

The Meadows Center  
FOR PREVENTING EDUCATIONAL RISK  
THE UNIVERSITY OF TEXAS AT AUSTIN  
The College of EDUCATION



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# WORD RECOGNITION AND FLUENCY

EFFECTIVE UPPER-ELEMENTARY  
INTERVENTIONS FOR STUDENTS  
WITH READING DIFFICULTIES

by Jeanne Wanzek, Anita Harbor, and Sharon Vaughn

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Blackline masters of lesson materials are available on the accompanying CD.



# WORD RECOGNITION AND FLUENCY

## LESSON PLANS



# INTRODUCTION

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## LESSON PROGRESSION

This resource book presents lessons that teach word recognition skills and strategies in a systematic and cumulative way. Students build knowledge as lessons progress from easy to difficult skills. Previously learned skills are reviewed, linked to newly presented content, and included in the new lesson's practice activities. The example words in practice activities were selected to be useful in students' school and home lives. As lessons progress, students learn the skills and strategies to read an increasing number and variety of words—thus allowing students to read more sentences and longer texts. A lesson structure is also presented for teaching irregular words. This lesson structure can be used daily from the beginning to teach new irregular words for student reading.

Lessons 1–9 are for students who have not yet mastered basic sounds and using these sounds to blend words. These lessons are structured around one-syllable words. The first lesson template begins with a review of consonant sounds and moves on to introducing short vowel sounds. The lesson template can be used on different days to introduce each of the short vowel sounds, according to student needs. In subsequent lessons, students learn to blend sounds to form consonant-vowel-consonant (CVC) words such as *mat*, *sip*, and *let*. Next are lessons that introduce the more advanced sounds of consonant digraphs, consonant blends, and *r*-controlled sounds. Long vowel sounds are introduced with the vowel-consonant-*e* (VCe) syllable. Then, two more syllable types with long vowel sounds are introduced: letter combinations (*key*, *grown*, *main*) and open syllables (*hi*, *re-*, *flu*). In each of these lessons, students build on their understanding of blending sounds in one-syllable words. Again, the lessons often provide a structure for introducing multiple sounds that will be used over several days or weeks, according to the number of sounds that need to be introduced and student needs.

Lessons 10–17 teach skills and strategies for reading multisyllabic words, beginning with compound words, proceeding to words with affixes, and then moving to a multisyllabic word reading strategy for decoding long words. Advanced concepts are taught next, including the consonant-*le* syllable (*candle*, *table*), soft *g* and *c* (*gem*, *cent*), and base words that change when a suffix is added (*plan-planning*; *happy-happiness*, *make-making*).

It is not necessary or realistic for every group of students to begin with Lesson 1 and proceed through one lesson each day. You will find that students move quickly through certain lessons and that students will require more time and practice before mastering the material in other lessons. Some lessons are used several times to introduce different, related sounds. For example, the lesson for letter combinations is used when introducing any of the 18 letter combinations. When the same lesson is used more than once, multiple guided practice and independent activities are provided to allow for varied practice. Use a pace that best meets your students' needs. Finally, remember that the lessons are cumulative, building upon previous lessons, so it is optimal to teach them in the order in which they are presented.

## LESSONS OVERVIEW

The lessons teach skills explicitly and in a consistent format. Each lesson consists of lesson objectives, a list of necessary materials, lesson tips, a review activity, activities that provide scaffolded instruction, ideas for monitoring learning, and information about generalization.

- **Objectives.** What the student will be able to do as a result of instruction.
- **Materials.** A list of the materials necessary for each lesson. Blackline masters of many materials, including student worksheets, letter cards, word cards, templates, and game boards, are found on the accompanying CD.
- **Tips.** Ideas and information to enhance instruction.
- **Daily Review.** A quick review of the previous lesson.
- **Opening.** A brief description of what students will learn, why it is important, and how it connects to, or is different from, previously taught content.
- **Lesson Activities.** Introduce students to skills and strategies through three levels of scaffolded instruction:
  - **Model and Teach.** The teacher explicitly explains, teaches, demonstrates, and models the new skill or strategy.
  - **Guided Practice.** Once students are familiar with the skill or strategy, the teacher provides guidance as students practice applying it to reading words.
  - **Independent Practice.** As students gain proficiency, they apply the skill to reading words and connected text independently while the teacher provides assistance.

Within each level of instruction, teachers should monitor students' understanding and be prepared to reteach or provide additional modeling or practice before moving on to the next level.

Decoding (reading) and encoding (spelling) activities are included for each level of instruction. When introducing a new sound, skill, or strategy, use all the decoding and encoding activities in the model and teach level. When practicing the sound, skill, or strategy, choose at least one decoding and one encoding activity from the guided practice and independent practice levels. A variety of guided practice and independent practice activities provide options when the same lesson structure is used to teach new sounds or when reteaching is necessary. These activities incorporate hands-on worksheets, games, and manipulatives that provide meaningful, relevant opportunities to practice and apply the sound, skill, or strategy. Each activity begins with a description of the task, followed by a sample dialogue. The dialogue is an example of the type of wording to use while teaching, but it is not a script. It is important to teach the lessons using your unique style.

Tips and adaptations follow certain activities, including ideas for error correction, common trouble spots, scaffolding tips, and suggestions on different ways to implement the activity.

- **Monitor Learning.** Provides lesson-specific areas to check students' understanding.
- **Generalization.** A description of how the knowledge learned applies to other areas at school and at home.
- **Lesson Materials.** Thumbnail images of lesson materials follow each lesson. Electronic files of these materials are found on the accompanying CD.



# IRREGULAR WORDS

## LESSON PLAN

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### OBJECTIVE

Students will read and spell words with irregular sound-spelling patterns.

### RATIONALE

Irregular words do not fit the typical letter-sound correspondence that students have learned. Put another way, they are “rule-breakers”. Certain high-frequency words, such as *said, was, do, to, what,* and *they,* are irregular. Words that include exceptions to syllable-type conventions are also considered to be irregular. For example, the *a* in *have* makes its short vowel sound, rather than the long vowel sound that is typical of vowel-consonant-*e* syllables.

Some irregular words should be memorized, becoming what is known as “sight words”—words that are instantly recognized as a whole. Some words may be considered irregular because a student has not yet learned the sound of a particular letter pattern. *Little* would be an irregular word for students who have not yet learned about consonant-*le* syllables.

Choose irregular words that appear frequently in students’ reading and writing. Such words are more useful to students. If a student can already read an irregular word, it is not necessary to explicitly teach it.

### TEACHING NEW WORDS

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Make an index card for each word you introduce. These cards can be used for review, reteaching, or a word wall. Present the first card and say the word. Have students say the word, spell it, and then say the word again.

**Teacher:** This word is *where*. What is the word?

**Students:** *where*

**Teacher:** Spell *where*.

*[Point to each letter as students spell the word.]*

**Students:** *w-h-e-r-e*

**Teacher:** Say the word again.

**Students:** *where*

Introduce one to seven words at a time, depending on student mastery. Provide students with multiple opportunities to read each word as it is introduced. Do not introduce a new word if students have not mastered previously introduced words.

## REVIEWING WORDS

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After new words have been introduced, review five to seven previously learned words in random order. Provide multiple opportunities for students to read previously taught words—particularly those with which students struggle.

Present the word cards and have students say the words. Correct errors by saying the word and then having the student say the word, spell the word, and say the word again. Put the cards for words that students read incorrectly in a separate pile for reteaching during the next lesson.

**Teacher:** Let's review some words. When I show you a word card, say the word.

*[Show the first word: **earth**.]*

**Students:** *earth*

*[Show the next word: **chief**.]*

**Students:** /chif/

**Teacher:** The word is *chief*. What word?

**Students:** *chief*

**Teacher:** Say it, spell it, say it.

**Students:** *Chief, c-h-i-e-f, chief.*

*[Present the next words.]*

**MONITOR LEARNING** 

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Reteach words that were misread, providing additional opportunities for students to read the words.



# SHORT VOWELS

## LESSON 1

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### OBJECTIVES

- Students will say the short vowel sounds that correspond to specific vowels.
- Students will identify the vowels associated with specific short vowel sounds.

### MATERIALS

- Lesson 1 letter cards (one set each for teacher and students)\*
- Letter-sound practice worksheet\*
- Colored pencils (blue, green, red)
- Picture worksheet\*
- Timer
- Board and markers or chalk for teacher
- Personal whiteboards and markers for students
- Notebook paper

\*Blackline master available on CD.

### TIPS

- Use key words when introducing short vowel sounds—for example, *e, egg, /e/*. The following key words are suggested: *a-apple, e-egg, i-igloo, o-octopus*, and *u-up*.
- Encourage students to refer back to the key word as a clue to the sound of the letter.
- Provide sufficient wait time for student responses. Establish a gesture or cue phrase (e.g., “Ready? Go.”) for choral responses.
- Include previously taught sounds in the daily review and lesson activities.

- Include activities that provide students with practice discriminating among previously taught vowel sounds.
- Do not teach all the short vowel sounds and key words in one lesson.
- The following is the suggested order of instruction: *a, i, o, u, e*.
- Do not include words that have not been previously taught.
- Provide direct feedback on student performance.

## DAILY REVIEW

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### CONSONANT SOUNDS

Review by asking students to produce sounds for specific consonants. Ask for individual and group responses, and randomize the order in which you point to the letters.

**Teacher:** Today, we will review consonant sounds. I will point to a letter, and you will tell me the sound it makes. Be alert, because I will jump around in the alphabet. Remember, the cue that it's time for everyone to repeat is an open palm, like this.

*[Demonstrate.]*

When I say your name, answer aloud. Everyone else, answer silently. Let's try it.

*[Point to m and gesture with an open palm.]*

**Students:** /m/

**Teacher:** That's correct, /m/.

*[Point to t and gesture.]*

**Students:** /tuh/

**Teacher:** Some people said /tuh/. Remember, we have to clip the sound for *t* because it can't be extended. *T* makes the sound /t/.

*[Point to t again and gesture.]*

**Students:** /t/

**Teacher:** Yes, /t/. Excellent clipping!

*[Point to b.]*

LaToya, what sound?

**LaToya:** /b/

**Teacher:** Correct, LaToya, and everyone else did a fabulous job answering silently. Now, we will speed things up!

*[Point to l.]*

Eli, what sound?

**Eli:** /l/

*[Point to k and gesture.]*

**Students:** /k/

**Teacher:** Raise your hand if you can tell me another letter that makes the /k/ sound.

**Carla:** C makes the /k/ sound.

**Teacher:** That's right. The letter **c** also says /k/.

*[Point to n and gesture.]*

**Students:** /n/

Continue until you have reviewed all the desired sounds.

## OPENING

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For the purposes of illustration, this lesson plan cover all of the vowel sounds. In practice, we recommend introducing vowels one or two at a time, intermixed with consonant instruction. Be sure to separate initial instruction in the sounds of **e** and **i** to avoid confusion.

**Teacher:** Let's learn the short vowel sounds. Remember that the vowels are **a**, **e**, **i**, **o**, and **u**. It is important to learn vowel sounds because, in English, every word has at least one vowel. To become good readers, you need to know what sounds vowels make.

## MODEL AND TEACH: ACTIVITY 1

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### LETTER-SOUND CORRESPONDENCE PREPARATION FOR DECODING AND ENCODING

Teach students letter-sound correspondence, using the following general sequence:

1. Show students a letter and introduce its short vowel sound and key word.
2. Say several words that contain the short vowel sound and have students repeat the words.
3. Read a word and have students identify whether it has the target sound.

*[Show the letter **a** or write it on the board.]*

**Teacher:** The short vowel sound for the letter **a** is /aaa/...

*[Stretch out the sound.]*

...as in the word **apple**. We will use the word **apple** as the key word for /a/. We will say, "**a, apple, /a/**" to remind us of the letter name, the key word, and the short vowel sound: **a, apple, /a/**. Repeat, please.

**Students:** *A, apple, /a/.*

**Teacher:** Say it one more time.

**Students:** *A, apple, /a/.*

**Teacher:** The sound for **a** is /aaa/. Say the sound.

**Students:** /aaa/

**Teacher:** I will say some words with /a/. Please repeat after me.

*[Present these words orally to help students focus on the /a/ sound. Stretch out the /a/ into /aaa/ when presenting.]*

**Teacher:** /aaafter/

*[Gesture with an open palm now and after every word presented.]*

**Students:** /aaafter/

**Teacher:** /aaad/

**Students:** /aaad/

**Teacher:** /saaad/

**Students:** /saaad/

**Teacher:** What is the short vowel sound for *a*?

*[Point to a on the board.]*

**Students:** /a/

**Teacher:** *A, apple, /a/.*

**Students:** *A, apple, /a/.*

**Teacher:** Now, listen for /a/ in words that I say. Some will have /a/, and some will not. If the word has /a/, show me a thumbs-up. If it does not have /a/, show me a thumbs-down. Remember to wait for my hand sign. *Hat.*

*[Gesture. Students show thumbs-up.]*

**Teacher:** Good job. You all showed me a thumbs-up because *hat* has the /a/ sound. *Admit.*

*[Gesture. Students show thumbs-up.]*

Continue with other words; for example, *mad, lip, happy, nap, stop, dad*, etc. After each word, gesture for students to show you a thumbs-up or thumbs-down.

### ERROR CORRECTION

Use guiding questions to correct students who make an error, such as in the following example script.

**Teacher:** What sound are you listening for?

**Student:** /a/

**Teacher:** Do you hear /a/ in *lip*?

## TIPS

- Create a poster for each vowel, showing its key word and a picture of the key word (e.g., the word *apple* and a picture of an apple for *a*).
- When introducing vowel sounds, scaffold by stretching out the sounds.
- Keep a brisk pace.

GUIDED PRACTICE: ACTIVITY 1 

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## WHAT SOUND?

## DECODING

Spread out letter cards in front of students. Point to a letter. Have students say its sound. Focus on the sounds you are teaching, but include previously introduced sounds as well.

**Teacher:** I will point to a letter. When I give you the cue, everyone say the sound.

*[Point to a and gesture with an open palm.]*

**Students:** /a/

*[Point to f and gesture.]*

**Students:** /f/

*[Point to b.]*

Eli?

**Eli:** /b/

## ERROR CORRECTION

Tell students who make an error the correct sound. Then point to the letter again and have students say the sound.

## TIPS

- Keep a brisk pace.
- Point to target sounds at least twice for extra practice.

## GUIDED PRACTICE: ACTIVITY 2

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### FLASHCARD DRILL

#### DECODING

Display a letter card and, on your cue, have students say the sound. The cue is important because it gives students time to think and prevents them from blurting out or guessing. Randomly elicit group and individual responses.

**Teacher:** I will show one card at a time. Say the sound in your head, and when I give the hand sign, say the sound aloud. Even if you know the sound right away, wait for the sign. Let's practice.

*[Turn over the top card, **m** in this example, and gesture.]*

**Students:** /m/

Nicely done! Pay close attention because sometimes, I might say a person's name. That person should say the sound aloud while everyone else reads silently. Ready?

*[Turn over next card, **p** in this example.]*

Eli?

**Eli:** /p/

**Teacher:** Great. Did everyone notice how Eli clipped the sound? He said /p/, not /puh/. Good work, Eli. Let's speed it up quite a bit now.

*[Show next card, **i**, and gesture.]*

**Students:** /i/

Continue turning over cards. As students gain proficiency, use a more rapid pace.

#### ERROR CORRECTION

Tell students who make an error the key word (e.g., **o**, *octopus*, /o/). Have the students repeat.

#### TIP

Use extra cards of target sounds, so students have multiple opportunities to practice the sounds.

## GUIDED PRACTICE: ACTIVITY 3

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### WHAT SAYS...

#### ENCODING

Spread out letter cards in front of students. Follow the steps below. Focus on the sounds being taught, but include previously introduced sounds as well.

1. Dictate a sound.
2. Have a student repeat the sound (listen for accuracy).
3. Have the student point to the corresponding letter card.

**Teacher:** I will say a sound. You will then repeat the sound and point to the letter card that makes the sound. What says /a/?

**Students:** /a/

*[Students point to a.]*

**Teacher:** What says /f/?

**Students:** /f/

*[Students point to f.]*

**Teacher:** Nice job. /b/?

*[Students point to b.]*

Continue dictating sounds. Give students plenty of opportunities with the target sound.

#### ERROR CORRECTION

Correct students who point to the incorrect card, such as in the following example script.

**Teacher:** F makes the /f/ sound. What says /f/?

*[Point to the letter as you say /f/.]*

#### ADAPTATION

Instead of letter cards, use a form with letters printed on it.

## GUIDED PRACTICE: ACTIVITY 4

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### WHITEBOARD DICTATION

#### ENCODING

Dictate sounds and have students write the corresponding letters on a whiteboard. Dictate sounds either in isolation (e.g., /o/), or as part of a word (e.g., “the middle sound in the word *log*”). Focus on the target sounds and trouble spots, but include previously taught sounds.

**Teacher:** I will dictate a sound. You will repeat the sound and then write the letter that makes the sound on your whiteboard. After you write the sound, hold your whiteboard up so I can see it. /e/

*[Gesture so that students repeat the sound.]*

**Students:** /e/

*[Students write on boards and hold them up.]*

**Teacher:** Nice job, everyone. Next sound: the first sound in the word *hum*. Say the word *hum*.

**Students:** *hum*

**Teacher:** Write the letter that makes the first sound in *hum*.

Continue, providing students with many opportunities to practice the target sounds.

#### ERROR CORRECTION

If students make an error with an individually dictated sound, model the correct response and have the students repeat, such as in the following example script.

**Teacher:** *N* makes the /n/ sound. What says /n/?

**Students:** *n*

If the error is with a sound within a word, use language similar to the following example script.

**Teacher:** *H* makes the first sound in *hum*. What letter?

**Students:** *h*

## INDEPENDENT PRACTICE: ACTIVITY 1

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### BEAT THE CLOCK: LETTER SOUNDS

#### DECODING

This activity increases automaticity in letter-sound correspondence. Students read the letter-sound practice worksheet three times, with the goal of increasing speed and accuracy with each reading. The three rounds are referred to as the cold round, warm round, and hot round. Each round consists of the following sequence:

1. Student A is the Reader; Student B is the Listener.
2. The Reader says the sounds on the sheet (going from left to right, top to bottom) as quickly and correctly as possible for 30 seconds.
3. The Listener monitors, marking incorrect responses on the sheet with a blue pencil for the cold round, green pencil for the warm round, and red pencil for the hot round.
4. At the end of the 30 seconds, the Listener circles the last response and calculates the number of correct responses.
5. The Listener gives the Reader positive and corrective feedback.
6. Switch roles: Student A becomes the Listener, and Student B becomes the Reader.
7. Follow steps 2–5 again.

Prior to giving directions, distribute the letter-sound practice worksheet, divide students into pairs and designate a person in each pair as Student A or Student B.

**Teacher:** This activity will help you say sounds quickly and correctly. It's fun because you race against yourself. There are many steps; pay attention, so that we can go quickly. Each of you has a letter-sound practice worksheet and colored pencils.

Write your name on the worksheet.

Exchange sheets with your partner. Yes, that means the paper in front of you will have your partner's name on it.

If you are Student A, raise your hand.

Student As, you are Readers, for now. You may put your hands down.

If you are Student B, raise your hand.

Student Bs, you are Listeners, for now. Please put your hands down.

When I start the timer, Readers will say the sounds for the letters on the sheet as quickly and correctly as possible. Read left to right, top to bottom, just like reading a book. Use your finger to keep track of where you are. If you get to the bottom of the page, go back to the beginning and start again. When the timer rings, I will say, "Stop," and the Reader will stop reading.

Let's check your listening. Who can tell me what a Reader does? LaToya?

**LaToya:** When the timer starts, the Reader says the sounds as fast as she can until you say, "Stop."

**Teacher:** What do you do if you get to the bottom before I say stop? Andre?

**Andre:** You start again from the beginning.

**Teacher:** Excellent! Listeners, you will follow along with the Reader. If the Reader makes a mistake, draw a line through that letter on the sheet in front of you. You also should use your finger to keep track.

When I say, "Stop," the Listener circles the last response, counts the total number of correct responses, and writes it at the top of the sheet.

The Listener gives the Reader feedback, just like a teacher. The Listener gives positive feedback, like, "You did a great job on the vowels" or "You were faster that time." Also like a teacher, the Listener gives corrective feedback on items the Reader missed, like "This says /m/, but you said /n/" or "The vowel sound for *i* is /i/."

Let's practice. Andre, what might you say to encourage your partner after they finish the letter sheet?

*[Andre gives an example of his response.]*

Eli, if your partner misses a sound, what might you say to help them?

*[Eli gives an example of his response.]*

OK, who can tell me two parts of the Listener's job? Carla?

**Carla:** The Listener marks what the Reader got wrong and then adds up how many he got right and writes it on the paper.

**Teacher:** Very good. Those are important tasks. Eli, can you tell us more about what a Listener does?

**Eli:** He tells the Reader, "Good job" and stuff like that. And he says what the Reader did wrong, but he has to be nice about it.

**Teacher:** Yes, those are the jobs of the Listener.

You will trade jobs back and forth with your partner, so each of you will be a Reader and a Listener. I said earlier that you race against yourself. That's because you will read the same thing three times. The first time is called the cold round because you're reading it "cold," or without practice. The Listener uses the blue pencil for marking during the cold round. The warm round is next because you have warmed up a bit. Listeners use the green pencil for the warm round. The last round is the hot round. You use the red pencil during the hot round. You're trying to get better with each round, so you're racing against yourself. Which round do you think will probably be your best round, when you are fastest and most accurate?

**Students:** The hot round because you get better from practice.

**Teacher:** I agree with you. Now that you know how it works, let's play. Listeners, this is the cold round, so what color pencil should you be using?

**Students:** Blue.

## COLD ROUND

**Teacher:** Readers and Listeners, get ready. Begin!

*[Start the timer.]*

*[Readers and Listeners do their respective tasks. After 30 seconds, say:]*

Stop! Listeners, circle the last response, count the number of correct responses, and write it at the top of the sheet. Take a moment to give your partner feedback.

*[Listeners give feedback for no more than 30 seconds.]*

Time to switch roles. Student A, now you are a Listener, so pick up the blue pencil. Student B, you are now a Reader.

Readers and Listeners, get ready. Begin!

*[Start the timer.]*

*[Readers and Listeners do their respective tasks. After 30 seconds, say:]*

Stop! Listeners, circle the last response, count the number of correct responses, and write it at the top of the sheet. Give your partner positive and corrective feedback.

*[Listeners give feedback for no more than 30 seconds.]*

Great! That was the end of the cold round. Let's move on to the warm round.

## WARM ROUND

**Teacher:** Time to switch roles again. Student A, you're a Reader. Student B, you're a Listener. Because it's the warm round, Listeners will use the green pencil.

Readers and Listeners, get ready. Begin!

*[Start the timer.]*

*[Readers and Listeners do their respective tasks. After 30 seconds, say:]*

Stop! Listeners, circle the last response, count the number of correct responses, and write it at the top of the sheet next to the blue number. Give your partner feedback.

*[Listeners give feedback for no more than 30 seconds.]*

Time to switch roles. Student A, now you are a Listener, so pick up the green pencil. Student B, now you are a Reader.

Readers and Listeners, get ready. Begin!

*[Start the timer.]*

*[Readers and Listeners do their respective tasks. After 30 seconds, say:]*

Stop! Listeners, circle the last response, count the number of correct responses, and write it at the top of the sheet. Give your feedback.

*[Listeners give feedback for no more than 30 seconds.]*

Great! Who was faster during the warm round? Now, let's move on to the hot round.

## HOT ROUND

**Teacher:** Switch roles again, please. Student A, you're a Reader. Student B, you're a Listener. Because it's the hot round, Listeners will use the red pencil.

Readers and Listeners, get ready. Begin!

*[Start the timer.]*

*[Readers and Listeners do their respective tasks. After 30 seconds, say:]*

Stop! Listeners, circle the last response, count the number of correct responses, and write it at the top of the sheet. Give positive and corrective feedback.

*[Listeners give feedback for no more than 30 seconds.]*

Time to switch roles. Student A, now you are a Listener, so pick up the red pencil. Student B, now you are a Reader.

Readers and Listeners, get ready. Begin!

*[Start the timer.]*

*[Readers and Listeners do their respective tasks. After 30 seconds, say:]*

Stop! Listeners, circle the last response, count the number of correct responses, and write it at the top of the sheet. Give your partner feedback.

*[Listeners give feedback for no more than 30 seconds.]*

Great job, everyone!

## ERROR CORRECTION

Most error correction is done during the peer-led feedback time. If you notice that a Listener has not addressed an error, model the correct response and have the student repeat. When appropriate, use the key word.

## INDEPENDENT PRACTICE: ACTIVITY 2

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### FILL IN THE BLANK

#### ENCODING

Distribute the picture worksheet. Have students identify a picture and write the missing letters.

**Teacher:** Look at the picture and segment its sounds. Write the missing letters in the blanks beneath the picture. We will do the first two together. LaToya, what is the picture?

**LaToya:** It's an umbrella.

**Teacher:** Underneath I see a blank, then *m-b-r-e-l-l-a*. The first letter is blank, so I need to ask myself, "What is the first sound in *umbrella*?" Carla, can you please tell me?

**Carla:** /u/

**Teacher:** Correct. What letter makes the /u/ sound?

**Carla:** *u*

**Teacher:** That's right, so I will write *u* in the blank space. Let's look at an example when the blank is in the middle of the word. What is the next picture, Eli?

**Eli:** It's a picture of a clock.

**Teacher:** Underneath, I see *c-l*, then a blank, then *-k*. The middle letter is blank, so I ask myself, "What is the middle sound in *clock*?"

**Eli:** /o/, so it is the letter *o*.

**Teacher:** Yes, *o* makes the /o/ sound, so I write *o* in the blank space.

## MONITOR LEARNING

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Monitor students' vowel pronunciation, directing them to the key words. Check students' work on Beat the Clock, Whiteboard Dictation, and Fill in the Blank. Note trouble spots for future lessons.

## GENERALIZATION

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Explain to students that knowing how to read short vowel sounds, and recognizing vowel sounds for spelling, is essential because all words have at least one vowel.

### LETTER CARDS

CONSONANTS

b	c	d	f
g	h	j	k
l	m	n	p
q	r	s	t
v	w	x	y
z			

### LETTER-SOUND PRACTICE

e	u	c	o	y
t	s	p	d	i
a	v	h	a	x
g	e	i	w	o
b	k	e	c	r
h	l	b	i	m
n	o	v	p	a
d	z	u	i	s
o	a	q	j	b
r	e	g	f	e

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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First of 2 pages:  
Consonants, vowels and blank cards included

### PICTURE WORKSHEET

 __mbrella	 cl__ck	 __pple
 c__t	 c__p	 f__sh
 b__x	 dr__m	 p__n
 __gg	 __gloo	 m__p
 __lbow	 __nt	 b__ll

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# CONSONANT-VOWEL-CONSONANT WORDS

## LESSON 2

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### OBJECTIVES

- Students will read words that contain short vowels.
- Students will recognize and read consonant-vowel-consonant (CVC) words.
- Students will identify closed-syllable words.

### MATERIALS

- Lesson 1 letter cards (one set each for teacher and students)\*
- Lesson 2 word cards\*
- Spinner divided into three to four sections\*\*
- Blank bingo boards\*
- Bingo tokens
- Pocket chart (optional)
- Board and markers or chalk for teacher
- Personal whiteboards and markers for students
- Notebook paper

\*Blackline master available on CD.

\*\*Assembly instructions available on CD.

## TIPS

- Refer to the Appendix for a list of CVC words.
- When introducing blending, choose words whose initial consonant sound is continuous (e.g., /s/, /m/, /l/). These sounds are easier to blend into the vowel than stop consonant sounds (e.g., /t/, /b/).

