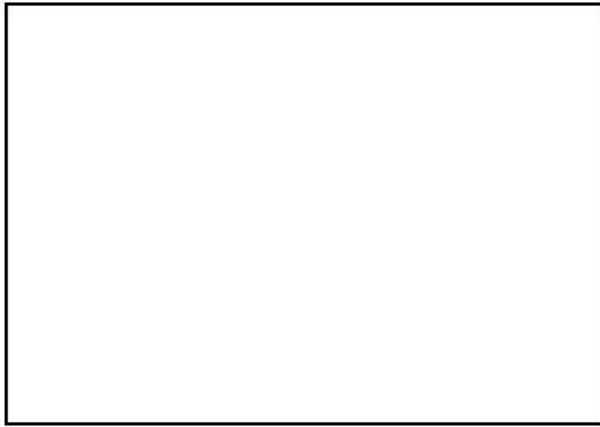
---



---

---

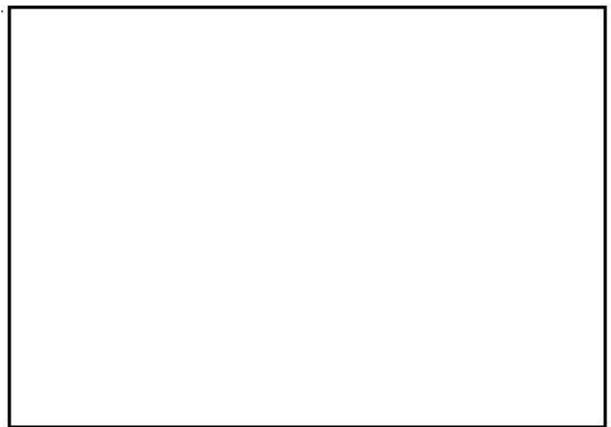
---



---

---

---



---

---

---