## DAILY REVIEW

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### SHORT VOWEL SOUNDS

**Teacher:** Who can tell me the different vowels that are in the alphabet?

*[Students answer.]*

**Teacher:** That's correct: *a*, *e*, *i*, *o*, and *u* are the five vowels.

*[Write the vowels on the board.]*

**Teacher:** What is the short sound for the letter *e*?

*[Students answer.]*

**Teacher:** That's right. The sound is /e/, as in *egg*. What is the short vowel sound for *i*?

*[Students answer.]*

**Teacher:** Yes, /i/, as in *igloo*. Which vowel makes the short sound /a/?

*[Students answer.]*

**Teacher:** Correct, the letter *a* says /a/. Tell me a word that begins with the sound /a/.

*[Students answer.]*

**Teacher:** Yes, *apple*, *ant*, and *Adam* all begin with the sound /a/. What vowel makes the sound you hear at the beginning of the word *up*?

*[Students answer.]*

**Teacher:** Right, the letter *u*. So, what is the short sound for *u*?

*[Students answer.]*

**Teacher:** Yes, it is /u/.

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## OPENING

**Teacher:** Today we will learn to read words with three letters and three sounds. Each of these words has a syllable that begins with a consonant, has a vowel in the middle, and ends with a consonant. These syllables are called consonant-vowel-consonant, or CVC, syllables. The vowels in CVC syllables make their short vowel sounds. I will show you how to blend consonant sounds and vowel sounds to make words.

In this lesson, you will also learn about closed syllables. CVC syllables are closed. Words are made of syllables, so knowing about closed syllables and knowing how to read CVC words will help you read more words.

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## MODEL AND TEACH: ACTIVITY 1

### BLENDING SOUNDS

#### DECODING

Place the letters *m*, *a*, and *t* in a pocket chart, leaving some space between the letters. Point to the letters and model blending the sounds by saying, for example, "/m/, /ma/, /mat/" to form the word *mat*. Repeat the sequence with other words, gradually reducing your modeling and giving students greater independence for the process. Use all the vowels and a variety of consonants.

**Teacher:** Here are some examples of CVC words with the /a/ sound. We will stretch and blend each of the words so we can hear the different sounds.

*[Point to m and extend the sound /mmm/. Point to a and extend the sound /aaa/. Then, slide your finger under each letter as you blend the sounds.]*

**Teacher:** /mmm/ /aaa/. Now you try it. Blend the sounds as I slide my finger under the letters.

**Students:** /mmm/ /aaa/

*[Model adding the final /t/ sound: slide your finger under m and a, stretching out the sounds until you point to t.]*

**Teacher:** /mmm/ /aaa/ /t/. Now you try it. Blend the sounds as I slide my finger under the letters.

**Students:** /mmm/ /aaa/ /t/

*[Move the cards next to each other. Slide your finger under the letters.]*

**Teacher:** *Mat*—the whole word is *mat*. Now, I will slide my finger under the letters, and you will read the word.

**Students:** *mat*

### ERROR CORRECTION

Correct students who miss sounds by using prompts, such as, “What sound does this letter make?” Then, have the student repeat the blending sequence.

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Adapted from Beck, I. L. (2006). *Making sense of phonics: The hows and whys*. New York, NY: Guilford Press.

## MODEL AND TEACH: ACTIVITY 2

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### CLOSED SYLLABLES

#### DECODING

Explain that a syllable is a word or word part that has only one vowel sound. Tell students that one type of syllable is a closed syllable and describe its characteristics:

- A closed syllable has only one vowel.
- A consonant “closes in” the vowel.
- The vowel makes its short sound.

**Teacher:** The CVC words you read in Activity 1 are also syllables. A syllable is a word, or a part of a word, with one vowel sound. Listen as I demonstrate: *sun*.

*[Clap once while saying sun.]*

**Teacher:** *Sun* is a syllable because it has one vowel sound, /u/.

*[Form hit with letter cards.]*

**Teacher:** Read this word.

**Students:** *hit*

**Teacher:** Is *hit* a syllable?

**Students:** Yes.

**Teacher:** Yes, it is a syllable because it has one vowel sound.

CVC words are a type of syllable called a closed syllable. There are three things to remember about closed syllables. First, a closed syllable has just one vowel.

*[Point to the i in hit.]*

**Teacher:** Second, a consonant must close in the vowel at the end.

*[Point to the t.]*

**Teacher:** Third, the vowel makes its short sound.

What is the short sound for *i*?

**Students:** /i/

**Teacher:** You can remember it this way: A consonant closes in the vowel, so it can take only a **short** walk before it bumps into the consonant. So a vowel in a closed syllable makes its short sound.

*[Form hem with word cards.]*

**Teacher:** Let's see whether this is a closed syllable. Does it have just one vowel?

**Students:** Yes.

**Teacher:** Does a consonant close in the vowel?

**Students:** Yes.

**Teacher:** So that means it is a closed syllable. Because the vowel can go for only a short walk before bumping into the consonant, what sound does *e* make?

**Students:** /e/

**Teacher:** Yes, a vowel in a closed syllable makes its short sound. Please read the word.

**Students:** *hem*

**Teacher:** Let's look at another word and determine whether it is a closed syllable.

*[Remove m from hem to form he.]*

**Teacher:** Is there just one vowel?

**Students:** Yes.

**Teacher:** Does a consonant close in the vowel at the end?

**Students:** No.

**Teacher:** That's right. So this is not a closed syllable because a consonant does not close in the vowel at the end.

*[Form heat with letter cards.]*

Is there just one vowel in this word?

**Students:** No.

**Teacher:** This is not a closed syllable because there are two vowels.

*[Form at with letter cards.]*

Is there just one vowel?

**Students:** Yes.

**Teacher:** Does a consonant close in the vowel at the end?

**Students:** Yes.

**Teacher:** This is a closed syllable. There must be a consonant after the vowel for it to be a closed syllable, but there does not need to be a consonant in front of the vowel. What sound does the vowel make?

**Students:** /a/

**Teacher:** Very nice work using what you have learned about closed syllables.

## MODEL AND TEACH: ACTIVITY 3

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### SEGMENTING SOUNDS

#### ENCODING

Have students encode CVC words with letter cards by using the following sequence:

1. Dictate a CVC word.
2. A student repeats the word (listen for correctness).
3. The student says each sound in the word and counts the sounds in the word.
4. The student says the letters.
5. The student says the letters again while collecting the corresponding letter cards.
6. The student checks by reading the word.

**Teacher:** I will show you the steps to follow when you spell words. Listen. The first word is *fan*. What is the word?

**Students:** *fan*

**Teacher:** Next I will count the sounds I hear in the word.

*[Model the following steps as you complete them.]*

**Teacher:** /f/ /a/ /n/. I hear three sounds.

Next, I think about what letters make those sounds: /f/–*f*, /a/–*a*, /n/–*n*.

Then, I say the letters while I get the letter cards: *f, a, n*.

Finally, I check the word by reading it: *fan*.

Repeat the sequence with new words, gradually reducing your modeling.

## ERROR CORRECTION

Correct students by using prompts, such as, "What letter says /b/?"

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Adapted from Wilson, B. A. (2002). *Wilson reading system: Instructor manual*. Oxford, MA: Wilson Language Training.

## GUIDED PRACTICE: ACTIVITY 1

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### 3,2,1 READ

#### DECODING

Place a pile of word cards facedown. As you turn over each card, students blend the sounds silently. On your verbal cue "3, 2, 1," students read the word aloud. The countdown gives students time to think and prevents them from blurting out or guessing. Elicit group and individual responses. To keep students engaged, mix up requests for group or individual responses. Question all students, so they can demonstrate their knowledge.

**Teacher:** I will turn over one word at a time. You will read the word silently, using the blending technique we practiced earlier. When I say, "3, 2, 1, everyone," I want everyone to say the word at the same time. Even if you know the word right away, use the "3, 2, 1" as thinking time. Let's practice.

*[Turn over the top card, **cup** in this example, and lay it on the table.]*

**Teacher:** 3, 2, 1, everyone.

**Students:** *cup*

**Teacher:** Great job! Stay on your toes because sometimes I might say, "3, 2, 1" and then say someone's name. If I say your name, you say the word aloud. Everyone else reads it silently. Ready?

*[Turn over the next card: **sip**.]*

3, 2, 1, Angela.

**Angela:** *sip*

**Teacher:** Good reading, Angela. David, what is the vowel sound in that word?

**David:** /i/

**Teacher:** Gabe, what is the first consonant sound?

**Gabe:** /s/

Continue displaying cards for students to decode.

### ERROR CORRECTION

- Note which sound was incorrect, point to the letter, and give a prompt, such as, “What sound?” Then have the student repeat the blending sequence.
- If a student uses a long vowel (e.g., /sīp/ for *sip*), use questioning to guide him or her to the correct sound, such as in the following example script.

**Teacher:** Is this a closed syllable?

**Student:** Yes.

**Teacher:** What is the vowel sound in a closed syllable?

**Student:** Short vowel.

**Teacher:** Blend the sounds, using the short vowel sound.

## GUIDED PRACTICE: ACTIVITY 2

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### SPIN AND READ

#### DECODING

Choose a student to be Head Spinner. The Head Spinner spins to determine the number of word cards each student will get. Students place their word cards faceup in front of them and read the words silently. The Head Spinner chooses one of his words to read, turns it facedown after reading it, and then points to a word belonging to the student to his left. That student reads the designated word, turns it facedown, and points to a word belonging to the student on his left. Continue in a clockwise direction until all words have been read. Choose a new Head Spinner and continue as described above. Monitor student responses and provide corrective feedback.

**Teacher:** We will use the spinner to determine how many word cards each person gets. DeShawn, you will be the Head Spinner, for now. Everyone else will get a turn, too. Please spin.

*[DeShawn spins.]*

**Teacher:** DeShawn spun a four, so each of you will get four word cards. As I give you the cards, put them faceup in front of you and read them silently. If you finish, read them silently again because soon, you will be asked to read the words aloud.

*[Students read their words silently.]*

**Teacher:** DeShawn, as Head Spinner, you go first. Choose one word to read.

**DeShawn:** /l/ /o/ /t/: *lot*.

**Teacher:** Good job blending the sounds! Gabe, what is the final sound in DeShawn's word?

**Gabe:** /t/

**Teacher:** That's right, /t/. DeShawn, point to one of David's words for him to read.

*[DeShawn points to **bag**.]*

**David:** *beg*

**Teacher:** David, what is the vowel in the word?

**David:** *a*

**Teacher:** Right, the vowel is *a*. What is the sound of short *a*?

**David:** /a/

**Teacher:** Yes, the sound is /a/. Now, try the word again.

**David:** /b/ /a/ /g/, *bag*. I get it now.

**Teacher:** Point to the letter that makes the /g/ sound, DeShawn. Correct. OK, David, your turn to point to one of Gabe's words.

Continue moving clockwise. Provide corrective feedback as needed.

## ERROR CORRECTION

- Note which sound was incorrect, point to the letter, and give a prompt, such as, “What sound?” Then have the student repeat the blending sequence.
- If a student uses a long vowel (e.g., /sīp/ for *sip*), use questioning to guide him or her to the correct sound, such as in the following example script.

**Teacher:** Is this a closed syllable?

**Student:** Yes.

**Teacher:** What is the vowel sound in a closed syllable?

**Student:** Short vowel.

**Teacher:** Blend the sounds, using the short vowel sound.

## GUIDED PRACTICE: ACTIVITY 3

## CREATE A BINGO BOARD

## ENCODING

Distribute a blank bingo form to each student. Dictate a CVC word and have students write the word in any space on the form. When all the spaces are filled in, it can be used to play bingo in a future activity.

**Teacher:** Here is a blank bingo board for each of you. I will dictate a word, and you will write the word in one of the blank boxes. You may put only one word in a box, but you can choose any box you wish. Some of the words might be nonsense words. Remember to repeat the word after I say it.

Let’s do the first word together. The first word is *tub*. What is the word, everyone?

**Students:** *tub*

**Teacher:** How many sounds in *tub*?

**Students:** Three sounds.

**Teacher:** Think of the letters for those sounds and write them in one of the blank spaces. The first sound is /t/. I know that **t** makes the /t/ sound, so I write **t**. What is the next sound, Angela?

**Angela:** /u/

**Teacher:** What letter?

**Angela:** *u*

**Teacher:** Write *u*. What is the final sound and letter, Gabe?

**Gabe:** /b/, *b*.

**Teacher:** Now, check your work by reading the word.

**Students:** *tub*

**Teacher:** Let's move on to the next word. We will go a little faster. The word is *him*. Repeat, please.

**Students:** *him*

**Teacher:** Think of how many sounds you hear in *him* and write the letters that make those sounds. Remember to check your spelling by reading the word you wrote.

Continue dictating words until the bingo sheet is complete. Question students to monitor their comprehension.

## INDEPENDENT PRACTICE: ACTIVITY 1

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### BINGO DECODING

Distribute bingo tokens and bingo sheets with words on them. Students may use bingo sheets they previously completed. Designate one student to be the Caller. As the Caller reads each word, students look for the word on their sheet. If students find a word, they cover it with a token. When a student has a complete row, column, or diagonal through the center covered with tokens, the student shouts "bingo" and reads the words used to win. For subsequent games, use different bingo sheets and designate a different student as the Caller.

## INDEPENDENT PRACTICE: ACTIVITY 2

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### CHANGE A LETTER

#### ENCODING

Dictate a CVC word and have students write the word at the top of a sheet of lined notebook paper. Then, dictate a second word that is one letter different from the previous word and have students write the second word beneath the first. Dictates a third word that differs from the second word by one letter and have students write it, and so on. Enunciate each word distinctly. Have students repeat the dictated word before writing it. Give students ample time to write the words.

**Teacher:** I will dictate a word that you will repeat and write at the top of your paper. Then I will give you another word that is just one letter different from the word before it. You will repeat and write that word also. We will do the same thing with several words. Listen carefully. The first word is *sip*. Repeat, please.

**Students:** *sip*

**Teacher:** Correct. Write *sip* at the top of your paper. Now, change one letter to make the word *sit*. Repeat *sit*.

**Students:** *sit*

**Teacher:** Correct. Write *sit*.

The next word is *fit*. Repeat *fit*.

**Students:** *fit*

**Teacher:** Write *fit*.

The next word is *fat*. Repeat *fat*.

**Students:** *fat*

**Teacher:** Write *fat*.

The next word is *hat*. Repeat *hat*.

**Students:** *hat*

**Teacher:** Write *hat*.

Continue dictating new words by changing one letter at a time. Incorporate a variety of vowels and consonants.

**TIP**

Vary the position of the letter that changes—for example: *hut* to *rut* to *rot* to *lot* to *let* to *led* to *bed*.

**ADAPTATION**

Scaffold by having students circle the letter that changed to make each new word.

**MONITOR LEARNING** 

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When responding in unison, monitor to ensure that students correctly read CVC and short vowel sounds. When you hear a mistake during a choral response, address the error to the whole group by modeling the correct pronunciation and having students respond chorally again. If the error persists and you are able to identify the student making the mistake, model the correct way to the individual student.

Check students' work on Change a Letter and Bingo.

**GENERALIZATION** 

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In future lessons, students will learn about other types of syllables and how to read bigger words that are formed when syllables are put together. Learning about closed syllables and CVC words helps students to read more words now and provides a foundation for reading more, and bigger, words later.

**LESSON 2 WORD CARDS**

but	dig	fed
bam	cod	dot

First of 6 pages

**SPINNER INSTRUCTIONS**  
SPIN-AND-READ

**MATERIALS**

- Paper plate
- Brass brad
- Material for spinner pointer (e.g., coffee can lid, plastic drinking straw)
- Two spacers (e.g., washers, grommets, or eyelets from a hardware store)
- Scissors

**PREPARATION**

- Divide and label the paper plate with numbers.
- Cut an arrow out of the material for the pointer.
- With scissors, make a small hole in the center of the paper plate.
- Punch a small hole in the arrow.

**ASSEMBLY**

- Place a washer over the hole in the paper plate.
- Place the pointer over the washer.
- Place another washer over the pointer.
- Line up the holes in the paper plate, washers and pointers.
- Secure everything with the brass brad, pushing the brad through the spinner from top to bottom.
- Open the brad tabs on the underside of the paper plate to hold assembly in place.
- Check whether the pointer spins freely and adjust as necessary.

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**BINGO**

	FREE	

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First of 2 pages: 5x5 grid included



# CONSONANT DIGRAPHS

## LESSON 3

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### OBJECTIVE

Students will read and spell initial and final consonant digraphs in closed-syllable words.

### MATERIALS

- Lesson 1 letter cards\*
- Lesson 3 letter cards\*
- Lesson 3 word cards\*
- Sentence reading worksheet\*
- Cloze sentences worksheet\*
- Pocket chart
- Board and markers or chalk for teacher
- Personal whiteboards and markers for students
- Notebook paper

\*Blackline master available on CD.

### TIPS

- Refer to the Appendix for a list of consonant digraph words.
- A student should master one digraph before progressing to another. Depending on your students, introduce multiple digraphs during a single lesson.
- Include examples and nonexamples of words containing digraphs.
- Decode and encode, using real words and nonsense words.

## DAILY REVIEW

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### VOWELS, CVC WORDS

Review vowel sounds and CVC words. For vowels, students should say the letter name, key word, and sound. Review blending and segmenting CVC words, and review that each letter makes its own sound. Ask for individual and group responses, and keep a brisk pace.

**Teacher:** Let's start by quickly reviewing vowels. I will point to a letter, and you will tell me the name of the letter, its key word, and its sound. For example, if I point to **e**, your response is, "**e**, **egg**, /e/." Be alert, because I will go quickly! Remember that the cue I give when it's time for you to repeat is an open palm, like this.

*[Gesture. Then, point to **i** and gesture.]*

**Students:** *i, itch, /i/.*

**Teacher:** Excellent!

*[Continue reviewing all short vowel sounds.]*

Let's review blending CVC words. Remember that each letter makes its own sound.

*[Write **bat** on the board. Say the sounds as you slide your finger under each letter.]*

**Teacher:** /b/ /a/ /t/, **bat**.

Complete a quick review of CVC words by having students read word cards.

## OPENING

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**Teacher:** In the words we just reviewed, each letter made its own sound. /b/ /a/ /t/—three letters, three sounds. Today, we will learn about digraphs. A digraph is two consonants that combine to make one sound. Most of the time, that sound is different from the sound that each letter makes individually.

Digraphs are important to learn because if you did not know that the two letters in a digraph make one sound, you would be unable to read many new words.

**MODEL AND TEACH: ACTIVITY 1** 

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**INTRODUCE DIGRAPHS****DECODING**

Introduce one digraph, such as **sh**, by reviewing each letter's sound separately. Teach students that when these letters appear together, they make one sound. Point out that digraphs can appear at the beginning or end of a word.

**Teacher:** We just reviewed that **s** says /s/ and **h** says /h/.

*[Write **s** and **h** next to each other.]*

**Teacher:** When **s** and **h** are together in a word, they make a new sound: /sh/. What sound does **sh** make?

**Students:** /sh/

**Teacher:** We'll use **shop** as the key word for /sh/. **sh, shop**, /sh/. Repeat please.

**Students:** **sh, shop**, /sh/.

*[Write **o** and **p** after **sh** to form **shop**. Circle **sh**.]*

**Teacher:** /sh/ can appear at the beginning of a word, like we just learned with **shop**.

*[Write **cash**, circling **sh**.]*

**Teacher:** It can also come at the end of a word, as in **cash**. What sound does **sh** make?

**Students:** /sh/

After teaching the digraph, use letter cards to model blending /sh/ with other sounds to make words. Point to the letters as you blend the sounds. When counting the number of sounds in a word, a digraph counts as only one sound. Repeat the sequence with other words, gradually reducing your modeling to give students greater independence.

*[Display **sh, o,** and **p** in a pocket chart or on the table, leaving some space between the letters.]*

**Teacher:** You blend digraphs with other sounds to make words, as we did with CVC words.

*[Point to **sh** and say /sh/. Point to **o** and say /o/. Then, slide your finger under each sound as you blend them.]*

/sh/ /o/; your turn. Blend the sounds as I slide my finger under the letters.

**Students:** /sh/ /o/

*[Model adding the final /p/: Slide your finger under **sh** and **o**, stretching out the sounds until you point to **p**.]*

**Teacher:** /sh/ /o/ /p/; your turn.

**Students:** /sh/ /o/ /p/

*[Move the cards next to each other. Slide your finger under the letters.]*

**Teacher:** *Shop*—the whole word is *shop*. Now, I will slide my finger under the letters, and you will read the word.

**Students:** *shop*

**Teacher:** Although there are four letters, there are just three sounds because *s* and *h* make one sound, /sh/.

*[Model counting with your fingers: /sh/, /o/, /p/.]*

Repeat the sequence with new words, gradually reducing your modeling.

## ERROR CORRECTION

If a student makes an error with a digraph sound, guide the student by using questions about the key word. If necessary, have the student repeat the blending sequence to read the word.

## TIPS

- Introduce new digraph sounds after your students master each sound. The following are suggested key words: *th–think*, *ph–phone*, *wh–whisper*, *ck–sock*, and *ch–cheer*.
- *th* can make two different sounds: unvoiced, as in *think* and *Beth*, and voiced, as in *the* and *that*. Teach students that the unvoiced /th/ feels like air over the tongue and that making the voiced /th/ causes the tongue to vibrate.

**MODEL AND TEACH: ACTIVITY 2** 

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**SEGMENTING SOUNDS****ENCODING**

Have students encode words containing digraphs by using the following sequence:

1. Dictate a word.
2. A student repeats the word (listen for correctness).
3. The student says each sound in the word and counts the sounds in the word.
4. The student says the letters that represent the sounds.
5. The student again says the letters while collecting the corresponding letter cards.
6. The student checks by reading the word.

Repeat the sequence with new words, gradually decreasing your modeling.

**Teacher:** The first word is *rush*. What is the word?

**Students:** *rush*

**Teacher:** Next, I will count the sounds I hear in the word.

*[Model the following steps as you complete them.]*

/r/ /u/ /sh/. I hear three sounds.

Next, I think about what letters make those sounds. /r/–*r*, /u/–*u*, /sh/–*sh*.

Now, I say the letters while I get the letter cards: *r, u, s, h*.

Finally, I check the word by reading it: *rush*.

Repeat the sequence with new words, gradually decreasing your modeling.

**TIPS**

- Tell students that the digraph *ck* is never at the beginning of a word. /k/ at the beginning of a word is usually spelled *c* or, less often, *k*.
- Tell students that the digraph *wh* is never the final letters of a word.

- Use blank letter cards (different colors for vowels and consonants) as a visual clue to the structure of words. Have students put the letter cards on top of corresponding blank cards.

### ERROR CORRECTION

If a student makes an error, say the word and have the student repeat it, emphasizing enunciation. Note which sound was incorrect, whether digraph or letter, and use a prompt similar to the following examples: “What digraph says /wh/?” or “What letter says /l/?”

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Adapted from Wilson, B. A. (2002). *Wilson reading system: Instructor manual*. Oxford, MA: Wilson Language Training.

## GUIDED PRACTICE: ACTIVITY 1

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### WHAT SOUND?

#### DECODING

Write on the board some digraphs and 10–12 other letters that have been taught. Point to a digraph or letter and have students say its sound.

**Teacher:** I will point to a letter or digraph on the board. When I give you the cue, my open palm, everyone will say its sound.

*[Point to **ch** and gesture.]*

**Students:** /ch/

*[Point to **wh** and gesture.]*

**Students:** /wh/

*[Point to **sh**.]*

**Teacher:** Sasha?

**Sasha:** /sh/

### ERROR CORRECTION

If a student makes an error, dictate the sound, point to the letter again, and have the student say the sound, such as in the following example script.

**Teacher:** *ch* says /ch/.

*[Point to ch.]*

**Teacher:** What sound?

### TIPS

- Keep a brisk pace.
- Choose additional consonants and vowels with which students struggle.
- Point to target sounds at least twice for extra practice.

## GUIDED PRACTICE: ACTIVITY 2

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### READ A WORD

#### DECODING

Gather word cards that contain digraphs and other sounds that the students have learned. Display one word card at a time. Have students read the word silently and then say the word. Randomly elicit group and individual responses. Maintain a rapid pace and question students, so they can demonstrate their knowledge.

**Teacher:** I will show you one word card at a time. Read the word silently and then, when I point to the word, everyone say it aloud. Even if you know the word right away, wait for the cue before you say it. Let's practice.

*[Show first card, **whip**; pause 2–3 seconds; and then point to the word.]*

**Students:** *whip*

**Teacher:** Nicely done! Sometimes I might say someone's name instead of pointing. That person reads the word aloud, and everyone else reads it silently. Ready?

*[Show the next card, **rich**.]*

Kristen?

**Kristen:** *rich*

**Teacher:** Yes. Tony, what is the digraph in *rich*?

**Tony:** *ch, /ch/.*

Continue showing words. Increase the pace as students gain proficiency.

### ERROR CORRECTION

Ask questions to guide students to correct their errors, such as in the following example script.

*[After a student reads **shin** as **chin**, point to the digraph.]*

**Teacher:** What is the key word for *sh*?

*[The student answers.]*

**Teacher:** Read the word again, please.

### TIPS

- Include words from previous lessons (e.g., CVC words).
- Include nonsense words to ensure that students grasp the sounds.

### ADAPTATION

Use laminated word cards and have students circle the digraph in the word.

## GUIDED PRACTICE: ACTIVITY 3

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### SENTENCE READING

#### DECODING

Distribute the sentence reading worksheet. Have students read the sentences silently, circling the digraphs. Then, call on students to read the sentences aloud. One way to structure the read-aloud is modeled below; other variations are described in the Adaptations section. Weave in questions to assess understanding and keep students engaged.

**Teacher:** You each have a worksheet with 15 sentences on it. Please read each sentence silently. When you see a word with a digraph, circle the digraph. Read each sentence three times because you will read them aloud later.

Let's make sure everyone understands what to do. Tony, what is the first step?

**Tony:** We're going to read the sentences and circle digraphs.

**Teacher:** Yes, you will circle digraphs. Will you read silently or aloud, Sasha?

**Sasha:** We will read silently, and we're supposed to read each sentence three times.

**Teacher:** Exactly right. While you are reading, I might ask you to whisper-read, so I can listen. Please begin, everyone.

*[Circulate among students and listen to them read.]*

**Teacher:** OK, now we will read aloud. I will call on someone and say a sentence number to read. After that person reads, he or she will choose the next person and sentence number. You don't have to go in numerical order; you can choose any sentence number. Stay alert, though, because I will ask questions between people reading.

Kristen, please read sentence 8.

*[Kristen reads.]*

**Teacher:** Sasha, what word in Kristen's sentence had a digraph?

*[Sasha responds.]*

**Kristen:** Nick, read sentence 13.

*[Nick reads.]*

**Teacher:** Nick, what's the digraph in that sentence?

*[Nick responds.]*

Students continue calling on each other and reading sentences. Continue to ask questions.

## ADAPTATIONS

- Write sentences on sentence strips.
- Write sentences on a whiteboard or overhead and have students circle the digraphs.
- Have students choose 3–4 sentences to practice and read aloud, using their best prosody.
- Have students read sentences to a partner.

## GUIDED PRACTICE: ACTIVITY 4

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### WHAT SAYS...

#### ENCODING

Spread letter cards in front of students. Follow the steps below. Focus on digraphs, but also weave in previously learned sounds.

1. Ask students which letters make a particular sound.
2. Have students repeat the sound (listen for correctness).
3. Have students point to the corresponding letter cards.

**Teacher:** I will ask you which letters make a certain sound. You will repeat the sound and point to the letter cards that make the sound. If the sound is a digraph, you will point to the two letters that make the sound.

What says /ch/?

**Students:** /ch/

*[Students point to **c** and **h**.]*

**Teacher:** What says /k/, like you hear at the end of *sock*?

**Students:** /k/

*[Students point to **c** and **k**.]*

**Teacher:** What says /i/?

**Students:** /i/

*[Students point to **i**.]*

**Teacher:** What says /k/, as in *cat*?

**Students:** /k/

*[Students point to **c**.]*

**Teacher:** How about /k/, as in *kite*?

**Students:** /k/

*[Students point to **k**.]*

**Teacher:** /th/?

**Students:** /th/

*[Students point to **t** and **h**.]*

Continue dictating sounds, making sure to include many digraphs.

### ERROR CORRECTION

Tell students who answer incorrectly the letter that makes the sound as you point to the correct letter cards, as in the following example script.

**Teacher:** *Sh* says /sh/.

*[Point to **s** and **h**.]*

**Teacher:** What says /sh/?

If the error is with a sound that has multiple spellings, say something similar to the following.

*[A student points to **k** when asked for the /k/ in **cup**.]*

**Teacher:** *K* can make the /k/ sound, but in *cup*, it is spelled *c*.

*[Point to **c**.]*

**Teacher:** What says /k/ in *cup*?

### ADAPTATION

Instead of letter cards, print targeted letters and digraphs on paper.

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Adapted from Wilson, B. A. (2002). *Wilson reading system: Instructor manual*. Oxford, MA: Wilson Language Training.

**GUIDED PRACTICE: ACTIVITY 5** 

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**WORD DICTATION****ENCODING**

Dictate digraph and CVC words. Have students write the words on notebook paper. Emphasize that this activity is spelling practice and that you are there to help students. Monitor student responses and ask questions that guide students toward correcting errors and demonstrating knowledge.

**Teacher:** I will dictate a word. You'll follow these steps to spell it. First, repeat the word. Next, say each sound in the word. Last, write the word on your paper. Remember to check by reading the word you wrote. If a word is difficult to spell, I'll help you get to the correct spelling.

The first word is *hush*.

*[Gesture with an open palm for students to repeat.]*

**Students:** *hush*

**Teacher:** Say each sound in *hush*.

*[Circulate and listen.]*

Good. You each said /h/ /u/ /sh/. Now, write the word.

*[Students write **hush**.]*

**Teacher:** The next word is *thick*.

*[Gesture.]*

**Students:** *Thick, /th/ /i/ /k/.*

**Teacher:** Before you write, I will give you a rule to follow that is true most of the time: When /k/ is at the end of words after a short vowel, spell it with the digraph **ck**. The word you're spelling is *thick*. In *thick*, /k/ is at the end after a short vowel, so that should tell you how /k/ is spelled.

Continue dictating words and providing feedback to students.

## ERROR CORRECTION

If a student mispronounces a word (e.g., says *hutch* instead of *hush*), say the word and have the student repeat the word, enunciating carefully. Note which sound was incorrect (e.g., vowel, digraph) use a prompt similar to the following example: “What digraph says /wh/?” If a student misspells a word, use a prompt similar to this example: “The word is *Beth*. You spelled *bath*. What can you change to make it *Beth*?”

## TIPS

- Include CVC words.
- Have students draw a circle around digraphs in words.

## INDEPENDENT PRACTICE: ACTIVITY 1

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### POINT AND READ

#### DECODING

Arrange 15–20 word cards faceup on the table. Point to a word and call on individual students to read the word. Use a quick pace. Occasionally include questions to assess understanding.

**Teacher:** When I point to a word and say your name, read the word aloud. Everyone else, read silently. I will go quickly. Let’s try it.

*[Point to chick.]*

Nick?

**Nick:** *chick*

*[Point to dash.]*

**Teacher:** Sasha?

**Sasha:** *dash*

**Teacher:** Nice job, everyone. Now I will really pick up the speed!

Continue until all the words have been read.

## ADAPTATIONS

- Have students keep the cards they read correctly.
- Have students turn facedown cards that are read correctly.

INDEPENDENT PRACTICE: ACTIVITY 2 

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## WAR OF WORDS (READING)

## DECODING

This activity is similar to traditional War, played with a regular deck of cards. Deal a large stack (30–40 words) of well-shuffled word cards between two players. Both students each play one card faceup, saying the word on the card. The player with the card whose initial letter comes first alphabetically wins the round, adding both cards to his or her pile (e.g., *chat* beats *dish*). A “war” ensues when both players’ words have the same initial letter (e.g., *when* and *wet*). Each player plays another card faceup. Whoever has the new card whose initial letter comes first alphabetically wins the round and all of the cards played.

**Teacher:** Please raise your hand if you have ever played the card game War.

*[Students raise their hands.]*

**Teacher:** We will play War of Words, which is similar. Each pair gets a stack of word cards, just like regular War. You split the deck and then each turn over a card. Then, you each read the word on your card aloud. Whoever has the card whose first letter comes first alphabetically wins the round and keeps both of the cards. If the first letter is the same, there is a war, and both players turn over another card. The winning player takes all of the cards from the round.

Let’s say that Nick and Kristen are partners. Nick reads his word, *kick*. Kristen reads her word, *shot*. Who gets the cards in this round?

**Sasha:** Nick gets the cards because *k* is earlier in the alphabet than *s*.

**Teacher:** Exactly. What about this: Sasha reads her word, *bath*, and Tony reads his word, *back*. What would happen?

**Nick:** It’s a war because they both have words that start with the same letter.

**Teacher:** You’re right. So they each put a new card faceup and read it.

**Kristen:** Then they do the alphabetical thing again!

**Teacher:** Yes, they check the first letter of the new faceup cards, and the person who has the word that comes earlier in the alphabet gets all of the cards from the war.

### TIPS

- Students can create their own word cards.
- Be sure students remember to read their word each time a card is placed on the table.

## INDEPENDENT PRACTICE: ACTIVITY 3

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### WAR OF WORDS (SPELLING)

#### ENCODING

Have students play war, as in the decoding activity, except instead of turning the cards faceup and reading them, Student A dictates his or her word to Student B, who writes it. Student B then dictates his or her word to Student A, who writes it. The student who has the word card that comes first alphabetically wins the round.

**Teacher:** We will play War of Words again, but this time you won't just read words; you'll spell words, too. Instead of putting your cards faceup, you will read your word to your partner. For example, Nick and Kristen are partners. Nick reads his word. Kristen writes the word on notebook paper. Nick checks it against the card and helps Kristen correct any errors. Then Kristen dictates her word to Nick, and so forth. The person whose card has a word with an initial letter closer to the beginning of the alphabet gets to keep the cards.

## INDEPENDENT PRACTICE: ACTIVITY 4

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### CLOZE SENTENCES

#### DECODING AND ENCODING

Distribute the cloze sentences worksheet. Have students select the correct word to complete the sentence and write it on the line. Have students take turns reading the completed sentences to a partner.

**Teacher:** I have given each of you a worksheet of fill-in-the-blank sentences. Please read each sentence silently, select the correct word from the word bank to complete the sentence, and write it on the blank line. As a challenge, after you identify the word from the word bank, cover it and write it without looking. Then check your answer. In 3 minutes, you will read the sentences with a partner.

Have students complete the worksheet. As they finish, have them take turns reading the sentences to a partner.

## MONITOR LEARNING

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Listen carefully for accurate reading of words, including blending and digraphs. Ensure that students pronounce words correctly. Check written work (sentence-reading worksheet, word dictation, and cloze activity) to determine whether students can identify digraphs by circling them.

## GENERALIZATION

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Explain to the students that texts they will read in other subjects, like science, mathematics, and social studies, contain many words with digraphs. Point out that /ph/ is a digraph seen most often in mathematical and scientific words.

**LETTER CARDS**  
CONSONANT DIGRAPHS

ch	ch	ch	ch
ck	ck	ck	ck
ph	ph	ph	ph
sh	sh	sh	sh
th	th	th	th
wh	wh	wh	wh

**LESSON 3 WORD CARDS**

chap	chick	chip
ash	check	chill

First of 6 pages

**SENTENCE READING**  
CONSONANT DIGRAPHS

1. Rick got cash from Beth for the bus.
2. The rock is on the path.
3. Rob cut his lip with the dish.
4. Jack had a chip with his dip.
5. The shed is in the back of the lot.
6. When will Fat chat with Mom?
7. This fog is thick!
8. It is bad to rush in math.
9. I wish to pack my red bag.
10. Which log will Ann chop?
11. Do not hit the dog with the whip!
12. Get a tux in that shop.
13. Meg has a red rash on her chin.
14. The sock is in the mesh bag.
15. The ship is not at the dock yet.

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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**CLOZE SENTENCES**

Select the correct word from the word bank to complete each sentence. Write the word on the line. Read the completed sentence.

**WORD BANK**

fish	chop	thud	whiz	thin
lock	hush	wish	pick	when
dash	rich	bath	chin	which

1. Tim has no cash, so he is not \_\_\_\_\_.
2. \_\_\_\_\_! Sis is in bed for a nap.
3. Mom will \_\_\_\_\_ the shed and then dash to the shop.
4. \_\_\_\_\_ did Chuck hop on the bus?
5. Beth got 10 \_\_\_\_\_ in the net!
6. The \_\_\_\_\_ was too hot for the tot.
7. I \_\_\_\_\_ to be a whiz in math.
8. Rich did not \_\_\_\_\_ the log for the shed.
9. \_\_\_\_\_ job did Bev get?
10. Max got a bit of chip dip on his \_\_\_\_\_.

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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First of 2 pages:  
Worksheet plus answer key



# CONSONANT BLENDS

## LESSON 4

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### OBJECTIVES

- Students will read initial and final consonant blends in closed-syllable words.
- Students will spell initial and final consonant blends in closed-syllable words.

### MATERIALS

- Letter cards from previous lessons\*
- Lesson 4 word cards\*
- Word sort category cards\*
- Word grid worksheet\*
- Word sort graphic organizer\*
- Pocket chart
- Board and markers or chalk for teacher
- Personal whiteboards and markers for students
- Notebook paper

\*Blackline master available on CD.

### TIPS

- Refer to the Appendix for list of beginning and ending consonant blends and consonant-blend words.
- Enunciate words and listen carefully as students repeat to ensure they articulate the consonant blend.

- Discriminate:
  - Introduce more than one consonant blend at a time, so students learn to use their letter-sound knowledge to discriminate among different blends.
  - Introduce and discriminate between two-letter consonant blends and three-letter consonant blends.
  - Include digraph blends (a digraph that blends with a consonant, as in *shrimp* and *three*), so students can discriminate between a digraph blend and consonant blend.
- Teach students that certain combinations of vowels and blends make unexpected sounds in closed syllables. For example, the vowel in *olt*, *ild*, *ind*, *ost*, and *old* is sometimes long (*colt*, *wild*, *find*, *most*, *cold*).
- Decode and encode, using real words and nonsense words.
- Give direct feedback to students.

## DAILY REVIEW

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### DIGRAPHS, CONSONANTS

Review by asking students to produce the sounds for specific consonants and digraphs. Ask for individual and group responses, and randomize the order in which you point to the letters. Keep a brisk pace.

**Teacher:** Let's start by quickly reviewing some consonants. I will point to a letter, and you will tell me its sound. Be alert because I will go quickly! Remember that the cue I give when it's time for you to repeat is an open palm.

*[Point to **d** and gesture.]*

**Students:** /d/

**Teacher:** Correct, /d/.

*[Point to **r** and gesture.]*

**Students:** /r/

**Teacher:** Yes, /r/.

*[Point to s.]*

Hector, what sound?

**Hector:** /s/

*[Continue reviewing desired consonant sounds.]*

**Teacher:** Now, we will move on to digraphs. How many letters does a digraph have, Jennifer?

**Jennifer:** Two.

**Teacher:** And how many sounds does a digraph make, Aaliyah?

**Aaliyah:** One.

Review the digraph sounds /sh/, /th/, /ck/, /ph/, /wh/, and /ch/ by pointing to digraph cards and asking students to say the sounds.

## OPENING

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**Teacher:** Today's lesson is about consonant blends. You will learn how to read words that have two or three consonants right next to each other, but unlike digraphs, each letter keeps its sound. This lesson is important because longer and more difficult words contain consonant blends, so you will be able to read and spell more words when you learn this concept.

## MODEL AND TEACH: ACTIVITY 1

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### BLENDING SOUNDS

#### DECODING

Using letter cards, have students read the word *shop* and say the number of letters (four) and sounds (three). Compare students' answers to the number of letters and sounds in *stop*. Explain again that consonant blends are two or three consonants right next to each other and that each letter makes its own sound. Point out that blends can appear at the beginning or end of words.

*[Using letter cards, display the word **shop** in the pocket chart.]*

**Teacher:** Please read this word.

**Students:** *shop*

**Teacher:** Correct, the word is *shop*. Hector, how many letters in *shop*?

**Hector:** *S-h-o-p*: four letters.

**Teacher:** And how many sounds in *shop*, Jennifer?

**Jennifer:** /sh/ /o/ /p/: There are three sounds because the *sh* makes the one sound, /sh/.

**Teacher:** Perfect! Watch as I remove *s* and *h* and replace them with *s* and *t*. This is a word you see frequently, so you probably already know it.

**Students:** *stop*

**Teacher:** That's right. I'll ask the same question as before. How many letters in *stop*?

**Students:** Four.

**Teacher:** Listen as I count the number of sounds.

*[Use your fingers to count.]*

**Teacher:** /s/ /t/ /o/ /p/: There are four sounds because *s* and *t* each have their own sound. A blend is when two consonants next to each other make two sounds, like *s* and *t* in *stop*. You blend the sounds together, just as you do with CVC words. Watch how I blend this word.

*[Place the letters **s**, **p**, **i**, and **n** in the pocket chart, leaving space between the letters. Point to **s** and say /s/. Point to **p** and say /p/.*

**Teacher:** /sp/: That's the blend. Say /sp/.

**Students:** /sp/

*[Point to **i** and say /i/. Point to **n** and say /n/.]*

**Teacher:** Your turn. Say the sounds as I slide my finger under each sound.

**Students:** /sp/ /i/ /n/

*[Slide your finger under the whole word.]*

**Teacher:** *spin*

**Students:** *spin*

Using this sequence, blend several more words with beginning consonant blends (e.g., *flag, skin, crop, drum*).

**Teacher:** Aaliyah, with your finger, draw a line under the blend in *drum*.

*[Aaliyah underlines **dr**.]*

That's right. Does the blend appear before or after the vowel?

**Aaliyah:** Before.

*[Using letter cards, display the word **desk** and have students blend it.]*

**Teacher:** Where is the blend in *desk*, Kevin?

**Kevin:** At the end of the word.

**Teacher:** Right, it comes after the vowel. You can see that consonant blends can be at the beginning or the end of a word.

Using letter cards, blend several more four-sound words with beginning or ending consonant blends (e.g., *flag, sent, crop, dump*).

## ERROR CORRECTION

Through questioning, guide students who make an error with a blend to identify the location and number of letters in the blend. Remind students that each consonant in a blend makes a sound (with the exception of digraph blends). Have students repeat the blending sequence to read the word.

## ADAPTATION

Using the same instructional sequence, extend the lesson to demonstrate closed-syllable words with additional blends. Include examples from earlier consonant-blend concepts. Make sure that students master one type of blend before moving on to the next.

- **Digraph blends:** These blends consist of a digraph and a consonant (e.g., *lunch, shred*). Note the difference between the number of letters and sounds in these words.
- **Words with two-letter initial and final blends:** After mastering words containing four sounds, introduce closed syllables containing five sounds, with blends at the beginning and end of a word (e.g., *plant, blend, clump, shrimp*).
- **Words with three-letter blends:** Introduce words containing three-letter blends (e.g., *splash, scrap, script, tempt*).

MODEL AND TEACH: ACTIVITY 2 

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## SEGMENTING SOUNDS

## ENCODING

Have students use letter cards to encode words containing consonant blends by following this sequence:

1. Dictate a word.
2. Have a student repeat the word (listen for correctness).
3. Have the student say each sound in the word and count the sounds in the word.
4. Have the student say the letters in the word.
5. Have the student say the letters again as he or she collects the corresponding letter cards.
6. Have the student check by reading the word.

**Teacher:** I will show you some steps to follow when you spell words. Listen.

The first word is *flop*. What is the word?

**Students:** *flop*

Next, I count the sounds I hear in the word.

*[Model counting with your fingers.]*

/f/ /l/ /o/ /p/: I hear four sounds.

Next, I think about what letters make those sounds. /f/–*f*, /l/–*l*, /o/–*o*, /p/–*p*.

I say the letters again while I collect the letter cards: *f, l, o, p*.

Now, I check the word by reading it: *flop*.

Repeat the sequence with new words, gradually reducing your modeling.

### ERROR CORRECTION

When a student makes an error, say the word and have the student repeat it, emphasizing enunciation. Note which sound was incorrect (vowel, digraph, etc.) and prompt the student with something similar to the following examples: “What letter says /l/?” or “The word is *crisp*. You spelled *crist*. What do you need to change to make it *crisp*?”

### TIPS

- To introduce two-letter initial and final blends, start by having students spell three-sound words, and then add a consonant for an additional onset or final blend (e.g., *raft–draft*, *slum–slump*).
- Use blank letter cards (different colors for vowels and consonants) as a visual clue to the structure of words. Have students put the letter cards on top of corresponding blank cards.

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Adapted from Wilson, B. A. (2002). *Wilson reading system: Instructor manual*. Oxford, MA: Wilson Language Training.

## GUIDED PRACTICE: ACTIVITY 1

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### WORD SORT READING

#### DECODING

Compile cards for consonant blend words, CVC words, and words with digraphs. Divide the students into pairs. Provide each pair with word cards and two category cards labeled “blend” and “no blend.” Have students in each pair take turns reading a word aloud and categorizing it, according to whether it contains a blend.

**Teacher:** Each pair has word cards to sort into categories of blend or no blend. After you read the word aloud, your team decides which category that word belongs in.

Let's do some examples on the board.

*[Write **flat** on the board.]*

Hector, read this word, please.

**Hector:** *flat*

**Teacher:** Yes, *flat*. Does *flat* contain a blend?

**Hector:** Yes, /fl/.

**Teacher:** Students, look at the categories. Which do you think *flat* belongs in?

**Aaliyah:** It would go in the blend category.

*[Write **pat** on the board.]*

**Teacher:** Jennifer, please read the word and tell us which category.

**Jennifer:** *Pat*; it goes in the no blend category.

Have pairs read and sort word cards. It is important that students read the words aloud, so they do not sort based on visual clues.

### ERROR CORRECTION

Note which sound was incorrect (vowel, digraph, etc.) and ask questions to correct it. For example, if a student read *smack* as *snack*, point to the blend and say something similar to the following: "What letters are in the blend? What sounds are in the blend? Read the word again, please."

### TIPS

- Give different pairs different sets of words. After a pair has sorted one word set, switch sets with another pair.
- Circulate among the pairs and weave in questions, so that students can demonstrate their knowledge. For example, ask: "Where is the digraph in this word?," "What vowel sound?," or "How many sounds in the word?"

## ADAPTATIONS

- Have students subcategorize words with blends into beginning and ending blends, three-letter blends, etc.
- Have students define the families into which words can be sorted—for example, *st* blends or *ing* ending blends.

GUIDED PRACTICE: ACTIVITY 2 

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## BUILD A WORD CARDS

## ENCODING

Make consonant blend cards with *shr, st, cr, pr, sl, thr, spl, cl, sp, tw, lp, nd, mp,* and *nt*. Divide letter cards into groups: consonant blends, vowels, and consonants. Display the letter cards faceup and dictate a word. Have students encode the word by picking the cards that spell the word.

*[Display the consonant blend cards in one group, and display letter cards for a, e, i, o, u, d, t, p, n, and m in another group.]*

**Teacher:** I will dictate a word. Repeat the word and then spell it, using the cards I have displayed. One group of cards is consonant blends, and the other group is vowels and consonants.

Let's do the first one together. First, you segment, or say the sounds in the word. Kevin, please say the sounds in *prod*.

**Kevin:** /p/ /r/ /o/ /d/: *prod*.

**Teacher:** Thanks, Kevin. Next, ask yourself, "What letters make those sounds?" or "Are there any consonant blends?"

**Aaliyah:** At the beginning is /pr/.

**Teacher:** Do you see a card with the letters that say /pr/?

**Aaliyah:** Yes, it's right there.

*[Aaliyah picks up the pr card.]*

**Hector:** The next sound is /o/, so I need the *o* card.

*[Hector picks up the o card.]*

**Teacher:** I see that you have spelled /p/ /r/ /o/. What word are we spelling, Jennifer?

**Jennifer:** *Prod*, so *d* goes here at the end.

*[Jennifer picks up the d card.]*

**Teacher:** The last step is to check the word by reading it. Everyone read the word.

**Students:** *prod*

**Teacher:** Very nice work! I'll dictate a word to each one of you now, so listen for your name and the word. To be sure you heard the word correctly, repeat it back to me.

Kevin, your word is *shred*.

**Kevin:** *shred*

**Teacher:** Aaliyah, your word is *must*.

**Aaliyah:** *must*

**Teacher:** Jennifer, *crisp*.

**Jennifer:** *crisp*

**Teacher:** Hector, *clamp*.

**Hector:** *clamp*

Continue dictating words, asking questions throughout for error correction and demonstration of knowledge.

#### ADAPTATIONS

- As students become more proficient, dictate nonsense words as well.
- Have students work in pairs.

## GUIDED PRACTICE: ACTIVITY 3

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### WORD GRID

#### ENCODING

Dictate words and have students write the words on the word grid worksheet. The worksheet will be used in a future independent practice activity. Focus on consonant blends and trouble spots, but also include previously taught concepts. Emphasize that this activity is not a spelling test; it is spelling practice. Monitor students' responses and ask questions that guide students toward correcting errors and demonstrating knowledge.

**Teacher:** I will dictate a word. You will repeat the word and then segment the sounds. You'll then write the letters that match the sounds in one of the numbered boxes.

The first word is *brush*. You should brush your teeth before you go to bed. *Brush*.

*[Gesture for students to repeat.]*

**Students:** *brush*

**Teacher:** Now, segment the sounds in *brush*.

**Students:** /b/ /r/ /u/ /sh/

**Teacher:** Think about the letters that match those sounds and write the word on your worksheet.

Continue dictating words and providing feedback to students.

#### ERROR CORRECTION

When a student makes an error, say the word and have the student repeat it, emphasizing enunciation. Note which sound was incorrect (vowel, digraph, etc.) and prompt the student with something similar to the following examples: "What letter says /p/?" or "The word is *crisp*. You spelled *cris*t. What do you need to change to make it *crisp*?"

#### TIP

It may take more than one session to completely fill in the word grid worksheet.

## INDEPENDENT PRACTICE: ACTIVITY 1

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### CROSS OUT DECODING

Have students circle any three words on the completed word grid worksheet that students created in the guided practice activity. Then, have students take turns reading word cards picked randomly from a bag. All students try to locate each read word on their worksheet and cross it out. The first student to cross out all three of his or her circled words wins.

**Teacher:** First, circle any three words on your grid.

*[Wait for students to circle their words.]*

Next, we will pass around a bag with word cards in it. When the bag gets to you, pick a card out of the bag and read it to the group. Don't show anyone the word; just read it. Then, everyone will look for that word on their grid and cross it out if they find it. Then the bag is passed to the next person, and we do the same thing. The first person who crosses out all three of his or her circled words is the winner.

### TIPS

- Include words in the bag that are not on the grid to give students the opportunity to read more words.
- Include words in the bag from previously taught concepts.
- Check in with students by asking questions to assess their understanding.

### ERROR CORRECTION

Note which sound was incorrect (vowel, digraph, etc.) and ask questions to guide the student to correct it.

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Adapted from Archer, A., Flood, J., Lapp, D., & Lungren, L. (2002). *Phonics for reading, first level* (Teachers' guide). North Billerica, MA: Curriculum Associates.

## INDEPENDENT PRACTICE: ACTIVITY 2

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### CONCENTRATION (MATCHING)

#### DECODING

This activity uses matched pairs of word cards (10–15 pairs of words, 20–30 cards). After thoroughly shuffling the cards, lay them facedown in a grid pattern. Have students take turns turning over two cards at a time and reading the words aloud. If the cards match, the student keeps those cards and takes another turn. If not, the student turns the cards facedown and play continues with the next player. When all the cards have been matched, the student with the most cards wins.

**Teacher:** This is a matching activity that requires you to read words and concentrate on where they are on the table. When it is your turn, turn over any two cards and read the words aloud. That is a very important part: You must say the words! If the words match, you keep the cards and take another turn. If they don't match, turn the cards back over in the same place on the table. Then, the next person takes a turn. If it isn't your turn to read, what do you think you should do?

**Kevin:** I should probably pay attention, so I remember where the cards are.

**Teacher:** Great idea, because when it's your turn, you will have a better chance of matching words if you remember where the cards are.

#### ERROR CORRECTION

Note which sound was incorrect and ask questions to guide the student to correct it. Have the student repeat the blending sequence to read the word.

#### TIP

Make sure that students read the words aloud, so students do not match words solely by sight.

#### ADAPTATION

Have students match cards based on a different criterion. For example, have students match words with the same digraph blend, vowel sound, or consonant blend.

## INDEPENDENT PRACTICE: ACTIVITY 3

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### WORD SORT

#### ENCODING

Have students write dictated blends and words under the appropriate category heading. Begin by distributing the blank word sort graphic organizer.

### WORD SORT GRAPHIC ORGANIZER

The graphic organizer consists of five UFO-shaped containers arranged in two rows. The top row has three UFOs and the bottom row has two. Each UFO has a saucer with the word 'blend:' written on it. Below the saucer, the body of the UFO is divided into five horizontal lines, numbered 1 through 5 from top to bottom, for writing words.

**Teacher:** First I will dictate some blends to you, which you will write on the UFOs. Then I will dictate words to you. You will repeat the word after me and decide which blend category it belongs to. Write the word in the space under that blend.

## MONITOR LEARNING

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Check students' work on the worksheet. Make sure that students pronounce blends correctly.

## GENERALIZATION

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Explain to the students that texts they will read in other subjects, like science, mathematics, and social studies, contain many words with consonant blends.

### LESSON 4 WORD CARDS

blunt	clash	crept
blast	brand	cloth

First of 6 pages

### WORD SORT

#### BLEND

#### NO BLEND

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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### WORD GRID

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24

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### WORD SORT GRAPHIC ORGANIZER

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# R-CONTROLLED SYLLABLES

## LESSON 5

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### OBJECTIVES

- Students will identify the sounds for *ar*, *or*, *er*, *ir*, and *ur*.
- Students will read words that have vowel-*r* teams.
- Students will spell words that have *r*-controlled syllables.

### MATERIALS

- Letter cards from previous lessons\*
- Lesson 5 letter cards\*
- Lesson 5 word cards\*
- Word sort category cards\*
- Word dominoes\*
- Spelling support card (to be laminated)\*
- Pocket chart
- Word web worksheets\*
- Board and markers or chalk for teacher
- Personal whiteboards and markers for students
- Notebook paper

\*Blackline master available on CD.

## TIPS

- Refer to the Appendix for a list of words with *r*-controlled syllables.
- Scaffold and teach one or two sounds at a time, depending on student proficiency.
- Include a variety of words with the different *r*-controlled sounds students are learning.
- Include words with *r*-controlled vowels and words without *r*-controlled vowels, so students can practice discriminating the *r*-controlled sounds (e.g., *chart*, *chat*).
- Decode and encode, using real words and nonsense words.
- Give direct feedback to students.

## DAILY REVIEW

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### SHORT VOWEL SOUNDS

Review short vowel sounds.

**Teacher:** Let's start by quickly reviewing short vowels. I will point to a letter, and you will tell me its sound. Be alert because I will go quickly! Remember that the cue I give when it's time for you to repeat is an open palm.

*[Point to i and gesture.]*

**Students :** /i/

Continue reviewing vowel sounds.

## OPENING

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**Teacher:** Today we will learn about a type of syllable that changes the way a vowel sounds. It's called an *r*-controlled syllable because the *r* controls the vowel sound.

It is important to learn about *r*-controlled syllables because many words contain these sounds. Being able to recognize and read *r*-controlled syllables will allow you to read many more words. It will also help you in other classes and allow you to read connected text more easily.

**MODEL AND TEACH: ACTIVITY 1** 

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**INTRODUCE R-CONTROLLED SYLLABLES****DECODING**

Using the *ar*, *or*, *er*, *ir*, and *ur* cards, teach students that *r* controls the vowel sound. In closed syllables (at least one consonant “closing in” one vowel), if the vowel is followed by *r*, the vowel does not make its expected sound. *R* changes the vowel sound. These syllables are called *r*-controlled syllables. *R*-controlled syllables are blended with other sounds in a word. When counting the number of sounds in a word, the *r*-controlled syllable counts as just one sound.

*[Display the word cards her, turn, bird, star, and corn.]*

**Teacher:** Look at these words and tell me something they have in common.

**Rodolfo:** They all have the letter *r*.

**Katie:** The *r* is always the third letter, and it’s after the vowel.

**Teacher:** Yes, all of the words have *r*, and the *r* follows the vowel in each of the words. Here it is the third letter, but it won’t always be the third letter. Because *r* follows the vowel, the vowel does not make its short sound. The *r* “controls” the vowel sound, which is why they are called *r*-controlled syllables.

Let’s start with the letters *ar*. When you see the letters *a* and *r* together in a word, they usually say /ar/, as in *star*. What sound does *ar* usually make?

**Students:** /ar/

Introduce other *r*-controlled sounds, as appropriate for your students. Then, begin to demonstrate how *r*-controlled sounds work in words.

*[Display the letter cards p, ar, and k.]*

**Teacher:** *R*-controlled sounds blend with other sounds to make words.

*[Point to p and say /p/. Point to ar and say /ar/. Slide your finger under each letter as you blend the sounds.]*

Now, it’s your turn. Blend the sounds as I slide my finger under the letters.

**Students :** /p/ /ar/

*[Model adding the final /k/. Slide your finger under **p** and **ar**, stretching out the sound until you point to **k**.]*

**Teacher:** Your turn. Say the sounds as I slide my finger under the letters.

**Students :** /p/ /arr/ /k/

*[Move the cards next to each other. Slide your finger under the letters.]*

**Teacher:** *Park:* The whole word is *park*. Now, I will slide my finger under the letters, and you will read the word.

*[Slide your finger under the letters.]*

**Students :** *park*

**Teacher:** Although *park* has four letters, it has just three sounds because *a* and *r* make one sound, /ar/.

*[Model counting with your fingers.]*

**Teacher:** /p/ /ar/ /k/: three sounds.

Repeat the sequence with other words, gradually reducing your modeling.

## MODEL AND TEACH: ACTIVITY 2 --- ---

### VOWEL-R TEAMS

#### DECODING

When students have learned all of the *r*-controlled sounds, teach students to notice whether a word has a vowel-*r* team. Teach students to automatically treat a vowel-*r* team as one sound unit.

Write several words with *r*-controlled sounds on the board (e.g., *marsh, chart, scorn, church, skirt*). Encourage students to see the vowel-*r* team as a unit, in much the same way digraphs are seen as a unit. Scaffold by having students circle the vowel-*r* team and then read the word. Remove the scaffold as students gain proficiency.

**Teacher:** A faster way to read *r*-controlled syllables is to be on the lookout for vowel-*r* teams. When you see one, use that sound when you read the word.

*[Circle ar in marsh.]*

**Teacher:** I drew a circle around the vowel-*r* team because it helps me to remember that the team makes only one sound: /ar/. /m/ /ar/ /sh/; *marsh*.

*[Point to the next word, chart in this example.]*

**Teacher:** Jasmine, please circle the vowel-*r* team.

*[Jasmine circles ar.]*

**Teacher:** Perfect. What sound?

**Jasmine:** /ar/

**Teacher:** Excellent. And the word is?

**Jasmine:** /ch/ /ar/ /t/: *chart*.

**Teacher:** Nicely done. Andre, please do the next word. After you circle the vowel-*r* team, blend the word in your head and then say it fast, like a whole word.

*[Andre circles or.]*

**Andre:** *scorn*

Repeat the sequence with other words.

## ERROR CORRECTION

If an error is with an *r*-controlled sound, guide the student to the correct sound with questions about the key word. Use the sound to read the word.

## TIPS

- When introducing *ir*, *er*, and *ur*, teach that these vowel-*r* teams make the same sound, /er/. Point out that students have learned other sounds that are spelled in more than one way (e.g., /k/: *c*, *k*, or *ck*; /f/: *f* or *ph*).
- Vowel-*r* letter cards teach students to see the two letters as a unit that makes one sound.

## MODEL AND TEACH: ACTIVITY 3

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### SEGMENTING SOUNDS

#### ENCODING

Have students use letter cards to encode dictated words containing *r*-controlled sounds by following this sequence:

1. Dictate a word.
2. Have a student repeat the word (listen for correctness).
3. Have the student say each sound in the word and count the sounds in the word.
4. Have the student say the letters that represent the sounds.
5. Have the student say the letters again while collecting the corresponding letter cards.
6. Have the student check by reading the word.

Repeat the sequence with new words, gradually reducing your modeling.

**Teacher:** The first word is *porch*. What is the word?

**Students:** *porch*

**Teacher:** Next, I count the sounds I hear in the word.

*[Count with your fingers.]*

**Teacher:** /p/ /or/ /ch/: I hear three sounds.

Next, I think about what letters make those sounds: /p/–*p*, /or/–*or*, /ch/–*ch*.

Then, I say the letters while I collect the letter cards: *p-or-ch*.

Now, I check the word by reading it: *porch*.

Repeat the sequence with new words, gradually reducing your modeling.

#### ERROR CORRECTION

If a student makes an error, say the word and have student repeat it, emphasizing enunciation.

Note which sound was incorrect and prompt the student with something similar to the following example: “What says /ar/?”

## TIPS

- For sounds with multiple spelling options (e.g., /er/ spelled **er** or **ur**), tell students that they cannot know which option is correct just from the sound. Students must practice spelling the words and memorizing which option goes with which words. Students can check their answers in a dictionary or spell-checker.
- Students can start a “spelling options” notebook.

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Adapted from Wilson, B. A. (2002). *Wilson reading system: Instructor manual*. Oxford, MA: Wilson Language Training.

## GUIDED PRACTICE: ACTIVITY 1

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### WORD SORT: READING

#### DECODING

Divide students into pairs. Give each pair a stack of facedown word cards and some “category” cards (i.e., **ar**, **or**, **er**, **ir**, and **ur**). Have students take turns saying a word and categorizing it according to its *r*-controlled sound and spelling.

**Teacher:** Each pair has word cards that you will sort into categories, based on the word’s *r*-controlled sound and spelling. The categories are on the category cards you received. They are **ar**–/ar/, **or**–/or/, **er**–/er/, **ir**–/er/, and **ur**–/er/.

Andre and Rodolfo, you will be partners, so I’ll use you as examples as I explain the steps. Andre, pick up the top card and read it aloud without showing it to Rodolfo.

**Andre:** *slurp*

**Teacher:** Rodolfo, repeat the word and say the *r*-controlled sound.

**Rodolfo:** *slurp*, /er/.

**Teacher:** Now identify the correct spelling pattern and which category it belongs to.

**Rodolfo:** The **ir**–/er/ family?

**Teacher:** If you’re right, you can put that word card under the correct category pile. Andre, is he right?

**Andre:** No. It's *ur*.

**Teacher:** So, because he was wrong, Rodolfo does a say-spell-say: Say the word, spell the word, and then say it again. Rodolfo, what will you do?

**Rodolfo:** I say the word, spell the word, and then say it again: *slurp, s-l-u-r-p, slurp*.

**Teacher:** That's right. And that card goes to the bottom of Andre's pile, so Rodolfo will get another chance to try it. Everyone, please begin. I will come around to help you.

Have pairs continue reading and sorting words. It is important that students read the words aloud, so they do not sort based solely on visual clues.

### ERROR CORRECTION

- For a decoding error, note which sound was incorrect and ask questions to guide the student to correct it. For example, if a student pronounces *harp* as *hard*, say something similar to the following: "What is the last letter in the word? What sound does it make? Read the word again, please."
- For a sorting error, say the word again, emphasizing its *r*-controlled sound, such as in the following example: "*Thorns*: What *r*-controlled sound do you hear? Which category has /or/?"
- For a spelling option error, say something similar to the following example: "Yes, *ir* does makes the /er/ sound, but in *hurt*, it is spelled *ur*. What letters say /er/ in *hurt*?"

### TIP

Give different pairs different sets of words. After a pair has sorted one word set, switch sets with another pair.

### ADAPTATION

After sorting words, have students say the words in each category, use them in a sentence, or say their meaning.

## GUIDED PRACTICE: ACTIVITY 2

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### READ MY MIND

#### DECODING

Arrange 15–20 word cards faceup in a grid pattern. Choose a word (without telling students) as “it,” and have students try to “read your mind” by guessing which word you have chosen. If a student succeeds, he or she keeps the card, and you choose another word. When a student unsuccessfully guesses, turn the card he or she guessed facedown and have the next student take a turn.

**Teacher:** I have chosen one of these cards as “it,” but I’m not going to tell you which one. You must read my mind. When it is your turn, say the word you think I chose and point to the card with that word on it. If you guess correctly, you get to keep the card. If not, the next person has a turn. You must be ready to say your word when it is your turn, so read the words silently before it’s your turn.

#### TIPS

- Include words from previous lessons (e.g., CVC words).
- Make sure that students read the words and point to the correct word cards.
- Students must be ready to say their word when it’s their turn or the pacing will be too slow. If necessary, establish a time limit of a few seconds.
- As students win cards, refill the holes in the word grid with new cards.
- To narrow students’ choices, tell them the row or column in which the word appears.

## GUIDED PRACTICE: ACTIVITY 3

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### WHAT SAYS...

#### ENCODING

Spread letter cards in front of students. Follow the steps below. Focus on *r*-controlled sounds, but include previously introduced sounds as well.

1. Dictate a sound.
2. Have a student repeat the sound (listen for correctness).
3. Have the student point to the corresponding letter card.

**Teacher:** I will ask you what letter or letters make a certain sound. You will repeat the sound and point to the letter card that says the sound.

Let's begin. What says /a/?

**Students:** /a/

*[Students point to a.]*

**Teacher:** What says /or/?

**Students:** /or/

*[Students point to or.]*

**Teacher:** Nice job. What says /er/, as in *turn*?

**Students:** /er/

*[Students point to ur.]*

**Teacher:** /er/, as in *her*?

**Students:** /er/

*[Students point to er.]*

**Teacher:** How about /er/, as in *bird*?

**Students:** /er/

*[Students point to ir.]*

Continue dictating sounds, giving students multiple opportunities with *r*-controlled sounds.

### ERROR CORRECTION

If an error is with a sound that has multiple spelling options, such as /er/, say something similar to the following example: "Yes, *ir* does makes the /er/ sound, but in *hurt*, it is spelled *ur*. What says /er/ in *hurt*?" If an error does not involve a sound with multiple spelling options, tell the student the letter that makes the sound, such as in the following example: "*Or* says /or/. What says /or/>?"

## TIPS

- An alternative method for introducing a sound with multiple spelling options is telling students something similar to the following example: "There are three ways to spell /er/. What is one way to spell /er/? What is another way? What is the third way?"
- Include only the *r*-controlled sounds that students have learned.

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Adapted from Wilson, B. A. (2002). *Wilson reading system: Instructor manual*. Oxford, MA: Wilson Language Training.

## GUIDED PRACTICE: ACTIVITY 4

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### SUPPORTED SPELLING

#### ENCODING

Give each student a laminated spelling support card with vowel-*r* teams on it. Dictate a word. Have students spell the word by writing its initial and final letters with a dry-erase marker on either side of the correct vowel-*r* team.

SPELLING SUPPORT	
	<i>ar</i>
	<i>or</i>
	<i>er</i>
	<i>ir</i>
	<i>ur</i>

**Teacher:** Each of you has a spelling support card with the vowel-*r* teams on it. I will dictate a word. You will repeat the word and figure out which vowel-*r* team is used to spell it. Then, you will write the word on the card. Because the vowel-*r* is already on the card, you will add only the beginning and end of the word. Then, you will read the word to yourself to double-check your answer. Because the card can be easily erased, you can change your answer if you need to. When your answer is ready, hold it up and show me.

I will show you an example, and then we'll work through one together.

The first word is *thorn*. The *r*-controlled sound I hear is /or/, so I write on the *or* line. /th/ is the first sound, so I write it at the beginning. The next sound is /or/, which is already on the card. The last sound is /n/, so I write it at the end.

ar
<i>thorn</i>
er
ir
ur

**Teacher:** I read the word to check myself. *Th-or-n, thorn*. Now, let's do a word together. The word is *harsh*.

**Students:** *harsh*

**Teacher:** Katie, what *r*-controlled sound do you hear in *harsh*?

**Katie:** I hear /ar/.

**Teacher:** That's right. Everyone, to point to the vowel-*r* team that says /ar/ on your card.

*[Students point to ar.]*

**Teacher:** What is the first sound in *harsh*, Andre?

**Andre:** /h/

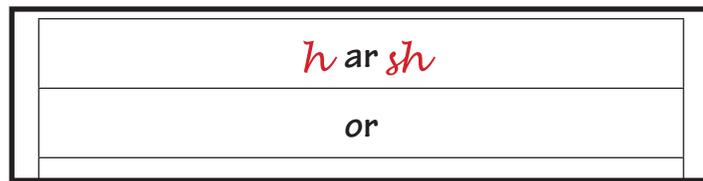
**Teacher:** Correct, so write the letter that says /h/ at the beginning of the word.

*[Students write h before ar.]*

<i>h</i> ar
or

- Teacher:** Andre, what is the next sound in *harsh*?
- Andre:** /ar/, but we don't write that because it's already there.
- Teacher:** Good. Katie, what is the last sound in *harsh*?
- Katie:** /sh/
- Teacher:** Write the letters that say /sh/ at the end of the word.

*[Students write sh.]*



Check your work by reading the word. When you are finished, hold it up for me.

Once complete, have students erase their marks on the card and prepare for the next dictated word. Continue dictating words and providing feedback to students.

### ERROR CORRECTION

If a student makes an error, say the word and have the student repeat it, emphasizing enunciation. Notice the location of the error and use questioning to guide the student to the correct spelling, such as in the following example: "The word is *thorn*. Do you hear a digraph?" For an error with a sound with multiple spelling options, such as /er/, say something similar to the following example: "Yes, *ir* does makes the /er/ sound, but in *hurt*, it is spelled *ur*. Please make the correction on your card."

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Adapted from Florida Center for Reading Research. (2007). *2-3 student center activities: Phonics*. Retrieved from [http://www.fcrr.org/scasearch/PDFs/2-3P\\_017.pdf](http://www.fcrr.org/scasearch/PDFs/2-3P_017.pdf)

## INDEPENDENT PRACTICE: ACTIVITY 1

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### WORD DOMINOES

#### DECODING

1. Deal each student six “dominoes,” each with two words on it. Place a starter domino faceup on the table and the remaining dominoes facedown in a pile.



2. The first player says the words on the starter domino and checks his or her dominoes for a word with the same *r*-controlled sound.
3. If the student has a domino with the same *r*-controlled sound, he or she connects it to the domino on the table and says the connecting words.
4. If the student does not have any words that connect, he or she takes one from the pile. It is then the next student’s turn.
5. Continue until a player uses all of his or her dominoes.

**Teacher:** Let’s play Word Dominoes, which is similar to regular dominoes. A domino is a card with two words on it. I’ll deal six dominoes to each of you, and I’ll put the starter domino on the table. When it is your turn, take a domino from your hand with the same *r*-controlled sound as a domino on the table. You say both words as you connect the dominoes. That is the only way to earn points: You must say the words. If you don’t have a match, draw a domino from the pile. Then, the next person has a turn. We’ll talk ourselves through this first domino to make sure everyone understands how the game works, and then you can play on your own.

*[Distribute the dominoes and place the starter domino on the table.]*

**Teacher:** Rodolfo, read the words on the starter domino, please.

**Rodolfo:** *Turn* and *worn*.

**Teacher:** Think about the *r*-controlled sound in those words. Each of you read the words on your dominoes to see whether any of them match the *r*-controlled sound. What *r*-controlled sound is in *turn*, and how is it spelled, Andre?

**Andre:** /er/, and it’s spelled *u-r*.

**Teacher:** That’s right. We know that /er/ can be spelled other ways, too. Remember that you are matching the sound, not the way it’s spelled.

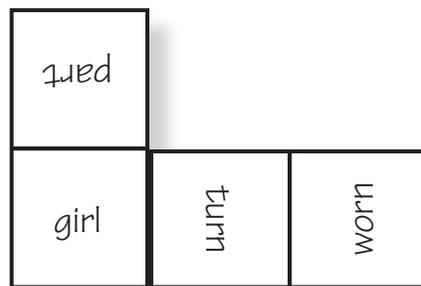
Katie, what is the *r*-controlled sound in the other word?

**Katie:** /or/

**Teacher:** Andre, because it's your turn to play a domino, do you have a domino with a matching *r*-controlled sound?

**Andre:** I think so. I have a domino that has *girl* and *part*. *Girl* has the same sound as *turn*, so I can connect them

*[Andre connects the dominoes.]*



**Teacher:** Nice job. Remember to say the words as you connect them.

**Andre:** *Girl, part.*

Continue the game until one student depletes his or her stock of dominoes.

## INDEPENDENT PRACTICE: ACTIVITY 2

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### WORD WEBS

#### ENCODING

Have students complete a word web for a specific *r*-controlled sound. First, write an *r*-controlled sound in the middle bubble. Then, have students complete the web by writing a word in each of the five smaller bubbles that include that sound. When the webs are complete, have students read the words to a partner.

**Teacher:** Let's complete a word web for *r*-controlled sounds. The middle bubble shows your *r*-controlled sound. The smaller bubbles around the page are blank. Write a word in each small bubble that contains your *r*-controlled sound. For example, my sound is /ar/. *Marsh* has /ar/, so I write *marsh* in one of the small bubbles.

Now, it is your turn. Look at the *r*-controlled sound on your word web sheet. Think of five words with that sound and write the words in the smaller bubbles. When you are done, read the words to your partner.

### ADAPTATION

After students read their words to a partner, have students exchange word webs and read another student's words.

### MONITOR LEARNING

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Listen carefully for accurate reading of *r*-controlled sounds while also checking on previously taught sounds and concepts. Check written work to gauge students' understanding of vowel-*r* teams as representations of specific *r*-controlled sounds.

### GENERALIZATION

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Remind students of the prevalence of *r*-controlled syllables in language. Tell students to look for words with vowel-*r* teams while reading in their classes. Tell student that understanding how the *r* controls the vowel sound makes reading those words easier.

**LETTER CARDS**  
R-CONTROLLED VOWELS

ar	ar	ar	ar
er	er	er	er
ir	ir	ir	ir
or	or	or	or
ur	ur	ur	ur

**LESSON 5 WORD CARDS**

barn	burn	charm
ark	birth	cart

First of 6 pages

**WORD SORT**  
R-CONTROLLED SYLLABLE CATEGORY CARDS

ar

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First of 3 pages:  
All vowel-r combinations included

### WORD DOMINOES

shirt	bar	sport	start	hard	firm
scorch	form	term	third	com	shark
girl	start	port	thorn	perch	burnt
clerk	squirt	turf	torch	arm	verb
worn	turn	smirk	spark	thirst	whirl
stir	fort	farm	sir	yarn	term
burn	spur	birch	stork	church	short
ink	bird	harsh	smart	art	card

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### WORD WEBS

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First of 3 pages:  
Blank dominoes included

# VOWEL-CONSONANT-E SYLLABLES

## LESSON 6

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### OBJECTIVES

- Students will read and spell words with vowel-consonant-**e** (VC**e**) syllables.
- Students will discriminate between VC**e** syllables and closed syllables.

### MATERIALS

- Letter cards from previous lessons (one set each for teacher and students)\*
- Lesson 6 word cards\*
- Word sort category cards\*
- Dice
- Roll and Read game board\*
- Round robin spelling worksheet\*
- Picture ID worksheet\*
- VC**e** ID worksheet\*
- Pentagon spelling worksheet\*
- Pocket chart (optional)
- Board and markers or chalk for teacher
- Personal whiteboards and markers for students
- Notebook paper

\*Blackline master available on CD.

## TIPS

- Refer to the Appendix for list of VCe words.
- The VCe pattern is familiar to many students. It is essential, therefore, to include closed, CVC syllables to ensure that students can discriminate between the two syllable types.
- Give direct feedback on student performance.

## DAILY REVIEW

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### CLOSED SYLLABLES; SHORT AND LONG VOWEL SOUNDS

Write *ret*, *cranch*, *trug*, and *slith* on the board. Review how to read closed syllables by blending sounds. Review that vowel sounds are short in closed syllables. Review and practice the short and long sounds of all the vowels.

**Teacher:** Let's read each of these nonsense words as I point to it.

*[Point to the words.]*

**Students:** *Ret, cranch, trug, slith.*

**Teacher:** Nicely done. Those are nonsense words, but you could read them anyway. How did you know how to do that?

**Christopher:** You know the sounds the letters make and you blend them. Like *slith* is just /s/ /l/ /i/ /th/.

**Teacher:** How did you know the vowel would be short?

**Christopher:** Because it's a closed syllable and vowels are short in closed syllables.

**Teacher:** What else do we know about closed syllables, Marcus?

**Marcus:** They have just one vowel, and the vowel is closed in with a consonant.

**Teacher:** Yes, and you can remember it this way, too: A consonant closes in the vowel, so it can take only a short walk before it bumps into the consonant. The vowel takes a short walk and says its short sound.

We know that vowels have a long sound, too. We'll review all the vowel sounds today. What are the different vowels in the alphabet?

*[Students answer.]*

**Teacher:** That's correct: *A, e, i, o,* and *u* are the five vowels.

*[Write the vowels on the board.]*

**Teacher:** We know that the long sound of a vowel is simply its name. For example, the long sound of *e* is /ē/.

I'll point to a vowel and say "long sound" or "short sound," and you will tell me the answer.

*[Point to e.]*

**Teacher:** Short sound?

*[Pause for 1–3 seconds before gesturing for students to answer.]*

**Students:** /e/

That's right. The sound is /e/, as in *egg*.

*[Point to i.]*

Long sound?

**Students:** /ē/

Continue until all short and long vowel sounds are reviewed.

## OPENING

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**Teacher:** Today I will introduce you to a new syllable, in which the vowel sound is long. We will learn how to read words with long vowels. I'll also teach you a strategy for figuring out whether a vowel is long or short.

## MODEL AND TEACH: ACTIVITY 1

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### VCE CONCEPT (VOWEL IS LONG)

#### DECODING

Show students how adding **e** to a CVC word makes the vowel long. Use word pairs to demonstrate this concept (e.g., *mad–made*, *tap–tape*, *tub–tube*, *rid–ride*, *pet–Pete*). Using letter cards, display *mad* and have students read it. Tell students *mad* is a closed syllable and, therefore, the vowel is short. Have students count the number of sounds. Add the **e** letter card, making *made*. Read the word and count the sounds in *made*. Tell students that although the number of sounds has not changed, the vowel sound changed from /a/ to /ā/. Adding **e** caused the vowel sound to change from short to long.

**Teacher:** Dae, please read this word and tell me how many sounds it has.

**Dae:** *Mad*, /m/ /a/ /d/: It has three sounds.

**Teacher:** What sound does the vowel make?

**Dae:** /a/

**Teacher:** Perfect.

*[Add e to the end of the word.]*

**Teacher:** This is a word you have seen many times, *made*.

*[Count with your fingers.]*

**Teacher:** /m/ /ā/ /d/: It also has three sounds, but the vowel sound is long, /ā/. The vowel sound is long because of the **e** at the end. The **e** doesn't make its own sound, though. It is only there to tell us that the previous vowel is long. *Made* is an example of a new type of syllable: vowel-consonant-**e**, or VC**e**. In a VC**e** syllable, there is a vowel...

*[Point to the a in made.]*

**Teacher:** ...a consonant...

*[Point to the d.]*

**Teacher:** ...and an *e* at the end.

*[Point to the e.]*

**Teacher:** Here is another example:

*[Write dim.]*

**Teacher:** What word?

**Students:** *dim*

**Teacher:** I can make it a VC*e* word by adding *e* to the end. The *e* makes the vowel long. So, what sound will *i* make?

**Students:** /i/

**Teacher:** So the word is...

**Students:** *dime*

**Teacher:** Great! Let's read more words.

Continue with the other words. Ask questions to check students' understanding, such as the following:

- What does the *e* do to the vowel sound in a VC*e* syllable? (It makes the vowel sound long.)
- What sound does the *e* make in a VC*e* syllable? (The *e* is silent.)

#### TIP

See the Appendix for more closed-syllable and VC*e* words.

## MODEL AND TEACH: ACTIVITY 2

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### VCE STRATEGY (IDENTIFY AND READ)

#### DECODING

Teach students how to identify and read VCe syllables by following this sequence:

1. Determine whether the syllable ends in the VCe pattern.
2. Determine whether the vowel sound is short or long.
3. Read the word, using the appropriate vowel sound.

**Teacher:** Let's read some more words. It's important for you to recognize different types of syllables. Some of the syllables you will read will be VCe, and some will be closed. Here is a three-step strategy to determine whether a syllable is VCe.

*[Using letter cards or writing on the board, display **prime**.]*

**Teacher:** Step 1: Ask yourself whether the syllable ends in the VCe pattern. I see a vowel...

*[Point to the **i** in **prime**.]*

**Teacher:** ...a consonant...

*[Point to the **m** and then the **e**.]*

**Teacher:** ...and an **e** at the end of the syllable. Yes, this syllable ends in the VCe pattern.

Step 2: Determine the vowel sound. We just learned that vowels in VCe syllables are long, so this vowel's sound is /ī/.

Step 3: Read the word, using the vowel sound. I will blend the sounds: /p/ /r/ /ī/ /m/: **prime**. That worked. Let's try another one.

*[Display the word **mop**.]*

**Teacher:** Let's follow the three steps with this word. Step 1: Does the syllable end in the VCe pattern? I see a vowel...

*[Point to the **o**.]*

**Teacher:** ...and a consonant...

*[Point to the p.]*

**Teacher:** ...but there is no **e**. This syllable does not end in **VCe**. It is a closed syllable.

Step 2: What is the vowel sound? We have learned that vowels in closed syllables are short, so this vowel's sound is /o/.

Step 3: Blend the sounds and read the word: /m/ /o/ /p/: **mop**.

*[Display slope.]*

**Teacher:** Let's read some more words and practice this strategy. Tariq, does this word end in the **VCe** pattern?

**Tariq:** There's the **o**, the **p**, and then **e** at the end, so yes, it's a **VCe** syllable.

**Teacher:** Excellent job. What does that tell us about the vowel sound, Maribel?

**Maribel:** The vowel will be long. It will say /ō/.

**Teacher:** Dae, because we know it is a **VCe** syllable and the vowel is long, blend the sounds.

**Dae:** /s/ /l/ /ō/ /p/: **slope**.

**Teacher:** Good. Let's look at the next word and use the strategy to help us read it.

*[Display drench.]*

**Teacher:** Christopher, does this word end in the **VCe** pattern?

**Christopher:** Well, it has an **e** in the middle, but not at the end, so I don't think it's a **VCe** word.

**Teacher:** Good, Christopher, that was a bit tricky. Even though there is an **e** in the word, it's not at the end, as part of the **VCe** pattern. That tells us it is not a **VCe** syllable. In fact, it's a closed syllable, so what is the vowel sound?

**Students:** /e/

**Teacher:** Correct. What is the word?

**Students:** **drench**

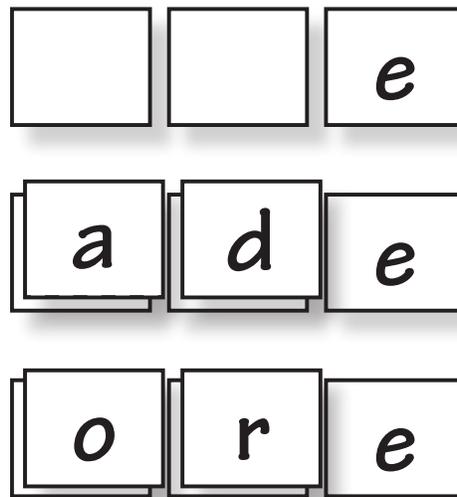
Continue using the strategy to read closed-syllable and **VCe** words. Gradually reduce modeling.

**ERROR CORRECTION**

Redirect students who make an error to the strategy by asking whether there is an **e** at the end of the word. Ask students what the presence (or absence) of **e** says about the vowel sound. Have the students read the word again.

**TIPS**

- To illustrate that in VC**e** syllables, the initial vowel and consonant can change, but the **e** is constant, use blank letter cards as placeholders for the initial vowel and consonant and an **e** letter card as you spell words. Put actual vowel and consonant cards on the blanks to reinforce the concept of this syllable type.



- Words with a vowel-**re** pattern at the end are considered to be VC**e** syllables, rather than **r**-controlled syllables. Tell students that the **e** is stronger than the **r**, so the **e** jumps over the **r** to make the vowel long—for example: *star–stare*, *car–care*, *fir–fire*.

**MODEL AND TEACH: ACTIVITY 3** 

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**VCE SPELLING STRATEGY****ENCODING**

Teach the following strategy to spell VC**e** words:

1. Listen to the word and repeat it orally or silently.

2. Segment the sounds in the word.
3. Determine whether the vowel is long or short.
4. If the vowel is long, spell the word, using the VCe pattern.
5. Check the spelling by reading the word.

**Teacher:** I will show you some steps to follow when you spell words.

The first word is *fame*. What is the word?

**Students:** *fame*

**Teacher:** Next, I segment the sounds in the word: /f/ /ā/ /m/.

Then, I determine whether the vowel is long or short. I hear a long vowel, /ā/. Because the vowel is long, I spell it with the VCe pattern:

*[Write fame as you work out the spelling.]*

/f/–*f*, /ā/–*a*, /m/–*m*, and then I add the silent *e* to make the *a* long.

Now, I check the word by reading it: *fame*.

Repeat the sequence with new words, gradually decreasing your modeling. Dictate VCe and closed-syllable words in random order, so that students learn to listen for the long or short vowel sound.

### ERROR CORRECTION

- If a student does not put *e* at the end of a VCe syllable (in this example, spelling *fam* instead of *fame*), say something similar to the following: “You spelled *fam*. The word is *fame*. What do you need to do to make the vowel sound /ā/?”
- If a student incorrectly adds an *e* to the end of a word (in this example, spelling *drume* instead of *drum*), ask questions to guide the student to the correct spelling, such as the following: “The word is *drum*. What vowel sound do you hear in *drum*?” or, “You spelled it *drume* with a long *u*. What should you change to make the /u/ sound?”

**GUIDED PRACTICE: ACTIVITY 1** 

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**WORD SORT****DECODING**

Compile a variety of word cards consisting of known syllable types (VCe, closed, *r*-controlled) and category cards for each syllable type. Have students read the words and sort them into categories, based on the syllable type.

**Teacher:** I have a stack of word cards that you will sort into categories. The categories cards are VCe syllable words, *r*-controlled syllable words, and closed-syllable words.

*[Show the word card for cape.]*

**Teacher:** Read the word silently first. Wait for my cue to say the word.

*[Gesture with an open palm.]*

**Students:** *cape*

**Teacher:** What category does that word belong in? Be sure to tell me why it goes there, too.

**Maribel:** Put it with VCe. There's the *a*, the *p*, and then *e* at the end. The *e* makes the other vowel long.

**Teacher:** That's correct, Maribel.

*[Show star.]*

**Teacher:** Read silently and wait for my cue.

*[Gesture.]*

*[Some students say stare; others say star.]*

**Teacher:** Some of you think the word is *stare*, and some of you think it's *star*. First, check whether it follows the VCe pattern.

**Dae:** No. It has *a*, then *r*, but it doesn't have *e* at the end. It's not VCe.

**Tariq:** It has a vowel and then *r*.

**Dae:** Yeah, and that says /ar/. So the word is *star*.

**Teacher:** Yes, it's *star*. Everyone repeat: *star*.

**Students:** *star*

**Teacher:** Which category?

**Christopher:** It's *r*-controlled because *ar* is like a team that makes one sound, /ar/.

**Teacher:** Nicely done.

*[Show prom.]*

**Students:** *prom*

**Teacher:** Good reading. Which word family?

**Tariq:** There is just one vowel and it's closed in. It's a closed syllable.

Have students continue reading words and sorting them into categories.

### TIP

Scaffold by using word cards that are marked to emphasize the syllable type. For example, the vowel-*r* in a word could be printed in a different color than the other letters.

### ADAPTATION

After words have been sorted, have students read words in each category.

## GUIDED PRACTICE: ACTIVITY 2

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### ROLL AND READ BOARD GAME

#### DECODING

Use this board game as a framework for students to read words. Have students roll a die to determine the number of words to read and the number of spaces to move. To keep students engaged, even when it is not their turn, weave in questions directed at all students. Include words from previous lessons and nonsense words.

**Teacher:** Let's play a board game. You roll the die to determine how many words to read. For each word that you read correctly, move one space on the board.

Tariq, please roll first.

*[Tariq rolls a four, draws four word cards from the pile, and reads the following.]*

**Tariq:** *north, strike, swell, frope.*

**Teacher:** Good reading. Christopher, look at this word Tariq read.

*[Point to **strike**.]*

Is that a closed syllable or VCe syllable? Be sure to tell me how you decided.

**Christopher:** It's a VCe word because of the *i* and the *k* and the *e* at the end.

**Teacher:** Thank you for explaining that to everyone. Who can tell me the long vowel in Tariq's nonsense word? Dae?

*[Dae points to **o**.]*

**Teacher:** Yes, but I also want you to tell me the sound it makes in that word.

**Dae:** /ō/

**Teacher:** Tariq, you read four words correctly, so move four spaces.

Play continues around the table until a player reaches the end.

## TIPS

Because rolling a high number (five or six) might slow the pace for others, consider these adaptations:

- Students who roll a five or six pick another student to read two of the words.
- Instead of one pile of cards from which to draw, have six piles, labeled one to six. Have students take one or two cards from the pile that corresponds to the number on the die.

## GUIDED PRACTICE: ACTIVITY 3

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### ROUND ROBIN SPELLING

#### ENCODING

1. Prepare a worksheet with two column headings: VCe Syllable and Closed Syllable.
2. Dictate a word.
3. Have students write the word in the appropriate column.
4. Students spell the word aloud chorally.
5. Ask whether the word has a VCe or closed syllable.
6. Have students pass their papers to the person to their left. At this point, each student has a different classmate's worksheet.
7. Repeat steps 2 through 6 until the worksheets return to their original owners.

**Teacher:** Let's do some round robin spelling. I will say a word. Your job is to decide whether the word has a VCe or closed syllable. If it's VCe, write it in the VCe column. If it's closed syllable, write it in the Closed Syllable column. I'll walk around to help you. When everyone has written the word, we all spell it aloud at the same time. Then, you'll give your paper to the person to your left, and we will do it all over again with a different word.

Before we begin, let's quickly review vowel sounds in VCe and closed syllables. Are vowel sounds in VCe words long or short?

**Students:** Long.

**Teacher:** Correct. A long vowel tells you to spell it following the VCe pattern. What if the word is *hand*. Is that a long or short *a*?

**Students:** Short.

**Teacher:** When the vowel is short, it is a closed syllable. In which column would I write *hand*?

**Students:** In the Closed Syllable column.

**Teacher:** Where would I write *take*?

**Students:** In the VCe column.

**Teacher:** Let's begin by working together. The first word is *prize*. Before you write it, decide whether it is a VCe or closed-syllable word. What vowel sound is in *prize*, Maribel?

**Maribel:** long *i*: /ī/.

**Teacher:** That is correct. Because it has a long vowel, which column does it belong in?

**Maribel:** It's a VCe word.

**Teacher:** Right, it follows the VCe spelling pattern. Please write *prize* in the VCe column.

*[Circulate to monitor students' work.]*

**Teacher:** Now that everyone has written it, let's all spell *prize* aloud.

**Students:** *p-r-i-z-e*

**Teacher:** Remind me of how to tell whether *prize* is a VCe syllable.

**Christopher:** Because the vowel is long.

**Teacher:** Excellent. Now, everyone pass your paper to the person to your left.

*[Students pass their worksheets.]*

**Teacher:** Here is the next word: *grab*. What is the vowel sound in *grab*?

**Dae:** /a/

**Teacher:** Right. Use that vowel sound to help you decide whether it is a VCe word or a closed-syllable word. Write the word in the appropriate column.

*[Circulate to monitor students' work.]*

**Teacher:** Now that everyone has written it, let's all spell *grab* aloud.

**Students:** *g-r-a-b*

**Teacher:** Dae, tell the group which column you chose for *grab* and why it belongs there.

**Dae:** The vowel makes the short sound. That means it's not VCe. It is a closed syllable.

Continue to dictate words for students.

## TIPS

- Provide heavy modeling initially to teach students how to use the vowel sound to determine whether a syllable is VCe or closed.
- If a student finishes writing his or her word correctly before the other students, quietly dictate another word to that student to keep all students engaged.

## ADAPTATION

- Include *r*-controlled syllables by adding a third column on the worksheet.
- When all worksheets are back to their original owners, ask different students to read the words in a particular column or ask different students to read one word from each column.

INDEPENDENT PRACTICE: ACTIVITY 1 

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## PICTURE ID

## DECODING

Distribute the picture ID worksheets.

**Teacher:** The picture ID sheet has pictures with some words under each picture. Read the words and circle the one that matches the picture.

What is the picture for number 1?

**Students:** It's a mop.

**Teacher:** Read the words under it and circle the word that corresponds to the picture.

**Students:** *Mope, mast, mop, smoke.*

*[Students circle mop.]*

**Teacher:** On your own, continue with the other pictures and words.

## TIP

Circulate to check whether students read all of the words under each picture, instead of stopping after they have circled one of the words.

## INDEPENDENT PRACTICE: ACTIVITY 2

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### VCE ID

#### DECODING

Distribute the VCe ID worksheet, which lists 30 words. Have students circle the VCe words and put a macron over the long vowel. Then, have students read as many words as possible in 30 seconds.

**Teacher:** I have given each of you a sheet with lots of words on it. They are all words that you have learned how to read. Some are words with VCe syllables, some have closed syllables, and some have *r*-controlled syllables. First, circle the VCe words and mark the long vowel. Then, I will set the timer for 30 seconds. When I say, "Begin," you will read the words as quickly and accurately as you can. Read the words from left to right, just like in a book. When I say, "Stop," draw a line under the last word you read and count how many words you read. I will be moving around to listen to each of you, so read in a whisper voice.

#### TIPS

- Distribute the different versions of the sheet, so that even though the words are the same for each student, they are ordered differently.
- Have students use their finger to keep track of where they are. This also makes it easier for you to follow along.
- Students can read the same VCe ID worksheet up to three times per lesson. Have students mark their total words in a different color or in a different place each time they read the same sheet.
- Listen to each student read to monitor accuracy and proficiency.

#### ADAPTATION

Have students do this activity as a repeated reading game with partners (see Short Vowels, Independent Practice Activity 1).

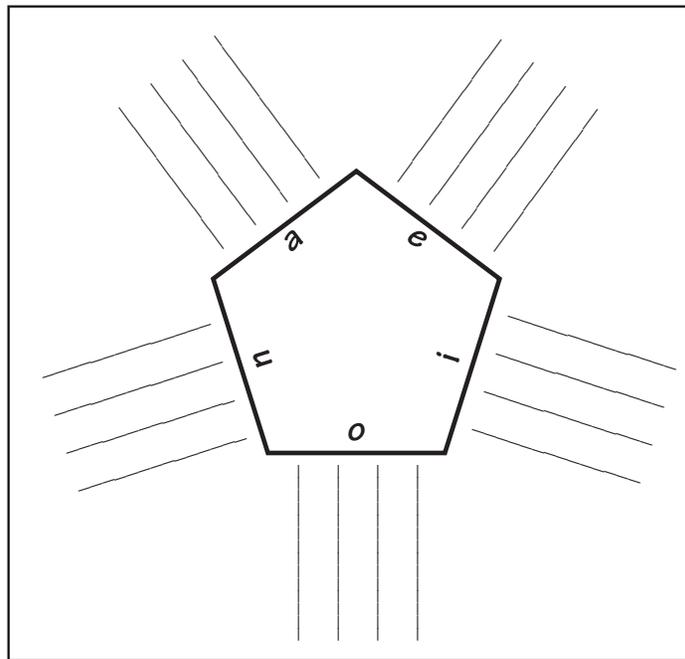
## INDEPENDENT PRACTICE: ACTIVITY 3

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### PENTAGON SPELLING

#### ENCODING

Distribute a Pentagon Spelling worksheet. Each side of the pentagon is associated with a vowel. Dictates VCe and closed-syllable words. Have students write each word on the side of the pentagon that corresponds to the vowel.



## INDEPENDENT PRACTICE: ACTIVITY 4

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### CHANGE A LETTER

#### ENCODING

Dictate a word and have students write it at the top of a blank sheet of paper. Then, dictate a second word that is one letter different from the previous word. Have students write the second word beneath the first, and so on. Enunciate each word distinctly and have the students repeat it before writing.

**Teacher:** I will dictate a word, which you will repeat and write at the top of your paper. Then, I will give you another word that is just one letter different from the word before it. Some of these words will be nonsense words, so listen carefully.

The first word is *plan*. Repeat, please.

**Students:** *plan*

*[Students write the word.]*

**Teacher:** Now, change one letter to make the word *plane*.

*[Students repeat and write the word.]*

The next word is *lane*.

*[Students repeat and write the word.]*

The next word is *line*.

*[Students repeat and write the word.]*

The next word is *pine*.

*[Students repeat and write the word.]*

The next word is *pin*.

*[Students repeat and write the word.]*

Continue dictating new words by changing one letter at a time. Incorporate varying syllable types, vowels, and consonants—for example, *pin, pen, pet, Pete, pate, pat, vat, vate, vake, fake, flake, lake, lack*.

### TIP

Prepare your word sequence in advance and use it as answer sheet to monitor students' work.

## MONITOR LEARNING

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Check students' work on the picture ID, VCe ID, and pentagon spelling worksheets. Ensure that students can discriminate between VCe and closed-syllable words in reading and spelling. Students must associate long and short vowels with their respective syllable types.

## GENERALIZATION

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Words following the VCe pattern are usually familiar to upper-elementary students, but students with reading difficulties may not understand the silent-*e* rule to help them read or spell the words accurately and consistently. Many longer words are made of VCe syllables combined with other syllables. Learning the VCe pattern increases the number of words students can read in school and at home.

**LESSON 6 WORD CARDS**

blaze	care	chose
blade	brave	chase

First of 6 pages

**WORD SORT**  
SYLLABLE TYPE CATEGORY CARDS

*VCe syllable*

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First of 3 pages:  
All reviewed syllable types included

**ROLL AND READ GAME**

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**ROUND ROBIN SPELLING**

<p style="text-align: center; border-bottom: 1px solid black; margin-bottom: 5px;"><i>VCe syllable</i></p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> <li>6. _____</li> <li>7. _____</li> <li>8. _____</li> <li>9. _____</li> <li>10. _____</li> </ol>	<p style="text-align: center; border-bottom: 1px solid black; margin-bottom: 5px;"><i>closed syllable</i></p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> <li>6. _____</li> <li>7. _____</li> <li>8. _____</li> <li>9. _____</li> <li>10. _____</li> </ol>
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### PICTURE I.D.

<b>1</b> 	mop smoke mope mast	<b>2</b> 	plane plan cape cap
<b>3</b> 	shame spin spine same	<b>4</b> 	cup cub chum cube
<b>5</b> 	dive dime dim mid	<b>6</b> 	glam globe glom gal
<b>7</b> 	tiny twin wine twine	<b>8</b> 	win bane ban van
<b>9</b> 	stripe ripe strip print	<b>10</b> 	grad drag grade ride

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### VCe I.D.

Circle the VCe words and put a macron over the long vowel.  
Then read the words.

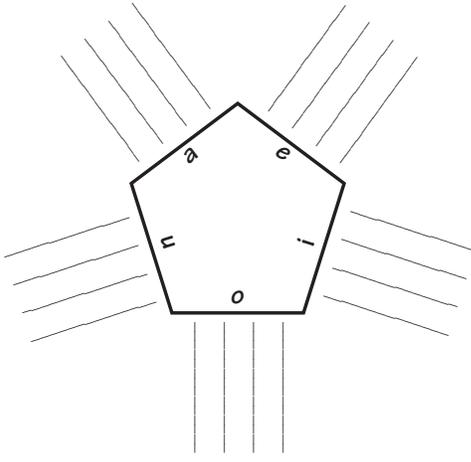
stamp	bird	ban
bat	home	stroke
smile	tote	cute
sock	stag	prime
stake	lobe	tin
stale	lard	prize
crane	mime	fan
jab	spot	dad
stag	mop	ape
chose	mope	up

version A

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First of 4 pages:  
3 rearrangements of the same list included

### PENTAGON SPELLING



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# LETTER COMBINATIONS

## LESSON 7

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### OBJECTIVES

- Students will read words that have specific letter combinations.
- Students will identify the sound of specific letter combinations.
- Students will spell words that have specific letter combinations.

### MATERIALS

- Letter cards from previous lessons\*
- Lesson 7 letter cards\*
- Lesson 7 word cards (two sets)\*
- Spinner with letter combination sections\*\*
- Spinner words worksheet\*
- Supported spelling cards for each student\*
- Sentence reading worksheet\*
- Pocket chart
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

\*Blackline master available on CD.

\*\*Assembly instructions available on CD.

## TIPS

- Refer to the Appendix for a list of letter-combination words.
- Teach one or two letter combinations at a time, depending on student proficiency.
- The following is a suggested order of instruction:
  - Letter combinations that make one sound (e.g., **ai** and **ay** make the long **a** sound; **ee** and **ey** make the long **e** sound)
  - Letter combinations that make more than one sound (e.g., **ow** in **snow** and **plow**; **ou** in **out** and **soup**)
- Emphasize that a letter combination should be treated as a unit. Teach students to see the letters as a combination, or team, that makes a particular sound.
- Include a variety of words that use previously learned sounds.
- Include words containing letter combinations and words without letter combinations, so students can practice recognizing the different ways vowel sounds are spelled (e.g., **hose**, **boat**, **toe**).
- Sounds with multiple spelling options:
  - Tell students that it can be difficult to know which option is correct, just from hearing the sound. Have students start a “spelling options” notebook to practice spelling words and memorizing which option goes with which words.
  - Provide multiple opportunities for students to interact with high-utility words in decoding and encoding activities.
  - When a strategy for choosing a spelling option exists, teach it (e.g., **ay** is more likely at the end of a word; **ai** more likely in the middle).
- Decode and encode, using real and nonsense words.
- Give direct feedback to students.

This lesson plan can be used to teach all letter combinations. For the purpose of demonstration, however, many of the activities in this lesson focus on long **a** letter combinations and spelling options.

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**DAILY REVIEW****LONG AND SHORT VOWEL SOUNDS**

**Teacher:** Today we will review vowel sounds. Everyone, tell me the long sound for the letter *o*.

**Students:** /ō/

**Teacher:** Yes, that's right, the long sound for the letter *o* is /ō/. What vowel do you hear in the word *brake*?

**Students:** /ā/

*[Write **brake** on the board.]*

**Teacher:** Raise your hand if you can explain why *a* is long in *brake*.

**Bri:** Because it has *e* at the end. The *e* makes the vowel say /ā/.

**Teacher:** What is the short sound for *e*?

**Students:** /e/

**Teacher:** What is the short sound for *i*?

**Students:** /i/

**Teacher:** Can anyone think of a word with /e/ or /i/?

**Anthony:** *Pickle* has short *i*.

**Teacher:** Correct.

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**OPENING**

**Teacher:** Today, we will learn about sounds that vowels make when they are combined with other letters. We call these letter combinations because when vowels are combined with certain letters, they work together to make one sound. This is important because your reading for other classes will include many syllables with letter combinations. So understanding letter combinations will help you to read many more words.

## MODEL AND TEACH: ACTIVITY 1

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### INTRODUCE LETTER-COMBINATION SOUNDS

#### DECODING

Teach students that the letter combination **ai** makes the sound /ā/ and that a letter-combination sound counts as just one sound.

*[Write the letters **ai** on the board.]*

**Teacher:** When **a** and **i** are next to each other in a word, they are a team, and they make the sound /ā/, as in **train**.

*[Write **train**, circling **ai**.]*

**Teacher:** When **ai** are next to each other, although there are two letters, they make just one sound, /ā/. What sound does **ai** make?

**Students:** /ā/

After teaching the letter combination, demonstrate how to use letter cards to read the new sound.

*[Display **m**, **ai**, and **n** in a pocket chart or on the table, leaving some space between the letters.]*

**Teacher:** You blend letter combinations with other sounds to make words, as we did with digraph and closed-syllable words.

*[Point to **m** and say /m/. Point to **ai** and say /ā/. Slide your finger under each letter as you blend the sounds.]*

/m/ /ā/. Your turn. Blend the sounds as I slide my finger under the letters.

**Students:** /m/ /ā/

*[Add the final /n/ sound: Slide your finger under the letters, stretching out the sound.]*

**Teacher:** /mmm/ /āāā/ /nnn/. Now, you say the sounds as I slide my finger under the letters.

**Students:** /mmm/ /āāā/ /nnn/

*[Move the cards next to each other. Slide your finger under the letters.]*

**Teacher:** *Main:* The whole word is **main**. Now, I will slide my finger under the letters, and you will read the word.

**Students:** *main*

**Teacher:** Although there are four letters, there are just three sounds because **a** and **i** make one sound, /ā/.

*[Model counting with you fingers.]*

**Teacher:** /m/ /ā/ /n/: three sounds.

Repeat the sequence with other words, gradually reducing your modeling.

## TIPS

- Introduce additional letter combinations as your students master each sound.
- Some letter combinations represent more than one sound (e.g., the different sounds for **oo** in **book** and **school**). Explicitly teach these differences and associate them with key words.

## ERROR CORRECTION

Guide students who make an error to the correct sound by using questions about the key word. If necessary, have students repeat the blending sequence to read the word.

## MODEL AND TEACH: ACTIVITY 2

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### IDENTIFYING LETTER COMBINATIONS IN WORDS

#### DECODING

This activity teaches students to identify letter combinations and treat them as a single unit of sound.

Write several words with letter combinations students already have learned on the board (e.g., *toast*, *pail*, *each*, *found*, and *snoop*). During the course of the lesson, scaffold by circling the letter combinations and then reading the word. Remove the scaffold as students gain proficiency.

**Teacher:** When you read a word, look for a letter combination. Use that sound when you read the word.

*[Circle oa in toast.]*

**Teacher:** I circled the letter combination *oa* because it helps me notice it and remember that it says /ō/. /t/ /ō/ /s/ /t/, *toast*. What did I circle?

**Students:** *oa*

**Teacher:** And what does *oa* say?

**Students:** /ō/

**Teacher:** Yes! Let's sound it out together as I slide my finger under the word. Then say the word quickly.

**Students:** /t/ /ō/ /s/ /t/: *toast*.

**Teacher:** Very nice job!

*[Point to pail.]*

**Teacher:** Bri, do you see a letter combination?

**Bri:** The *ai* is a combination.

**Teacher:** Please circle the *ai* letter combination and tell me its sound.

*[Bri circles ai.]*

**Bri:** It says /ā/.

**Teacher:** Everyone, sound it out together and then say it quickly.

**Students:** /p/ /ā/ /l/: *pail*.

**Teacher:** Laura, please circle the letter combination in the next word.

*[Laura circles ea.]*

**Teacher:** You circled *ea*. What sound does it make?

**Laura:** /ē/

**Teacher:** Please read the word for us.

**Laura:** *each*

**Teacher:** Excellent. Danzel, it's your turn to circle the letter combination in the next word.

*[Danzel circles ou.]*

**Teacher:** What is the most common sound for *ou*?

**Students:** *Ou* says /ow/, like in *out*.

**Teacher:** Perfect. Read the word for us, please.

**Danzel:** *found*

Repeat the sequence with other words.

## MODEL AND TEACH: ACTIVITY 3

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### WHAT SAYS...

#### ENCODING

Spread letter cards in front of students. Follow these directions:

1. Dictate a sound.
2. Have a student repeat the sound (listen for correctness).
3. Have the student point to the corresponding letter cards.

Focus on new letter-combination sounds, but also include previously introduced letter combinations and letter sounds. In some cases, more than one letter card will represent the same sound. In that instance, have the student show each of the spelling options he or she has learned (e.g., /ā/ can be represented by *a*-consonant-*e*, *ai*, or *ay*.)

**Teacher:** I will ask you what makes a certain sound. You will repeat the sound and point to the letter card or cards that make the sound.

What letter combination says /ā/?

*[Students say /ā/ and point to **ai**.]*

**Teacher:** Good. Show me another letter combination that says /ā/.

*[Students say /ā/ and point to **ay**.]*

Continue dictating sounds.

### TIPS

- An alternative method for sounds with multiple spelling options is using questioning similar to the following example: "There are three ways of spelling /ā/ in words. What is one way to spell /ā/? What is another way? What is the third way?"
- Introduce new letter combinations as a new spelling option for a sound. For example, when introducing **ea**, tell students that **ea** is one spelling option for long **e**; other options are **ee** and **e-consonant-e**. Remind students that they have learned other sounds that are spelled in more than one way (e.g., /k/ can be spelled **c**, **k**, or **ck**; /f/ can be spelled **f** or **ph**).

## MODEL AND TEACH: ACTIVITY 4

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### SEGMENTING SOUNDS

#### ENCODING

Use letter combinations that students have learned while following the sequence below:

1. Dictate a word.
2. Have a student repeat the word (listen for accuracy).
3. Have the student say each sound in the word and count the sounds in the word.
4. Have the student say the letters again as he or she collects the corresponding letter cards.
5. Have the student check by reading the word and receiving feedback or using a dictionary or spell-checker.

**Example 1: Segmenting With a Letter Combination That Makes Just One Sound**

In this example, students have learned the letter combination *oa* for /ō/.

**Teacher:** The steps for spelling words with letter combinations are similar to the steps we used to spell other words. We segment the sounds and find the letters for each sound.

The word is *goat*. Repeat, please.

**Students:** *goat*

**Teacher:** I count the sounds in *goat*.

*[Model counting with your fingers.]*

**Teacher:** /g/ /ō/ /t/: I hear three sounds. Now I think about the letters that make those sounds, and I get the letter cards.

/g/–*g*; /ō/–the letter combination *oa* says /ō/; and /t/–*t*.

I check the word by reading it: /g/ /ō/ /t/, *goat*.

**Teacher:** Now I will help you spell a word. I'll remind you of each step.

First you repeat the dictated word. The word is *float*.

**Students:** *float*

**Teacher:** Next, count the sounds in *float*.

**Students:** /f/ /l/ /ō/ /t/: There are four sounds.

**Teacher:** Think about the letters that make the sounds and get the letter cards.

*[Students sound out the word and pick their letters.]*

**Teacher:** Finally, check the word by reading it.

**Students:** *float*

Repeat the sequence with new words, gradually decreasing your modeling.

## Example 2: Segmenting With Multiple Spelling Options Learned

In this example, students have learned about spelling options: different ways to spell the same sound. Think aloud to model how to choose the correct spelling option.

**Teacher:** When spelling words, we segment the sounds and find the letters for each. Some sounds have spelling options, which are different ways to spell the same sound. I'll show you how to spell a word with spelling options. I'll think aloud to demonstrate how I figure out which spelling option to use for a letter-combination sound.

The word is *chain*.

**Students:** *chain*

**Teacher:** I count the sounds I hear in the word.

*[Model counting with your fingers.]*

**Teacher:** /ch/ /ā/ /n/: I hear three sounds. Next, I think about what letters make those sounds, and I get the letter cards.

*[Choose the letter cards as you say them.]*

**Teacher:** /ch/—*ch*; /ā/—I know that /ā/ can be spelled *ai* or *ay*. It was one of the words we read on a word card. I'm trying to remember. When long *a* is in the middle of the word, it's usually *ai*, so I'm pretty sure it is spelled *ai*. And then /n/—*n*.

I check the word by reading it and looking at the word card or dictionary: *chain*.

### TIPS

- Remind students that it can be difficult to tell which option is correct just from the sound. Have students start a "spelling options" notebook to practice spelling words and memorizing which option goes with which words.
- Provide multiple opportunities for students to interact with high-utility words in decoding and encoding activities.
- When a strategy for choosing an option exists, teach it (e.g., *ay* is more likely at the end of a word; *ai* more likely in the middle).

## ERROR CORRECTION

Tell the student the correct letter combination.

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Adapted from Wilson, B. A. (2002). *Wilson reading system: Instructor manual*. Oxford, MA: Wilson Language Training.

## GUIDED PRACTICE: ACTIVITY 1

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### SPINNER WORDS

#### DECODING

Students identify and read words that contain a letter combination they have been taught. A letter combination is selected from a spinner that has been divided into 4–6 spaces, each space containing a letter combination the students have learned. Students find a word with the letter combination from the spinner words worksheet.

**Teacher:** We will read lots of words that contain letter combinations. First, you spin to find out the letter combination. Then find a word on the word list with the letter combination and say the word.

Anthony, please spin and tell us your letter combination.

**Anthony:** I landed on *ee*.

**Teacher:** What does *ee* say?

**Anthony:** /ē/

**Teacher:** So, now you'll look on the word list and find a word with *ee* and say the word.

**Anthony:** *bleed*

**Teacher:** Right. Everyone, what does *ee* say?

**Students:** /ē/

**Teacher:** Laura, please spin and tell us your letter combination.

**Laura:** *ow*

**Teacher:** *ow* can make two sounds. Who can tell me one of the sounds *ow* makes...Danzel?

**Danzel:** It says /ō/ like *slow*.

**Laura:** It also says /ow/ like in *owl*.

**Teacher:** Good job! Laura, now find a word in the list with **ow** and read it. You might have to try both sounds to determine which is correct.

*[Laura's word is crown.]*

**Laura:** /c/ /r/ /ō/ n/: /crōn/. That doesn't sound right. /c/ /r/ /ow/ /n/: **crown**.

**Teacher:** Very nicely done! Everyone, what sound does **ow** make in **crown**?

**Students:** /ow/

Continue building and reading words.

#### TIPS

- The spinner could specify a sound option for letter combinations with more than one sound. For example, **ea** could be in three different spinner spaces for its three sounds: /ē/, /e/, and /ā/.
- For more independent work, do the activity in pairs.

## GUIDED PRACTICE: ACTIVITY 2

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### GO FISH FOR WORDS

#### DECODING

This activity uses a deck of cards containing pairs of words with previously taught letter sounds and newly introduced letter combinations. Two or more students play a Go Fish card game following typical Go Fish rules, with a few exceptions.

1. Each player is dealt five cards. The remaining cards are placed facedown to form a stack (the "fish pond").
2. Player A asks a specific player (Player B) for a match with a specific word that Player A holds in his hand (e.g., "Monica, do you have **plain**?").

- a. If Player A cannot pronounce the word on the card, provide assistance. Player A will put the card at the bottom of the fish pond and select a replacement card. The turn passes to the next player.
  - b. If Player B has the requested card, he or she gives it to Player A. Player A then gets another turn.
  - c. If Player B does not have the requested card, he or she says, "Go fish," and Player A draws the top card from the fish pond. If the drawn card is the requested word, Player A keeps it and gets another turn. If the drawn card is not the requested word, Player A keeps it and the turn passes to the next player.
3. As soon as a player has a pair of words, they are placed faceup on the table.
  4. The game continues until someone has no cards left or the fish pond runs out.
  5. The student who has the most word pairs wins the game.

Include questions to reinforce students' understanding of letter sounds.

**Teacher:** We will play a card game called Go Fish for Words. It's just like regular Go Fish, except it is played with word cards. There are a few differences: You ask another player if he or she has specific word that matches a word in your hand.

If you have trouble reading a word, I will help you figure out how to read it. Then you'll have to put it back in the fish pond and select another card.

When you have a pair of matching words, lay them faceup on the table in front of you. The person who has the most pairs wins.

*[Deal cards and determine who goes first.]*

**Laura:** Bri, do you have the word *flat*?

**Bri:** Go fish.

*[Laura draws a card that is not a match.]*

**Bri:** Anthony, do you have the word *w...w.../wast/*?

**Teacher:** Bri, point to the letter combination in that word and tell me its sound.

**Bri:** *Ai* says /ā/.

**Teacher:** Great. I can tell you know all the sounds in your word. Now, blend the sounds together to read the word.

**Bri:** /w/ /ā/ /s/ /t/: *waist*.

**Teacher:** Good job, Bri. Put the card at the bottom of the fish pond and pick a new card to add to your hand.

Danzel, it's your turn.

Play continues around the circle until a player matches all the cards in his or her hand or the fish pond runs out.

### TIPS

- After cards are dealt, have students sort the words in their hand into categories, such as syllable type, vowel sound, letter combination, etc.
- If your group is small, consider letting players take one turn at a time, regardless of whether a player gets a match.

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Adapted from Rasinski, T. V., & Padak, N. D. (2001). *From phonics to fluency: Effective teaching of decoding and reading fluency in the elementary school*. New York, NY: Addison Wesley Longman.

## GUIDED PRACTICE: ACTIVITY 3

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### SUPPORTED SPELLING

#### ENCODING

Choose a vowel sound to target—for example, /ā/. Distribute a laminated spelling support card to each student that lists the various spelling patterns for /ā/ (see the following graphic). Dictate a word that contains the target sound. Students then determine its correct long **a** spelling pattern and spell it by writing it on the support card with a dry-erase marker.

SUPPORTED SPELLING	
/ā/ SPELLING PATTERNS	
	a__e
	ai
	ay

Write *lake*, *play*, and *train* on the board. Refer to these words as you introduce the activity.

**Teacher:** Let's practice spelling words that have the long *a* sound. So far, we've learned three spelling options for /ā/. On the board you can see words using the different spellings. Who can tell me about one of the words and its /ā/ sound?

**Laura:** *Lake* has a silent *e* at the end, so the *a* is long.

**Teacher:** Excellent! One option is the VC*e* pattern, as in *lake*. Danzel, will you tell me another spelling option for /ā/?

**Danzel:** *Ai* says /ā/ in *train*.

**Teacher:** Yes, the letter combination *ai*, which is in *train*, makes the long *a* sound. And the third option we have learned is...Bri?

**Bri:** *Play* has *ay* at the end. It says /ā/.

**Teacher:** Yes, another letter combination, *ay*, also says /ā/. I'm very impressed. Remember, when you hear /ā/ at the end of a word, it is usually spelled *ay*. When you are spelling words, it is important to know which option goes with which word. It takes a lot of practice and memorization. We're going to practice right now.

Each of you has a spelling support card for long *a* that has the different spelling options we reviewed. I will dictate a word. Your job is to spell the word, using the correct long *a* spelling pattern. The spelling support card gives you a way to practice with different options before you determine the correct spelling. When your answer is ready, hold it up and show me. I will demonstrate.

The first word is *paint*.

Next, I determine the spelling option. Let's see...I will try *ay*.

*[Write **paynt** on the **ay** line of the spelling support card.]*

That's not right because *ay* comes at the end of a syllable, so I will erase and try *ai*.

*[Write **paint** on the **ai** line.]*

Yes, *paint* is spelled *ai*.

Let's spell another word: *spray*.

**Students:** *spray*

**Teacher:** *Spraaaay*. What is the last sound you hear?

**Students:** /ā/

**Teacher:** Right, the last sound is the long *a*, /ā/. Which sample word also ends with a long *a* sound?

**Students:** *play*

**Teacher:** Notice the spelling option when the last sound is a long vowel. Now, write the word with the spelling option you chose. Hold up your answer when you're done.

Anthony, please show your card and explain how you got your answer.

**Anthony:** I spelled it with *ay*, just like *play* is spelled with *ay*.

**Teacher:** Yes, when the last sound is /ā/, often it is spelled *ay*, so try that option first.

Continue dictating and spelling more word cards.

## TIPS

- Scaffold by dictating words with the same spelling pattern (e.g., *ai* and then *ay* words).
- If students have not been taught all of the spelling options for a specified vowel, cover that option on the spelling support card with a sticky note.

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Adapted from The Florida Center for Reading Research. (2007). *2-3 student center activities: Phonics*. Retrieved from [http://www.fcrr.org/scasearch/PDFs/2-3P\\_017.pdf](http://www.fcrr.org/scasearch/PDFs/2-3P_017.pdf)

## INDEPENDENT PRACTICE: ACTIVITY 1

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### SENTENCE READING

#### DECODING

Give students 10–15 decodable sentences containing letter-combination words. Have students read the sentences silently, circling the letter combinations. After the silent reading, call on students to read sentences aloud. One way to structure the read-aloud is modeled below; other variations are described in the Adaptations section.

Prepare a bag or box with numbers inside corresponding to the number of sentences.

**Teacher:** You have a worksheet with 15 sentences on it. Read each sentence silently. When you see a word with a letter combination, circle the letter combination. Read each sentence three times because you will be reading them aloud a little later. While you are reading, I might come up and ask you to whisper read so I can listen. Please begin, everyone.

*[Circulate among students and listen to them read.]*

**Teacher:** Now we will read aloud. When it is your turn to read, pick a number from this bag and read that sentence. I'll be asking questions about the sentences, so you all must read the sentences silently if it isn't your turn.

*[Laura picks a number and reads the corresponding sentence.]*

**Teacher:** Excellent reading, Laura! Danzel, what word in Laura's sentence had a letter combination, and what sound does it make?

*[Danzel responds.]*

Students continue reading sentences.

#### ADAPTATIONS

- Write the sentences on sentence strips.
- Write the sentences on a whiteboard or overhead.
- Have students choose 3–4 sentences to practice and then read, using their best reading.
- Have students read the sentences to a partner.

## INDEPENDENT PRACTICE: ACTIVITY 2

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### WRITE AND SORT ENCODING

Focusing on one vowel sound at a time, have students write the spelling options for that sound across the top of a blank sheet of paper, creating column headings. Assist students as necessary. Dictate words that contain the sound. Have students spell the words in the column that corresponds to the spelling option.

**Teacher:** We're going to practice spelling words with the long *a* sound. First let's make columns for each spelling option for /ā/. At the top of one column, write the spelling option for the long *a* in *play*. Write *play* next to it.

*[Circulate among students to check for accuracy.]*

**Teacher:** In the next column, write the spelling option for long *a* in *train*. Write *train*.

*[Circulate to check for accuracy.]*

**Teacher:** In the last column, write the spelling option for long *a* in *lake*. Write *lake*.

*[Circulate and check for accuracy.]*

**Teacher:** Which spelling options are letter combinations?

**Bri:** Two of them, *ay* and *ai*.

**Teacher:** Which spelling option usually is used when the last sound in the word is long *a*?

**Laura:** *ay*

**Teacher:** Very good. How about if the last sound is a consonant? How do you know which option to use?

**Anthony:** You just have to know it. You have to practice and remember.

**Teacher:** Exactly. You must memorize the spelling. I'm going to dictate words that you have been practicing. Write the word in the correct column.

Dictate words.

**TIPS**

- Use the same sample words for each spelling option, so students have a consistent frame of reference for spelling.
- Dictate words that are high utility and that have been modeled or practiced during prior activities.

**GENERALIZATION** 

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To reinforce the concept of the great number of letter-combination words, have each student open to a randomly selected page in different content area textbooks and scan the page for letter-combination words. Have students share their findings with one another.

### LETTER CARDS

LETTER COMBINATIONS

ai	ay	ee	ea
ie	igh	oa	ow
oe	ue	ew	oo
ui	eu	oy	oi
ou	aw	au	

### LESSON 7 WORD CARDS

broom	clean	coal
bay	claim	clue

First of 6 pages

### SPINNER INSTRUCTIONS

SPINNER WORDS

**MATERIALS**

- Paper plate
- Brass brad
- Material for spinner pointer (e.g., coffee can lid, plastic drinking straw, etc.)
- 2 spacers (e.g., washers, grommets or eyelets from the hardware store)
- Scissors

**PREPARATION**

- Divide and label the paper plate with letter combinations.
- Cut an arrow out of the material for the pointer.
- With scissors, make a small hole in the center of the paper plate.
- Punch a small hole in the arrow.

**ASSEMBLY**

- Place a washer over the hole in the paper plate.
- Place the pointer over the washer.
- Place another washer over the pointer.
- Line up the holes in the paper plate, washers and pointers.
- Secure everything with the brass brad, pushing the brad through the spinner from top to bottom.
- Open the brad tabs on the underside of the paper plate to hold assembly in place.
- Check to see that the pointer spins freely and adjust as necessary.

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### SPINNER WORDS WORKSHEET

true	stream	throat
plow	own	toad
foot	greet	sprawl
lead	wheel	draw
claim	pound	haunt
high	point	coin
treat	joint	suit
threw	seep	greed
dawn	grow	free
south	coast	troop
sway	faith	break
knew	found	weak
glue	brain	launch
queen	spread	boast
town	mound	low
plead	grain	reach
flight	train	goal
tool	claw	fruit
flown	steam	sight
tie	might	fault

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**SUPPORTED SPELLING**

<b>/ā/ SPELLING PATTERNS</b>
a__e
ai
ay

VOCABULARY AND COMPREHENSION: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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**SUPPORTED SPELLING**

<b>/ā/ SPELLING PATTERNS</b>
a__e
ai
ay

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**SENTENCE READING**

LETTER COMBINATIONS

1. The paint on the wall is still wet.
2. It is hard to grow plants in this soil.
3. Will Gail go south for her road trip?
4. Mr. Drake gave a speech to the high school class.
5. This is the last night of the show.
6. Turn the sound on the TV down!
7. Gran will see that Jake has grown and can reach the lock.
8. Jenn had to tie the back of her gown.
9. Greg will haul his new toy all over town.
10. How did he get on top of the roof?
11. Ann chose blue paint for her room.
12. Joe went to sleep soon after his big yawn.
13. That coin was found in Spain.
14. It will be hard to beat the best team.
15. Mrs. Kern went to claim her tray in lost and found.

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First of 6 pages:  
All reviewed spelling patterns included



# OPEN SYLLABLES

## LESSON 8

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### OBJECTIVE

Students will decode and encode words with open syllables.

### MATERIALS

- Letter cards
- Lesson 8 word cards\*
- ID Me worksheet\*
- Sticky notes
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

\*Blackline master available on CD.

### TIPS

- Refer to the Appendix for a list of words with open syllables.
- Many one-syllable open syllables are sight words (e.g., *so, go, hi, he, she*). Include nonsense words in activities, so students practice applying the open-syllable rule in unknown words.
- Explain that **y** can be a vowel in open syllables and that in short words, it usually makes the /ī/ sound, as in *cry*.
- Provide direct feedback to students.

## DAILY REVIEW

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### SYLLABLE TYPES: CLOSED, VOWEL-CONSONANT-E, R-CONTROLLED, LETTER COMBINATION

Write the following headings on index cards: "Closed," "r-Controlled," "Vowel-Consonant-e," and "Letter Combination." Under each heading, write a sample word of that syllable type (the example below uses the words *hid*, *hurt*, *hide*, and *heat*). Review the differences among the syllable types and vowel sounds. Read example words of known syllable types.

**Teacher:** Let's review the types of syllables we have learned so far. We will start by reading the words on the index cards.

*[Point to hid.]*

**Teacher:** Say the word and tell me its vowel sound, Ana.

**Ana:** *Hid*. The vowel is /i/.

**Teacher:** That is correct. *Hid* is on the closed-syllable card. Raise your hand to explain why it's a closed syllable. Davis?

**Davis:** It has just one vowel, and a consonant closes in the vowel.

**Teacher:** Does the vowel make its long or short sound?

**Davis:** Vowels are short in closed syllables.

**Teacher:** Beautiful job! Look at the next word.

*[Point to hurt.]*

**Teacher:** Tran, say the word and tell me why it's an r-controlled word.

**Tran:** The word is *hurt*. The *r* changes how the *u* sounds: *Ur* says /er/.

**Teacher:** Very nice job! In an r-controlled syllable, the *r* controls the sound of the vowel, so the vowel doesn't make its regular short sound. Let's read and analyze the word that is on the VCe card.

*[Point to hide.]*

**Teacher:** Cynthia?

**Cynthia:** It's *hide*. It's VCe list because it ends with *e*.

**Teacher:** Great, Cynthia. By looking to see whether the word ends in the VCe pattern, you are using a strategy we learned. What is the vowel sound in a VCe syllable?

**Cynthia:** Long vowel: /ī/ in *hide*.

**Teacher:** Excellent. Ana, please read and analyze the last word, which is on the Letter Combinations card.

*[Point to heat.]*

**Ana:** *Heat: Ea* is a letter combination that says /ē/.

**Teacher:** Now we'll read word cards and put them in the correct category.

Read a variety of known syllable types and sort them into categories. Include some questions to ensure that students understand the differences among the syllable types.

## OPENING

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**Teacher:** Today we will learn about another syllable type: open syllables. You are familiar with many of the open-syllable words in this lesson. Although these words are short and might seem easy, it's important to learn them because later, you will combine open syllables with other syllables to read and spell many words.

## MODEL AND TEACH: ACTIVITY 1

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### OPEN-SYLLABLE CONCEPT

#### DECODING

Using letter cards, display the word *got*. Remove the *t* and describe the new word, *go*, as an example of an open syllable. Explain that open syllables have only one vowel and that the vowel is open—a consonant does not close in the vowel. Vowels in open syllables make their long sound. Teach students that the strategy for reading open syllables is the same as for other syllables students have learned: Blend the sounds of the letters. Model reading open syllables in real and nonsense words (e.g., *no, by, pre, he, stu, shy, cra*).

*[Point to **got**.]*

**Teacher:** Students, what is this word?

**Students:** *got*

**Teacher:** Correct. We know that **got** is a closed syllable because there is just one vowel and it is closed in by a consonant. What vowel sound do you hear in **got**?

**Students:** /o/

*[Remove the **t** letter card.]*

**Teacher:** This new word, **go**, is an open syllable. It has just one vowel, but the vowel is open, which means it is not closed in by a consonant. Listen while I say the word: **go**. What vowel sound did you hear?

**Students:** /ō/

**Teacher:** Very good! It makes the long **o** sound. In an open syllable, the vowel can take a long walk—and make its long sound—because no consonant closes in the vowel. It is wide open.

So, there are three things to remember about open syllables:

1. They have just one vowel.
2. The vowel is open: It can take a long walk because a consonant does not close in the vowel.
3. The vowel is long.

Reading open syllables is similar to reading other syllables we've learned. You blend the letter sounds.

*[Display **p**, **r**, and **e** with letter cards, leaving space between the letters. Point to **p** and say /p/. Point to **r** and say /r/. Point to **e** and say /ē/. Slide your finger under each sound as you blend them.]*

**Teacher:** /p/ /r/ /ē/. Now, you try it. Blend the sounds as I slide my finger under the letters.

**Students:** /p/ /r/ /ē/

*[Move the cards next to each other. Slide your finger under the letters.]*

**Teacher:** /prē/: The whole syllable is *pre*. Now, I will slide my finger under the letters and you will read the syllable.

**Students:** /prē/

Continue reading other open syllables, gradually reducing your modeling.

### TIP

Because students might know many one-word open syllables as sight words, include open syllables that are not real words.

## MODEL AND TEACH: ACTIVITY 2

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### OPEN-SYLLABLE STRATEGY (IDENTIFY AND READ)

#### DECODING

Teach the following steps of a strategy for identifying and reading open syllables:

1. Is there just one vowel?
2. Is the vowel open?
3. If the answer to both questions is yes, the syllable is open.
4. Read the word, using the long vowel sound.

**Teacher:** Let's read some more words and syllables. Some will be open syllables, and some will not. Here's a strategy to figure out whether a syllable is an open syllable.

*[Using letter cards or writing on the board, display **cra**.]*

**Teacher:** Ask yourself two questions. First: Does the syllable have just one vowel? Yes, there is just one vowel.

*[Point to **a**.]*

**Teacher:** Second, is the vowel open? Yes, the vowel is open because there is not a consonant closing in the vowel.

Because the answer to both questions was yes, I know it is an open syllable. And because vowels in open syllables are long, I'll read the word, using the long vowel sound. I blend the sounds: /c/ /r/ /ā/, /crā/.

I'll demonstrate the strategy again with the next word.

*[Display slug.]*

**Teacher:** Is there just one vowel? Yes, there is just one vowel.

*[Point to u.]*

**Teacher:** Is the vowel open? No, a consonant, *g*, closes in the vowel. It is a closed syllable, so the vowel is short. I blend the sounds: /s/ /l/ /u/ /g/, *slug*.

Let's use the strategy to determine whether other syllables are open syllables.

*[Display pri.]*

**Teacher:** Is there just one vowel?

**Students:** Yes, *i*.

**Teacher:** Is the vowel open?

**Students:** Yes.

**Teacher:** Is it an open syllable?

**Students:** Yes.

**Teacher:** Correct, so what vowel sound is in an open syllable?

**Students:** Long.

**Teacher:** Please read the word using the vowel sound.

**Students:** /p/ /r/ /ī/, /prī/.

*[Display op.]*

**Teacher:** Tran, is there just one vowel?

**Tran:** Yes.

*[Tran points to o.]*

**Teacher:** Is the vowel open?

**Tran:** I don't think so. The *p* comes after the *o*.

**Teacher:** Excellent! That was a bit tricky. Even if the vowel is the first letter in the word, the vowel isn't open if there is a consonant after it. Tran, please blend the sounds.

**Tran:** /o/ /p/, /op/.

Continue using the strategy. Use knowledge of known syllable types to read the words.

### ERROR CORRECTION

Redirect students who make an error to the strategy. Have the students read the word again.

### TIPS

- Include one-letter open syllables. These syllables will be important when students read multisyllabic words in future lessons (e.g., *u-nite, a-corn, e-vict, o-pen, i-tem*).
- Most of the syllables and words in this activity should be open syllables. Include other learned syllable types to ensure that students can discriminate among them.

## MODEL AND TEACH: ACTIVITY 3

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### SEGMENTING SOUNDS IN OPEN SYLLABLES

#### ENCODING

Dictate open syllables. Have students use letter cards to encode each syllable, using the sequence from previous lessons:

1. Dictate a syllable.
2. Have a student repeat the syllable.
3. Have the student say and count each sound in the syllable.
4. Have the student collect the letter cards for each sound.
5. Have the student check his or her work by reading the syllable.

**Teacher:** We use the same steps for spelling open syllables that we used to spell other words and syllables. We segment the sounds and find the letters for each sound.

The first open syllable we'll look at is *be*.

**Students:** *be*

**Teacher:** I will count the *sounds* in *be*.

*[Model counting with your fingers.]*

/b/ /ē/: I hear two sounds. I think about the letters that make those sounds, and I get the letter cards: /b/–*b*, /ē/–*e*.

I check the word by reading it: /b/ /ē/, *be*.

Now, I will help you spell an open syllable. I'll remind you of each step.

First, you repeat the dictated syllable. The syllable is *pro*.

**Students:** *pro*

**Teacher:** Next, count the *sounds* in *pro*. Cynthia?

**Cynthia:** /p/ /r/ /ō/: There are three sounds.

**Teacher:** Think about the letters that make the sounds and get the letter cards.

**Cynthia:** /p/–*p*, /r/–*r*, /ō/–*o*.

**Teacher:** Finally, check the word by reading it.

**Cynthia:** *pro*

Repeat the sequence with new words, gradually reducing your modeling.

### TIP

Some open syllables are homophones for real words (e.g., *be–bee*, *se–sea*, *lo–low*, *la–lay*). If a student spells *la* as *lay*, tell the student to spell the open syllable /lā/.

## GUIDED PRACTICE: ACTIVITY 1

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### POINT AND READ

#### DECODING

Compile a stack of word cards that include known syllable types, mostly open syllables. Include real and nonsense words. Arrange about 20 cards faceup on a table. Point to a word and call on a student to read it. If the student reads the word correctly, he or she keeps the card for the duration of the activity. Include questions to monitor students' understanding.

**Teacher:** I have 20 word cards on the table. Some of them have open syllables, and some do not. Some of them are real words, and some are not. When I point to a word and say your name, say the sounds in the word and then read the whole word. For example, to read this word...

*[Point to pho.]*

**Teacher:** ...you would say, "/f/ /ō/, /fō/."

*[Point to cre.]*

**Teacher:** Ana?

**Ana:** /k/ /r/ /ē/, *cre*

**Teacher:** Is *cre* an example of an open syllable? Tell me why or why not.

**Ana:** It's an open syllable because it has one vowel and the vowel is open.

**Teacher:** And what does the vowel say in this open syllable?

**Ana:** It's long. It says /ē/.

*[Point to aid.]*

**Teacher:** Cynthia?

**Cynthia:** /ā/ /d/, *aid*

**Teacher:** Good reading. Is it an open syllable?

**Cynthia:** No, because there is a consonant after the vowel. Besides, there are two vowels, so it can't be an open syllable.

**Teacher:** So if it is not an open syllable, why does *aid* have a long vowel sound, Davis?

**Davis:** The *ai* together says /ā/.

Continue pointing to words for students to decode. Increase the pace as the activity progresses and students gain proficiency.

## GUIDED PRACTICE: ACTIVITY 2

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### LETTER DROPPING

#### DECODING

Write 15 to 20 decodable words on the board that do not have open syllables. Some of the words may be nonsense words. Have a student read a word. Then, change the word to an open syllable by erasing letters. Have the student read the open syllable.

**Teacher:** I will point to a word on the board and ask you to read it. Then, I'll erase some letters to create a different word or syllable for you to read. Let's do the first one together.

*[Point to **sock**.]*

**Teacher:** What word and what vowel sound?

**Students:** *sock, /o/*

**Teacher:** Now, I will erase the last two letters. What is the new word?

*[Erase **ck** and point to remaining word, **so**.]*

**Students:** *so*

**Teacher:** Cynthia, did the vowel sound change? Why or why not?

**Cynthia:** It says /ō/ because the consonants aren't closing it in anymore.

**Teacher:** That's right. The vowel is open, so it's an open syllable, which has a long vowel sound.

*[Point to the next word, **load**.]*

**Teacher:** What word and vowel sound, Tran?

**Tran:** *load, /ō/*

*[Erase **ad** and point to remaining word part.]*

**Teacher:** Say the new word part.

**Tran:** */ō/*

*[Point to **pinch**.]*

**Teacher:** What is the word, everyone?

**Students:** *pinch*

*[Erase **p** and **nch**, leaving **i**.]*

**Teacher:** What is this word, Davis?

**Davis:** Is it *i*?

**Teacher:** Let's use the strategy: Is there just one vowel?

**Davis:** Yes.

**Teacher:** Is the vowel open?

**Davis:** Yes.

**Teacher:** Because the answer to both questions is yes, it is an open syllable, which makes the vowel long. Remember that open syllables sometimes consist of just one letter. We'll have to know that when we start reading longer words.

## ADAPTATION

On the board, write decodable words that do not have open syllables and words that do. Add or erase letters to make different syllable types and have students read the new words.

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Adapted from Wilson, B. A. (1996). *Wilson reading system: Student workbook 5A*. Millbury, MA: Wilson Language Training.

**GUIDED PRACTICE: ACTIVITY 3** 

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**STICKY SPELLING****ENCODING**

Dictate a variety of learned syllable types, focusing on open syllables. Have students write the words on sticky notes.

**Teacher:** I'll dictate a word or syllable, which you will write on a sticky note. Before we begin, who can remind the group of the steps you follow to spell a word—Ana?

**Ana:** You say the word and count how many sounds there are.

**Tran:** You figure out the letters that match the sounds and you write it.

**Teacher:** And what's the last thing you do after you write the word?

**Cynthia:** You read the word that you wrote to make sure you did it right.

**Teacher:** Very good job remembering the steps! The first word is *fla*. Repeat please.

**Students:** *fla*

**Teacher:** Think of the sounds you hear in *fla*. How many sounds, Tran?

**Tran:** /f/ /l/ /ā/: three sounds.

**Teacher:** That's right. Before you write, think about the letters that make the sounds. When you're ready, write the word on the sticky note.

*[Students write the word.]*

**Teacher:** Davis, please tell us the sounds and the letters for *fla*.

**Davis:** /f/ /l/ /ā/, *f-l-a, fla*.

**Teacher:** Nicely done!

Continue dictating words.

## TIPS

- Scaffold by dictating words in syllable types (e.g., dictate several open syllables in a row, then closed syllables).
- Have students mark vowels with a macron (short, straight line) over long vowels and breve (half circle) over short vowels (e.g., *nō*, *flăt*).

INDEPENDENT PRACTICE: ACTIVITY 1 

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## I.D. ME

## DECODING

Distribute an I.D. Me worksheet to each student. The worksheet contains a mix of words with syllable types that students have learned. Have students identify open syllables and mark the vowel as long. Then, have students read the words to a partner.

**Teacher:** This worksheet contains different types of words, but they are all syllable types you have learned so far. Some of the words are real, and some aren't. Your task is to identify open-syllable words and mark the vowel in those words with a long vowel marker, or macron...

*[Demonstrate on the board.]*

**Teacher:** ...to remind you that the vowel sound is long. Then you will read all the words to a partner. We'll do a few together. Look at the first word. Is it an open syllable, Tran?

*[The word is **de**.]*

**Tran:** Yes.

**Teacher:** Correct, so we will mark the vowel with a macron.

*[Demonstrate.]*

**Teacher:** Please read the word.

**Tran:** *de*

**Teacher:** Look at the word under *de*. Will we mark the vowel?

*[The word is **crane**.]*

**Ana:** It's not an open syllable. It has two vowels. So we don't mark it.

**Teacher:** That right. We are marking only open syllables. Please read the word.

**Ana:** *crane*

**Teacher:** Identify the rest of the open syllables on your page and mark their vowels. I'll come around to see how you are doing. When you are finished, read all the words silently. When everyone is finished, you'll read all the words to your partner.

### TIP

Be sure that students read all of the words and do not just identify open syllables visually.

### ADAPTATION

Have students mark long and short vowels in all words, not just open syllables.

## INDEPENDENT PRACTICE: ACTIVITY 2

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### SPEEDY SPELLING

#### ENCODING

Have students number a sheet of notebook paper from 1 to 20. Time students for 1 minute as they spell dictated words of four or fewer letters. Use a mix of syllable types that students have learned. Complete several 1-minute rounds with different sets of words. After each round, review the correct spellings and have students self-correct.

**Teacher:** I will dictate words for you to spell in 1-minute rounds. We'll see how many words you can spell correctly in each round. The words will all have four or fewer letters and will be syllable types you have learned. If you don't finish spelling a word by the time I dictate the next word, move on to the next word. At the end of the 1 minute, I will stop dictating, and we will go over the spelling. You will correct your own paper and count the number correct. Then, we'll do another round. I might give you some of the same words in the next round.

Ready? Number 1: *up*.

*[Establish a pace by counting to three silently between words.]*

**Teacher:** Number 2: open syllable *re*.

*[Count to three.]*

**Teacher:** Number 3: *cash*.

*[Count to three.]*

**Teacher:** Number 4: *bike*.

Continue dictating at an even pace until the 1 minute is up. Review the spelling with students and make note of trouble areas, so you can include those words in subsequent rounds.

### TIPS

- Use a timer to keep track of rounds.
- Select words purposefully by monitoring students throughout the lesson and choosing words that target students' areas of need.

### ADAPTATION

Adjust the pacing of your dictation and the length of time for rounds, according to your students' needs.

### MONITOR LEARNING

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Include many words with previously learned syllable types in word reading to ensure that students can discriminate between open syllables and other syllable types.

**LESSON 8 WORD CARDS**

<i>by</i>	<i>cry</i>	<i>di</i>
<i>be</i>	<i>co</i>	<i>de</i>

First of 6 pages

**I.D. ME**

Circle the open syllables and put a macron over the long vowel.  
Then read the syllables.

<i>de</i>	<i>cow</i>	<i>toe</i>
<i>crane</i>	<i>fish</i>	<i>sight</i>
<i>he</i>	<i>the</i>	<i>treat</i>
<i>help</i>	<i>win</i>	<i>ye</i>
<i>shine</i>	<i>ho</i>	<i>time</i>
<i>sleep</i>	<i>home</i>	<i>lo</i>
<i>if</i>	<i>hop</i>	<i>cre</i>
<i>l</i>	<i>flu</i>	<i>in</i>
<i>be</i>	<i>make</i>	<i>true</i>
<i>chi</i>	<i>shelf</i>	<i>hi</i>
<i>go</i>	<i>ground</i>	<i>tide</i>
<i>bright</i>	<i>oak</i>	<i>tree</i>
<i>play</i>	<i>on</i>	<i>tie</i>
<i>pro</i>	<i>we</i>	<i>spark</i>
<i>so</i>	<i>mom</i>	<i>wheel</i>
<i>pre</i>	<i>reach</i>	<i>se</i>
<i>re</i>	<i>own</i>	<i>bi</i>

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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# CONTRACTIONS

## LESSON 9

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### OBJECTIVE

- Students will read contractions.
- Students will comprehend contractions.
- Students will form contractions.

### MATERIALS

- Lesson 9 word cards\*
- Contraction flashcard list\*
- Contraction sight word cards\*
- Apostrophe cards\*
- Bingo cards\*
- Bingo tokens
- Sentence fix-ups worksheet and answer key\*
- Sentences containing words that can form contractions
- Kids' magazines or newspapers
- Board and markers or chalk for teacher
- Personal whiteboards and markers for students
- Notebook paper

\*Blackline master available on CD.

## TIPS

- Refer to the Appendix for a list of words with contractions.
- Introduce contractions in families, such as **not** contractions (e.g., *don't, isn't, doesn't*), **will** contractions (e.g., *I'll, they'll, you'll*), etc.
- If students struggle with a specific contraction, reteach the meaning of the contraction and the words that form the contraction.
- Make sure students that can read the sight words that are used in contractions. Review the sight words as necessary.
- Explicitly teach **won't** as an exception that means “will not.”
- Give direct feedback to students.

## DAILY REVIEW

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### OPEN SYLLABLES

Write 15 to 20 open-syllable and closed-syllable words on the board (mostly open syllables). Review the vowel sounds and structure of open syllables (an open syllable ends in a vowel; the vowel sound is long). Read the words on the board.

**Teacher:** Today we will review open syllables. Can someone give me an example of an open syllable?

**Students:** *she*

**Teacher:** That's correct; the word *she* is an open syllable. Why is *she* is an open syllable?

**Rigo:** Because it has one vowel and the vowel doesn't have a letter after it. The vowel is open.

**Teacher:** Correct. As Rigo said, the vowel is open. What sound does the vowel make in the open syllable *she*?

**Danielle:** /ē/

**Teacher:** Yes, vowels go for a long walk in an open syllable, so they make their long sound.

We learned that **y** is a vowel in an open syllable. Leticia, can you give me an example of an open syllable in which **y** is the vowel? Also, tell me the sound **y** makes.

**Leticia:** In *sky*, the **y** says /ī/.

**Teacher:** Correct. Let's read the words on the board.

Continue the review by pointing to the words and having students say the words.

### TIPS

Include words with previously taught sounds, so students can discriminate between the vowels in open syllables and closed syllables.

## OPENING

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**Teacher:** Today we will learn about contractions. I bet that everyone here has used the word *don't*. For example, you might say something like, "I don't want to do my chores today." *Don't* is a contraction. It is made up of the words *do not*. If you said, "I do not want to do my chores today," you are saying the same thing as, "I don't want to do my chores today."

*[Write "do not = don't" on the board.]*

**Teacher:** It's shorter and quicker to use a contraction. We will learn about many contractions. You'll see contractions in your reading, and you may want to use them in your writing, too.

## MODEL AND TEACH: ACTIVITY 1

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### FORMING CONTRACTIONS

#### DECODING AND ENCODING

Display words *do* and *not* in a pocket chart. Explain that contractions are formed by combining two words into one word. The apostrophe takes the place of one or more letters, so the contraction is quicker to read. Demonstrate by sliding the cards next to each other and covering the **o** with an apostrophe card.

**Teacher:** In the sentence, *I don't like watermelon*, the word *don't* is a contraction for *do not*. A contraction puts two words together and replaces letters with an apostrophe.

*[Slide the **do** and **not** cards next to each other.]*

**Teacher:** The *o* in *not* is replaced with an apostrophe.

*[Cover **o** with an apostrophe card.]*

**Teacher:** The word is now *don't*. What's the word, everyone?

**Students:** *don't*

**Teacher:** Good. What two words form the contraction *don't*, Danielle?

**Danielle:** *Do* and *not*.

**Teacher:** Let's form another contraction.

*[Put **had** and **not** in the pocket chart.]*

**Teacher:** Michael, read the words please.

**Michael:** *had, not*

*[Slide the **had** and **not** cards next to each other.]*

**Teacher:** The *o* in *not* is replaced with an apostrophe.

*[Demonstrate with an apostrophe card.]*

**Teacher:** *Had, not: hadn't*. Repeat, please.

**Students:** *Had, not: hadn't*.

Continue to demonstrate how to form contractions. Students should read the contraction and say the words that form the contraction.

## TIPS

Introduce contractions in families (e.g., introduce *not* contractions together). Depending on your students, introduce one to two contraction families per a lesson.

**MODEL AND TEACH: ACTIVITY 2** 

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**READING CONTRACTIONS****DECODING**

Follow these steps:

1. Read a sentence that does not contain a contraction (e.g., *I did not understand.*).
2. Write the two words from the sentence that can be made into a contraction (*did, not*).
3. Have students read the words.
4. Repeat the sentence, this time with the contraction (*I didn't understand.*).
5. Have students identify the contraction in the sentence (*didn't*).
6. Write and read the contraction.
7. Have students read the contraction and identify the letter(s) the apostrophe replaced.

**Teacher:** Listen to this sentence: *We have not had rain in a long time.*

*[Write **have not** on the board.]*

**Teacher:** Read these words please.

**Students:** *have not*

**Teacher:** *We haven't had rain in a long time.* Michael, what is the contraction in that sentence?

**Michael:** *haven't*

*[Write **haven't** on the board and point to it.]*

**Teacher:** *Haven't.* What word?

**Students:** *haven't*

**Teacher:** What letter did the apostrophe replace, Leticia?

**Leticia:** *o*

Continue with more sentences.

## TIPS

- Prepare the sentences before the lesson.
- Scaffold instruction by limiting the number of contraction families introduced in a lesson.

## ERROR CORRECTION

If a student makes an error, explain the contraction and demonstrate. Have the student repeat the contraction and the two words that make up the contraction.

## MODEL AND TEACH: ACTIVITY 3

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## SPELLING CONTRACTIONS

## ENCODING

Think aloud to model how to spell *wouldn't* and *isn't*.

**Teacher:** You have learned that contractions are formed from two words. You have learned to read a contraction. The next step is learning to spell contractions. I'll use the word *wouldn't* to demonstrate how to spell contractions. Here is the word in a sentence: *She wouldn't get out of bed.* What words form *wouldn't*?

**Students:** *Would* and *not*.

**Teacher:** That's right! As I spell *wouldn't* on the board, I will model what I'm thinking as I spell. Because I know *wouldn't* is made up of *would* and *not*, first I write *would*.

*[Write **would** on the board.]*

**Teacher:** Contractions form one word from two words, so there is not a space between *would* and the next letter, which is the *n* in *not*.

*[Write **n** next.]*

**Teacher:** An apostrophe replaces the *o* in *not*, so I write an apostrophe and *t*.

*[Write an apostrophe and **t** to form the contraction **wouldn't**.]*

**Teacher:** *Would not, wouldn't:* Repeat, please.

**Students:** *would not, wouldn't*

**Teacher:** Let's spell *isn't*. Here's the contraction in a sentence: *She isn't going to school*. What words form *isn't*?

**Students:** *is* and *not*

**Teacher:** First, I write *is*.

*[Write **is** on the board.]*

**Teacher:** What do I put after *is*?

**Leticia:** The next part is *not*, but instead of *o*, put an apostrophe.

**Teacher:** Exactly! Instead of writing *not*, I write *n*, an apostrophe, and *t*.

*[Write **n, apostrophe, t** to form **isn't**.]*

**Teacher:** What's the contraction?

**Students:** *isn't*

Continue spelling more contractions, providing less modeling each time.

## ADAPTATION

Scaffold by having students write both words, cross out the replaced letters, and add the apostrophe.

## GUIDED PRACTICE: ACTIVITY 1

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### SORTING CONTRACTIONS

#### DECODING

Divide the board into two sections. Label one section " \_\_\_ not" and write the example word *don't* beneath it. Label the other section " \_\_\_ will" and write the example word *I'll* beneath it. Display contraction word cards and have students read the contraction. Write each contraction under the appropriate section. As you write the contraction, explain what two words are put together and what letters are replaced.

**Teacher:** I will show you cards containing contractions. We will read each contraction, decide which contraction family it belongs to, and write it on the board.

*[Display **it'll**.]*

**Teacher:** What word, everyone?

**Students:** *it'll*

**Teacher:** Correct. The word *it'll* belongs in the **will** family because it is formed from the words *it* and **will**. The apostrophe replaced the **w** and *i* in **will**.

*[Write **it'll** on the board. Display the next word, **can't**.]*

**Teacher:** Michael, what word?

**Michael:** *can't*

**Teacher:** Everyone say *can't*.

**Students:** *can't*

**Teacher:** Great. This word belongs in the **not** family because it is *can* and **not**. For words in the **not** contraction family, the apostrophe usually replaces the **o** in **not**. *Can't*, however, is a little different. The apostrophe replaces the **n** and **o**.

*[Write **can't** on the board. Display the next word, **they'll**.]*

**Teacher:** What word?

**Students:** *they'll*

**Teacher:** Yes. Who can tell me what family *they'll* belongs to and why?

**Leticia:** It's *they will*, so it belongs under **will**.

**Teacher:** Very nicely done. What does the apostrophe replace?

**Rigo:** It replaces the **w** and *i* in **will**.

**Teacher:** Perfect.

Repeat the sequence with other contractions.

## TIP

Leave the contraction families displayed and add sections as more contractions are introduced.

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Adapted from Honig, B., Diamond, L., Gutlohn, L., & Mahler, J. (2000). *CORE teaching reading sourcebook: For kindergarten through eighth grade*. Ann Arbor, MI: Academic Therapy.

## GUIDED PRACTICE: ACTIVITY 2

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### CONTRACTION RACING

#### DECODING

Make flashcards with a contraction on one side and the two words forming the contraction on the other side. Have two students stand at the front of the room. Show these students the side of a flashcard with the two words. Have the students say the corresponding contraction as quickly as they can. Then, flip over the flashcard to show the contraction. The student who answers correctly first remains at the front of the room while another student joins him or her to race. Question students, so they can demonstrate their knowledge.

**Teacher:** We're going to race to form contractions. Two of you will come to the front of the room. I'll show you a card with two words that form a contraction. Whoever says the correct contraction first remains up front, and another classmate comes up to race. If neither gets the answer, I will put the card at the bottom of the pile and show another card. I'll ask you questions, even if you aren't at the front of the room, so pay close attention.

Rigo and Danielle, please come up front.

*[Display would not.]*

**Danielle:** *wouldn't*

*[Display the contraction side of the card.]*

**Teacher:** That is correct, Danielle. Michael, what letter does the apostrophe replace?

**Michael:** The *o* in *not*.

**Teacher:** Leticia, it is your turn up front with Danielle.

*[Display who will.]*

**Leticia:** *who'll*

*[Display the answer.]*

**Teacher:** That's right. Who can use *who'll* in a sentence?

**Rigo:** *Who will be at the game?*

**Teacher:** It's a good sentence, but you used the two words instead of the contraction. Try it with the contraction.

**Rigo:** *Who'll be at the game?*

Continue reading words with more two-sided cards.

#### ADAPTATION

The activity can be done in reverse by showing the contraction side of the card. Have students say the two words that form the contraction. At the end of the activity, have students read the contraction side of all the cards.

## GUIDED PRACTICE: ACTIVITY 3

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### CONTRACTION MATCHING

#### DECODING

Place the contraction cards *wouldn't*, *hasn't*, *they'll*, *it'll*, *isn't*, *you'll*, *that'll*, and *can't* in a vertical column in a pocket chart. Randomly arrange the word cards that form the contractions in a different pocket chart. Keep an apostrophe card close by. Have one student at a time select a contraction from the chart, say the contraction, and match it with the words that form it. While one student takes a turn, have the other students write the words that form the contraction on their whiteboards. Have students then read the contractions and their matching words aloud.

**Teacher:** Let's match contractions with the words that make up the contractions. In pocket chart 1 is a column of contractions. As I point to each contraction, read it aloud.

**Students:** *wouldn't, hasn't, they'll, it'll, isn't, you'll, that'll, can't*

**Teacher:** In pocket chart 2 are words that form the contractions. Notice that the words in the second chart aren't in order. Your task is to match the words from chart 2 to the contractions in chart 1. Each of you will have a turn. When it's not your turn, write the words that make up the contraction on your whiteboard.

Michael, you're first, so come up and tell us which contraction you will match.

**Michael:** I choose *isn't*.

**Teacher:** Find the words that form *isn't* and put them next to the *isn't* card.

Everyone else, write the words that form *isn't* on your whiteboards. Hold up the boards when you are finished.

*[Michael finds is and not and puts them next to isn't.]*

**Michael:** *Isn't: is not.*

**Teacher:** Great. By looking at the whiteboards, I see that everyone was correct.

Michael, using this apostrophe card, cover up the letter that it replaces.

*[Michael covers up the o.]*

**Teacher:** That's correct. Everyone, erase your boards. Michael, please sit down. Leticia come up and pick a contraction to match.

Continue the activity until all of the contractions are matched with their words. Correct any students who write an incorrect answer on their whiteboard.

## ADAPTATIONS

- Increase or decrease the number of cards, depending on the level of your students.
- Include some distractor words on chart 2 that do not match any of the contractions.
- Do the activity on a table, instead of in pocket charts.
- Select the contractions to be matched.
- Have students select grouped word pairs and find the matching contractions.

## GUIDED PRACTICE: ACTIVITY 4

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### CONTRACTION BINGO

#### DECODING

Distribute bingo cards with two words that make a contraction in each box. Show a contraction card. Have students read the contraction silently, find the two words that make the contraction on their card, and mark the box with a token. For example, if the contraction shown is *don't*, students should cover the box containing *do not*. Then, have students say the contraction and the two words that form the contraction. Repeat with the next contraction card. The first student to form a line on their board, using the tokens, wins the game.

#### TIPS

Be sure to have students say each contraction and its two words. This procedure ensures that students read the words, rather than just guessing or matching initial letters.

#### ADAPTATIONS

- Do the activity in reverse by showing two words that form a contraction and having students find the matching contraction on the bingo card.
- Assign different students to read each contraction card to the group, instead of showing it.

## GUIDED PRACTICE: ACTIVITY 5

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### CONTRACTION WRITING

#### ENCODING

Say two words and have students work with a partner to write the corresponding contraction. Have one pair of students share the contraction they wrote. Then, write the two words and the contraction on the board. Have all students chorally say the two words and the contraction.

**Teacher:** I will say two words that form a contraction. Work with your partner to write the contraction. One of the teams will then tell me their contraction, and I will write it on the board. Then, everyone will read the two words and the contraction.

Ready? The first words are *have not*. Here are the words in a sentence: *Lisa and her brothers have not played video games all week.*

*[Write **have not** on the board.]*

Rigo and Danielle, what is your contraction?

**Danielle:** *haven't*

**Teacher:** Correct. How did you spell *haven't*?

**Rigo:** First we wrote *have: h-a-v-e*.

*[Write **have** on the board.]*

**Danielle:** Then, we wrote *n*, apostrophe, *t* next to *have*.

*[Write **n**, an apostrophe, and **t** to complete **haven't**.]*

**Teacher:** Nicely done! Michael, what letter did the apostrophe replace?

**Michael:** The *o*.

**Teacher:** Let's all read the two words and the contraction together.

**Students:** *have not, haven't*

Continue the activity, gradually reducing your modeling.

## ADAPTATIONS

- Give the two words orally only, without writing them on the board.
- Have students take turns writing the words and contractions on the board.

## INDEPENDENT PRACTICE: ACTIVITY 1

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### FINDING CONTRACTIONS

#### DECODING

Pass out sections of a kids' magazine or school newspaper. Have students circle any areas where a contraction could have been used and underline contractions. Have students share their findings, what contractions could have been formed from the circled words, and what two words form each of the underlined contractions.

## INDEPENDENT PRACTICE: ACTIVITY 2

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### WRITING SENTENCES THAT USE CONTRACTIONS ENCODING

Dictate a contraction and have students write two sentences, one that uses the contraction correctly and another that uses the two words that make up the contraction.

## INDEPENDENT PRACTICE: ACTIVITY 3

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### SENTENCE FIX-UPS ENCODING

Give students 10 to 15 decodable sentences containing words that form contractions. Have students write each set of two words and the contraction they form. Call on students to read the sentences. Ask questions throughout to assess understanding (e.g., “Why did you select those 2 words?” or “What contraction do those words make?”).

## MONITOR LEARNING

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During the guided practice activities, listen to determine whether students put words together correctly. Also, check whether students use the correct contractions when writing sentences and participating in the activities. During independent practice, review any contractions with which students struggle, writing the contraction and the two words that make up the contraction.

Some contractions have homophones. Write the word *whose* on the board and contrast it with *who’s*. Explain the difference between the homophones and ask the students for sentences that contain the correct homophone. Do the same with the words *its* and *it’s*.

## GENERALIZATION

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Have students reread one of their past papers to find areas where they could have used a contraction. However, explain that formal writing should avoid contractions. Compare different types of texts and notice where more contractions are used (e.g., compare dialogue in a literature text with expository science text). Read some of the passages, substituting the words that form contractions or vice versa. Ask students what differences they notice in the tone of the passages.

### LESSON 9 WORD CARDS

can't	didn't	don't
aren't	could've	doesn't

First of 6 pages

### CONTRACTION FLASHCARD LIST

Prepare 3 x 5 index cards with a contraction on one side and the contracted words on the other.

SIDE 1	SIDE 2
I'm	I am
you're	you are
we're	we are
he's	he is
she's	she is
it's	it is
what's	what is
that's	that is
who's	who is
here's	here is
I'd	I had
I'd	I would
you'd	you had
you'd	you would
he'd	he would
he'd	he had
she'd	she would
she'd	she had
won't	will not
I've	I have
you've	you have

SIDE 1	SIDE 2
we've	we have
they've	they have
I'll	I will
you'll	you will
she'll	she will
they'll	they will
he'll	he will
it'll	it will
can't	can not
don't	do not
isn't	is not
shouldn't	should not
couldn't	could not
wouldn't	would not
aren't	are not
doesn't	does not
wasn't	was not
weren't	were not
didn't	did not
let's	let us

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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### CONTRACTION SIGHT WORD CARDS

not	she	should
I	am	are

First of 5 pages:  
Sight word and apostrophe cards included

### BINGO

	FREE	

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First of 2 pages: 5x5 grid included

## SENTENCE FIX-UPS

In each sentence, circle the words that could form a contraction.

1. Trent did not like the paint his dad chose for his room.
2. We are a strong team, but I do not think we will win the game.
3. After class, we are going to the mall to get Matt a new shirt.
4. He will be at camp for at least 6 weeks.
5. She would like to read the book about life forms on Mars.
6. Mark will not play catch if it is too hot in the yard.
7. Gran could not reach the jar on the top shelf.
8. Fred does not have the cash for a new game.
9. That is the last time you can watch the fifth-grade play.
10. Ralph can not see the launch of the new ship.
11. We have seen the owl hunt for its food in the dark.
12. I would like to go to the East Coast this fall to see the trees.
13. What is the best way to learn math facts?
14. Coach Welsh said he would pick me for a spot on the team.
15. I am glad to see that the dog found a safe way to get back home.

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First of 2 pages:  
Worksheet plus answer key

# COMPOUND WORDS

## LESSON 10

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### OBJECTIVE

Students will read and form compound words.

### MATERIALS

- Lesson 10 word cards\*
- Pictures illustrating compound words and their smaller words (e.g., *dog, house, cook, book, doghouse, cookbook*)
- Inflatable ball, such as a beach ball or soccer ball
- Sentence reading worksheet\*
- Compound word math worksheet\*
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

\*Blackline master available on CD.

### TIPS

- Refer to the Appendix for a list of compound words.
- Make sure that students have learned the words, or the concepts they represent, that form compound words. For example, if a student had not learned the soft *c* and the word *space* as a sight word, the compound word *spacecraft* would not be appropriate for a lesson.
- When error correction is necessary, separate the compound word into smaller words.
- Provide direct feedback to students.

## DAILY REVIEW

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### CONTRACTIONS

**Teacher:** Let's review contractions. Can someone give me an example of a contraction?

**Patrick:** *isn't*

**Teacher:** Good, *isn't* is a contraction. What two words form the contraction *isn't*?

**Patrick:** *Is* and *not*.

**Teacher:** Remember that an apostrophe replaces letters. Let's spell the contraction *isn't*.

*[Write the contraction on the board as students spell.]*

**Teacher:** What letter does the apostrophe replace?

**Selena:** It replaces the *o* in *not*.

Repeat with several contractions.

## OPENING

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**Teacher:** In today's lesson, we will begin learning about multisyllabic words. These are words with more than one syllable. We'll begin with compound words.

Compound words are made up of two smaller words. So, you can use the small words you know to read big words! Most of the time, you can even figure out the meaning of a compound word by looking at the smaller words that form it.

You already use compound words in your everyday speech. For example, *homework* is a compound word. It is made up of the words *home* and *work*. We know that *homework* is school work that is done at home.

**MODEL AND TEACH: ACTIVITY 1** 

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**LEARNING ABOUT COMPOUND WORDS****DECODING**

Write *dog* and *house* on the board and have students read the words. Tell students that when the two words are put together, they form a compound word, *doghouse*, which means “a house for a dog.” Show pictures of a dog and a house. Show a picture of a doghouse.

*[Point to **dog** and **house** on the board.]*

**Teacher:** What are these words?

**Students:** *Dog* and *house*.

**Teacher:** Now, if we put the words together...

*[Write **doghouse** on the board.]*

**Teacher:** ...we get *doghouse*. *Doghouse* is a compound word that means “a house for a dog.”

*[Show a picture of a doghouse.]*

**Teacher:** The word *doghouse* is made of two smaller words, *dog*...

*[Underline **dog**.]*

**Teacher:** ...and *house*.

*[Underline **house**.]*

*[Write **cook** and **book** and show pictures of a cook and a book.]*

**Teacher:** Read the words, please.

**Tony:** *cook, book*

**Teacher:** Let’s put the words together to form the compound word...

*[Write **cookbook**.]*

**Teacher:** ...*cookbook: cook*...

*[Underline **cook**.]*

**Teacher:** ...*book*.

*[Underline **book**.]*

**Cookbook:** Who can tell me what a cookbook is?

**Selena:** It's a book with recipes you can cook.

**Teacher:** Exactly.

*[Show a picture of a cookbook or an actual cookbook.]*

**Teacher:** So, you can see that many times, you can figure out what a compound word means by looking at the smaller words that form it.

#### TIP

In a compound word, each smaller word must be a real word, not an affix or partial word. For instance, *reptile* is not a compound word because *rep* does not stand on its own as a word.

## MODEL AND TEACH: ACTIVITY 2

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### READING COMPOUND WORDS

#### DECODING

Model how to read compound words by looking for the smaller words that form compound words. Write several compound words on the board (e.g., *backbone*, *football*, *homesick*).

Underline the two smaller words that form each compound word. Read each smaller word as you point to it. Then read the whole word.

*[Point to **backbone**.]*

**Teacher:** This word is longer than the words we have learned in previous lessons, but you can read it by looking at the smaller words that you know within it. I see *back* at the beginning of the word.

*[Underline **back**.]*

**Teacher:** *Back* is a closed syllable. Then I see *bone*.

[Underline **bone**.]

*Bone* is a VCe syllable. *Back* and *bone* make *backbone*. Repeat, please.

**Students:** *Back* and *bone* make *backbone*.

[Point to **football**.]

**Teacher:** Tony, what is the first small word?

[Point to the word **foot**.]

**Tony:** *foot*

[Underline **foot**.]

**Teacher:** What is the second word, Eva?

[Point to **ball**.]

**Eva:** *ball*

[Underline **ball**.]

**Teacher:** Patrick, what is the compound word?

**Patrick:** *football*

**Teacher:** Right, the word *football* is formed from the words *foot* and *ball*. Everyone, say, "*foot, ball, football*."

**Students:** *foot, ball, football*

**Teacher:** Let's read some other compound words in the same way.

Continue segmenting compound words into their smaller words.

#### TIPS

- Scaffold instruction by reading compound words from the same family (e.g., *fireman*, *firefly*, *firewood*, *fireworks*).
- Make sure that students have learned the smaller words that form compound words.

## MODEL AND TEACH: ACTIVITY 3

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### SPELLING COMPOUND WORDS

#### ENCODING

Explain that spelling compound words consists of writing the two individual words without a space between them. Refer back to spelling *doghouse* in Activity 1. Model spelling compound words by using the following steps:

1. Say the compound word.
2. Say the small words that form the compound word.
3. Spell and write the first word.
4. Spell and write the second word, without a space between the two individual words.
5. Check your word by reading it.

**Teacher:** You have learned that *dog* and *house* can be combined to form one word, *doghouse*. To spell *doghouse*, I follow these steps:

I say the whole word, *doghouse*.

I say each small word: *dog, house*.

[Write **doghouse** as you say the letters.]

**Teacher:** I spell and write each word without a space between them: *dog: d-o-g; house: h-o-u-s-e; doghouse*.

If you can spell the smaller words, you can spell the compound word. Let's follow the steps to spell a word together. Repeat after me: *sandbox*.

**Students:** *sandbox*

**Teacher:** *sand, box*

**Students:** *sand, box*

[Write **sandbox** as you spell it.]

**Teacher:** *sand: s-a-n-d; box: b-o-x; sandbox*

[Students write **sandbox** as they say the letters.]

**Students:** *sand: s-a-n-d; box: b-o-x; sandbox*

Continue dictating compound words for students to spell.

## GUIDED PRACTICE: ACTIVITY 1

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### VOLLEYBALL COMPOUND GAME

#### DECODING

On each section of an inflatable ball, write a word that forms the beginning of a compound word (e.g., *bed, back, hair, book, snow, home, out, sun*). On the board, list words that form the second part of the compound words (e.g., *room, spread, ground, pack, brush, cut, mark, case, plow, flake, work, side, shine*). Have a student toss the ball to another student. After the second student catches the ball, he or she says a word that is under one of his or her thumbs on the ball. He or she then chooses a word from the board that makes a compound word with the first word and says the two words quickly as a compound word. Write the compound word on the board and have students read it. The student then tosses the ball to another student.

**Teacher:** This ball has words on it that are the beginning of compound words. The words on the board are the ending of compound words. When you catch the ball, say the word that is under one of your thumbs. Then, say a word from the board that makes a compound word with your word. Finally, say the two words quickly to form a compound word. Make sure your compound word is a real word.

I'll demonstrate the first one. My word from the ball is *snow*; the word I choose from the board is *flake*. *Snow, flake* make *snowflake*. Repeat, please.

**Students:** *Snow, flake* make *snowflake*.

**Teacher:** Is *snowflake* a real word?

**Students:** Yes.

[Toss the ball to Tony.]

**Teacher:** Read the word under one of your thumbs, read a word from the board that makes a compound word with your word, and then put the words together to read the compound word.

**Tony:** *Bed, room* make *bedroom*.

**Teacher:** Everyone, please repeat.

**Students:** *Bed, room* make *bedroom*.

**Teacher:** That's right.

*[Tony tosses the ball to Patrick.]*

**Patrick:** *Book, pack* make *bookpack*.

**Teacher:** Does *bookpack* sound like a real word?

**Patrick:** No, I guess not.

**Teacher:** Choose another word from the board to make a real word.

**Patrick:** *Book, case* make *bookcase*.

Continue tossing the ball and forming compound words.

## ADAPTATIONS

This activity can be done without the ball:

- On the board or on a worksheet, write two lists of words: one of the beginnings of compound words and the other of the endings of compound words. Have students select words from each list that form compounds and read the words.
- Write words that form compound words on index cards. Distribute the cards to students and have them put the cards together to form compound words.

## GUIDED PRACTICE: ACTIVITY 2

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### RECOGNIZING COMPOUND WORDS

#### DECODING

Write 10 to 15 compound words on the board. Have students go to the board individually and underline the two small words that form each compound word and then read the compound word. Then have all the students read the compound word.

**Teacher:** Several compound words are on the board. Each of you will underline the two small words that make up a compound word and then read the compound word. The rest of the class will then read the compound word together.

Let's do this one together.

*[Point to **handshake.**]*

**Teacher:** Hmm, I see *hand*, so I underline it.

*[Underline **hand.**]*

**Teacher:** Do you see the other small word, Eva?

**Eva:** Yes, it's the other half of the word: *shake*.

*[Underline **shake.**]*

**Teacher:** Now I can read the compound word: *handshake*. Repeat, please.

**Students:** *handshake*

**Teacher:** Selena, choose a word. Find the two small words and underline them.

*[Selena points to **barnyard.**]*

**Selena:** There's *barn*, and then there's *yard*.

**Teacher:** That's exactly right. Underline the small words and then read the compound word.

*[Selena underlines **barn and yard.**]*

**Selena:** *barnyard*

**Teacher:** Everyone, repeat, please.

**Students:** *barnyard*

Continue calling students to the board to take a turn.

## ADAPTATION

Have students read several of the words again, this time saying the word as a complete unit.

## GUIDED PRACTICE: ACTIVITY 3

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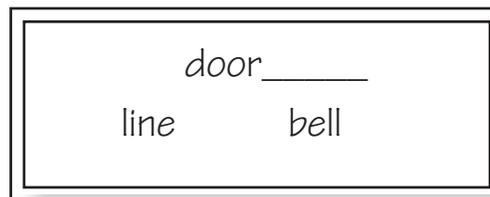
### WHICH COMPOUND WORD IS REAL?

#### DECODING

On the board, write the beginning of three to five compound words in a row (e.g., *door, back, down, bath, home*). Under each word, write two endings: one that forms a compound word with the beginning word and one that does not. Have students determine which ending forms a real compound word, read the word, and write the word.

**Teacher:** The five words on the board are the beginning of compound words. Underneath each word are two choices of endings, but only one of them forms a real compound word with the beginning word. Your task is to figure out which compound word is real.

Let's do the first one together. Eva, please read the first word and the choices under it.



**Eva:** The word is *door*. The choices for the ending are *line* and *bell*.

**Teacher:** I'll try forming compound words with both endings to figure out which is the real compound word: *doorline* or *doorbell*. Which one is a real word?

**Students:** *doorbell*

**Teacher:** Correct. Everyone, repeat *doorbell* and then write it on your whiteboard.

**Students:** *doorbell*

*[Students write **doorbell** on their whiteboards.]*

**Teacher:** Tony, please read the next beginning word and its choices.

**Tony:** *Bath*: The endings are *stack* and *robe*.

**Teacher:** Excellent. Now, form compound words with both endings. Then, tell me which is a real word.

**Tony:** *Bathstack, bathrobe*: The real word is *bathrobe*.

**Teacher:** Correct. Repeat the word and write it on your whiteboard.

Continue forming compound words and determining which is real.

### TIPS

Discuss compound words' meaning and note whether it has a relationship to the smaller words.

### ADAPTATION

Make the activity more difficult by increasing the number of choices for each beginning word.

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Adapted from MacDonald, L. (2001). *The teachers' mouse pad*. Retrieved from <http://www.teachersmousepad.com/LA/COMPOUND%20WORD%20FUN.htm>

## GUIDED PRACTICE: ACTIVITY 4

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### WHITEBOARD DICTATION

#### ENCODING

Have students use the spelling process described earlier to write dictated compound words. In a whisper voice, have students repeat the compound word. Then, have students whisper and spell each smaller word on their whiteboards and hold them up when finished.

**Teacher:** I will dictate a compound word. In a whisper voice, repeat the word, and say and spell each small word that forms it. After you write the compound word, hold the whiteboard up so I can see it.

The first word is *birthday*. Say the whole word, and say and spell each part. Then say the compound word again.

**Students:** *Birthday: birth, b-i-r-t-h; day, d-a-y. Birthday.*

*[Students hold up their whiteboards.]*

**Teacher:** Here is a question from a previous lesson: Where is the *r*-controlled syllable?

**Tony:** It's in *birth* because of *ir*.

**Teacher:** Excellent job!

Continue dictating compound words; monitor by listening to students.

### TIP

As students gain proficiency and automaticity in recognizing and spelling the smaller words in a compound word, students can follow the encoding steps silently.

## INDEPENDENT PRACTICE: ACTIVITY 1

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### READING COMPOUND WORDS IN SENTENCES

#### DECODING

Distribute a worksheet with 10 to 15 sentences containing compound words. Have students read the sentences silently and underline the two words that make up each compound word. Then have students read the sentences aloud.

**Teacher:** Read each sentence silently. When you see a compound word, underline the two words that form it. You will read the sentences aloud later. While you are reading, I might ask you to whisper-read, so I can listen. Please begin.

*[Circulate among students and ask some students to whisper-read.]*

**Teacher:** Now, we will read aloud. When I call on you, read the sentence, tell me the compound word, and tell me the words that make up the compound word.

#### ADAPTATIONS

- Write the sentences on sentence strips.
- Write the sentences on a whiteboard or overhead.
- Have students choose three to four sentences to practice and then read with expression.
- Have students read sentences to a partner.

## INDEPENDENT PRACTICE: ACTIVITY 2

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### 3-MINUTE COMPOUND DECODING AND ENCODING

Partner students and have each pair write as many compound words as they can in 3 minutes. Provide guidance to student pairs as you circulate and monitor their work. After the 3 minutes, have each pair read one of their compound words while you write the word on the board. Have the other students mark off the word, if they have it on their list. After students have shared each word, select several of the words written on the board and have students read the words.

**Teacher:** With your partner, write as many compound words as you can. Make sure they are real words. You will have 3 minutes. At the end of the 3 minutes, each pair will take turns telling me a word. I'll write them on the board. If another team says a word that you have on your list, mark it off, so we don't repeat words. At the end, we'll read the list and see which group came up with the most words.

#### TIPS

- As students read compound words, ask students to identify the two words that form the compounds.
- For some compound words, briefly discuss whether the meaning can be derived from the smaller words that form the compounds.

## INDEPENDENT PRACTICE: ACTIVITY 3

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### COMPOUND WORD MATH ENCODING

Tell students that another way to think about compound words is a math equation: first small word + second small word = compound word. Distribute the compound word math worksheet to students and dictate compound words. Have students complete both sides of the equation.

**Teacher:** Compound words are similar to an equation in math: Instead of  $1 + 2 = 3$ , we'll use words. For example, The *home* plus *sick* equals the compound word *homesick*.

*[Write "home + sick = homesick" on the board.]*

**Teacher:** How would you write the equation for the compound word *outside*?

*[Write on the board as the student dictates.]*

**Selena:** It would be *out + side = outside*.

**Teacher:** Correct. That is what you will do on this worksheet. I'll dictate a compound word, and you will write the two smaller words in the spaces on the left side of the equal sign and the compound word on the right side of the equal sign, just like it is on the board.

### ADAPTATION

As an alternative to dictating the compound word, show students a picture of a compound word (such as a bathtub) and have students identify the picture and write the word as an equation.

### MONITOR LEARNING

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- During the guided practice stage, listen to make sure that students create real words.
- If students are not sure whether a word they formed is a compound word, direct the students to identify the two smaller words.
- Listen closely when students repeat words to ensure that students say the correct word and pronounce it accurately.

### GENERALIZATION

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- When identifying syllables, compound words are divided between the two smaller words.
- Looking for smaller words and considering the context can be an effective strategy for figuring out the meaning of an unfamiliar word. For example, in the following sentence, the meaning of the compound word *lightweight* can be determined by recognizing the smaller words that form it, along with its context: *The truck was lightweight, yet could carry extremely heavy rocks!*

**LESSON 10 WORD CARDS**

blacksmith	campfire	cowboy
background	bookcase	coastline

First of 6 pages

**SENTENCE READING**  
COMPOUND WORDS

1. A plain is a landform that can be found in Texas.
2. The tribe ate shellfish, roots, and nuts.
3. The tent kept the men dry in the rainstorm.
4. The flame from the campfire could be seen for miles.
5. The group will take the railroad from east to west.
6. Rick slept late on the day of his airplane ride.
7. The South has a long coastline.
8. Ms. Brown gave us the rules and then let us brainstorm.
9. I like the soft, brown chair at the bookstore.
10. Redwood trees grow on the West Coast.
11. The brim of his cowboy hat will block the harsh rays of the sun.
12. Rose wakes up at 7:00 each weekday.
13. Liz gave me a firm handshake when I met her for the first time.
14. A starfish has five arms!
15. Greg will put each key word in his notebook.

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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**COMPOUND WORD MATH**

1		+		=	
2		+		=	
3		+		=	
4		+		=	
5		+		=	
6		+		=	
7		+		=	
8		+		=	
9		+		=	
10		+		=	
11		+		=	
12		+		=	
13		+		=	
14		+		=	
15		+		=	

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# AFFIXES WITH UNCHANGING BASE WORDS

## LESSON 11

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### OBJECTIVES

- Students will read words with affixes.
- Students will form words with affixes.

NOTE: This lesson focuses on base words whose spelling does not change when an affix is added. Base words whose spelling changes when adding a suffix (e.g., *plan–planned*, *funny–funnier*, *make–making*) are taught in a later lesson.

### MATERIALS

- Lesson 11 letter cards\*
- Word cards from previous lesson (featuring base words that do not change when an affix is added)
- Lesson 11 word cards\*
- Manila folders
- Decodable text containing affixes that students have learned, such as a class newspaper, textbook, or chapter book
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

\*Blackline master available on CD.

## TIPS

- Refer to the Appendix for list of affixes.
- Refer to the Appendix for list of whole words (unchanging base words with affixes).
- Teach one affix at a time. Introduce more as students become proficient.
- Choose base words that are decodable.
- The goal of the lesson is for students to understand that affixes are word parts at the beginning and end of words that are pronounced in a predictable way. Although affixes affect the meaning of words, initially, focus on simply reading the words. Any discussion about word meaning should be brief and take place after students can read the word.
- Provide direct feedback to students.

## DAILY REVIEW

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### COMPOUND WORDS

**Teacher:** Does anyone remember what a compound word is?

**Ruby:** A compound word is two smaller words put together to make one big word.

**Teacher:** Please give me an example.

**Ruby:** *Football* is from the small words *foot* and *ball*.

*[Write **runway, weekend, and something** on the board.]*

**Teacher:** Read these words and tell me the smaller words that form them.

**John:** *Run, way* make *runway*.

*[Students read the rest of the words on the board.]*

**Teacher:** We have learned that compound words are made of two words. Today we're going to talk about words made of word parts.

## OPENING

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**Teacher:** Today, we will learn about affixes. An affix is a word part added to the beginning or end of a base word to create a new word. Some words have only an affix at the beginning of a word, which is called a prefix. Some words have an affix at the end of a word, which is called a suffix. Sometimes, words have both a prefix and a suffix. Sometimes, affixes change the meaning of words. Knowing about affixes can help us read large words and discover their meaning.

## MODEL AND TEACH: ACTIVITY 1

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### READING WORDS WITH PREFIXES

#### DECODING

Write **re** on the board. Explain that **re** is a prefix that appears in many words. It is an open syllable, so it is pronounced /rē/. Write some examples of words containing the prefix **re** (e.g., **redo, reread, return, refill, rewind, renew**). Show students how to read the words by identifying the prefix and base word and putting them together as a whole word. Explain what the prefix **re** usually means and tell students how this knowledge helps them understand words' meanings.

*[Point to **re** on the board.]*

**Teacher:** This is a prefix, so it is a word part that is added to the beginning of a word. Because it's an open syllable, it is pronounced /rē/. Everyone, repeat, please.

**Students:** /rē/

**Teacher:** To read this word...

*[Point to **redo**.]*

**Teacher:** ...I find the word parts and put them together.

*[Circle **re** while saying /rē/.]*

**Teacher:** This word has the prefix **re**.

Then I look at the base word and read it.

*[Underline **do** while saying **do**.]*

**Teacher:** The base word is *do*.

I put the prefix and the base word together to form the whole word: *re, do, redo*.  
Let's read it together. Read each part as I point to it and then say the whole word.

*[Point to **re** and **do**, and then slide your hand under the whole word.]*

**Students:** *re, do, redo*

**Teacher:** Let's read some more words with prefixes.

*[Point to **reread** and circle the prefix.]*

**Teacher:** Cherelle, what is the sound of this prefix?

**Cherelle:** /rē/

*[Underline **read**.]*

**Teacher:** John, what is the base word?

**John:** *read*

**Teacher:** I put the prefix and the base word together to form the whole word: *re, read, reread*. Repeat, everyone.

**Students:** *re, read, reread*

**Teacher:** Now read each part as I point and then say the whole word.

*[Point to **re**.]*

**Students:** *re*

*[Point to **turn**.]*

**Students:** *turn*

*[Slide you hand under the whole word.]*

**Students:** *return*

**Teacher:** Earlier, I said that some affixes change the meaning of base words. For example, when you reread a book, you read it again. When you return a video, you bring it back to the store. So, **re** can mean “again” or “back.”

Continue reading words. Gradually reduce your modeling—for example, have students circle the prefix and underline the base word themselves.

### TIP

Students may ask about a word that is an exception—for example, **refuse** meaning “to decline to accept,” rather than “to fuse again.” In this case, say that in this particular use of the word, **re** does not mean “back” or “again,” and provide students with a quick definition of the word.

## MODEL AND TEACH: ACTIVITY 2

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### READING WORDS WITH SUFFIXES

#### DECODING

Write **ing** and some words containing **ing** on the board (e.g., **jumping, hunting, teaching, splashing**). Explain that **ing** is a suffix that it is pronounced /ing/. Show students how to read the words by identifying the base word and suffix and putting them together.

*[Point to **ing** on the board.]*

**Teacher:** This is a suffix, so it is a word part that is added to the end of a word. It is pronounced /ing/. Everyone, repeat, please.

**Students:** /ing/

**Teacher:** Reading words with suffixes is similar to reading words with prefixes. To read this word...

*[Point to **jumping**.]*

**Teacher:** ...I find the word parts and put them together.

*[Circle **ing** while saying it.]*

**Teacher:** This word has the suffix **ing**.

Then, I look at the base word and read it.

*[Underline **jump** while saying it.]*

**Teacher:** The base word is *jump*.

Then, I put the base word and the suffix together to form the whole word: *jump, ing, jumping*. Let's read it together. Read each part as I point to it and then say the whole word.

*[Point to **jump**.]*

**Students:** *jump*

*[Point to **ing**.]*

**Students:** *ing*

*[Slide your hand under the whole word.]*

**Students:** *jumping*

**Teacher:** Let's read some more words with suffixes.

*[Point to **hunting** and circle the suffix.]*

**Teacher:** What is the sound of this suffix?

**Gilbert:** /ing/

*[Underline **hunt**.]*

**Teacher:** What is the base word?

**Ruby:** *hunt*

**Teacher:** I put the word parts together to form the whole word: *hunt, ing, hunting*. Repeat.

**Students:** *hunt, ing, hunting*

Continue reading words. Gradually reduce your modeling—for example, have students circle the prefix or underline the base word themselves.

**MODEL AND TEACH: ACTIVITY 3** 

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**READING WORDS WITH MORE THAN ONE AFFIX****DECODING**

Model this activity after students have learned several prefixes and suffixes.

Use word cards and affix cards to demonstrate that some words contain more than one affix. Display the *like* word card. Form *unlikely* by adding the affix cards *un* and *ly*. Explain that the strategy for reading these words is the same as for words with just one affix: Identify the base word and the affixes, and then put them together as a whole word.

**Teacher:** Some words have more than one affix.

*[Display the word card like. Form likely by moving the ly card next to like.]*

**Teacher:** When I add the suffix *ly* to the base word, what is the new word?

**Students:** *likely*

*[Add the un card to beginning of likely.]*

**Teacher:** Now I've added a prefix, *un*. This word has a prefix and a suffix. I use the same strategy to read it that we learned before. I identify the base word, *like*...

*[Point to like.]*

**Teacher:** ...and the affixes *un* and *ly*.

*[Point to un and ly.]*

**Teacher:** I read the word by putting them all together: *un, like, ly, unlikely*. Read each part as I point to it, and then say the whole word.

*[Point to un.]*

**Students:** *un*

*[Point to like.]*

**Students:** *like*

*[Point to **ly**.]*

**Students:** *ly*

*[Slide your hand under the whole word.]*

**Students:** *unlikely*

**Teacher:** Let's read some more words with affixes.

*[Display the word card **fresh** and add the prefix card **re** and suffix card **ment**.  
Point to **re**.]*

John, what is the prefix?

**John:** *re*

*[Point to **fresh**.]*

**Teacher:** What is the base word?

**John:** *fresh*

*[Point to **ment**.]*

**Teacher:** What is the suffix?

**John:** *ment*

**Teacher:** Put the word parts together to form the whole word.

**John:** *re, fresh, ment, refreshment*

**Teacher:** Excellent reading! Sometimes, two suffixes can be added to a base word.

*[Display **carelessly**, using the word card **care** and the suffix cards **less** and **ly**.]*

**Teacher:** Everyone, read each part of the word as I point to it, and then say the whole word.

*[Point to **care**.]*

**Students:** *care*

[Point to **less**.]

**Students:** *less*

[Point to **ly**.]

**Students:** *ly*

[Slide your hand under the whole word.]

**Students:** *carelessly*

**Teacher:** What is the base word in *carelessly*?

**Gilbert:** *care*

**Teacher:** What suffixes were added?

**Gilbert:** *less, ly*

Read other words with multiple affixes.

### TIPS

- Scaffold by grouping words with the same combination of affixes. For example, read *carelessly*, *thanklessly*, and *hopelessly*. Then read *skillfully*, *thankfully*, and *hopefully*.
- Model using some of the words in a sentence. Ask students whether they can determine the words' meanings by looking at the affixes. For example, use the following sentence for the word *carelessly*: *Rita did her homework so carelessly, the teacher couldn't read her handwriting.*

**MODEL AND TEACH: ACTIVITY 4** 

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**SPELLING WORDS WITH AFFIXES  
ENCODING**

Model, using the following steps:

1. Say the word.
2. Say the word parts that form it.
3. Spell and write the first word part.
4. Spell and write the second word part.
5. Check your spelling by reading the word you wrote.

**Teacher:** When spelling words with affixes, first, identify the affix and the base word. Then, spell each word part, without putting a space between them.

For example, *repaint* consists of the prefix *re* and the base word *paint*. Listen as I go through the steps to spell *repaint*.

I say the whole word: *repaint*.

I say each word part: *re, paint*.

*[Write **repaint** as you say the letters.]*

**Teacher:** I spell each word part without a space between them: *re, r-e; paint, p-a-i-n-t*.

I can say the sounds in the base word if I'm not sure how to spell it: /p/ /ai/ /n/ /t/.

I read the word: *repaint*.

Now, we'll follow the same steps to spell a word with a suffix. Repeat each step after me. The word is *twisting*.

**Students:** *twisting*

**Teacher:** *twist, ing*

**Students:** *twist, ing*

*[Write **twisting** as you spell it.]*

**Teacher:** *twist, t-w-i-s-t; ing, i-n-g*

*[Students write **twisting** as they spell it.]*

**Students:** *twist, t-w-i-s-t; ing, i-n-g*

Continue dictating words for students to spell.

## GUIDED PRACTICE: ACTIVITY 1

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### IDENTIFYING AFFIXES

#### DECODING

Write on the board columns of words that contain affixes that have been taught—one column per student and an additional column to use for demonstration. Have students mark the affix and base for each word in their column and then say the words. (The demonstration words in the example below are *repaid*, *catcher*, *floating*, and *distrust*.)

**Teacher:** The words on the board contain affixes we have learned. Each of you will be assigned a column. For each word, draw a circle around the affix and underline the base word. Then, read the word. We'll do the first column together as a group.

*[The first word is **repaid**.]*

**Teacher:** First, I see the prefix *re*, so I circle it. The other part of the word is *paid*. I underline *paid* because it's the base word. Then I say the word: *repaid*.

Ruby, do you see an affix in the next word?

*[The next word is **catcher**.]*

**Ruby:** Yes, *er* is at the end.

**Teacher:** Correct. Because *er* is added to the end of the word, is it a prefix or suffix?

**Ruby:** It's a suffix. You put a circle around it.

*[Circle **er**.]*

**Teacher:** What do I do with the other part of the word, John?

**John:** You underline it because it's the base word.

*[Underline catch.]*

**Teacher:** Gilbert, read the word, please.

**Gilbert:** *catcher*

**Teacher:** That's right. Cherelle, which part is the base word?

**Cherelle:** *catch*

**Teacher:** Which part is the suffix?

**Cherelle:** *er*

**Teacher:** Everyone, say the word.

**Students:** *catcher*

Continue in the demonstration column. Have students then mark and read the words in their assigned column. Guide students by asking questions and listen as students read their words.

#### ADAPTATION

After students have completed their column, have them read a different student's words.

## GUIDED PRACTICE: ACTIVITY 2

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### SPELL FOLDER-FLAP WORDS

#### ENCODING

Cut the front flap of manila folders into three vertical strips. Label the strips "Prefix," "Base Word," and "Suffix." Distribute the folders and tell students that they will spell a dictated word by writing each segment on the corresponding strip.

**Teacher:** The folders I have given you have three strips. At the top of each strip is a label: the strip on the left is labeled "Prefix," the one in the middle is labeled "Base Word," and the strip on the right is labeled "Suffix."

I will dictate a word to you. As we did in an earlier activity, you will repeat the word and then say the word parts. You'll write each word part on the folder strip where it belongs. Then check your spelling by reading the word.

Watch and listen as I demonstrate what you will do. The first word is *dislike*. Repeat.

**Students:** *dislike*

*[Write the word parts in corresponding columns on the board as you model.]*

**Teacher:** I say the word parts: *dis, like*. *Dis* is added to the beginning of the base word, so it's a prefix. I write it on the prefix strip.

The next part, *like*, is the base word, so I write it on the base word strip.

There isn't a suffix, so I leave that strip blank.

The final step is to read the word: *dislike*.

Let's do the next word together: *speaker*. Repeat.

**Students:** *speaker*

**Teacher:** Say the word parts.

**Students:** *spea, er*

**Teacher:** Ruby, what is the first word part in *speaker*?

**Ruby:** *spea*

**Teacher:** On which strip will you write it?

**Ruby:** It's a base word, so it goes on the middle strip. *Er* is added to the end of the word, so it goes on the suffix strip.

**Teacher:** Excellent. Write the word parts in the correct columns.

Cherelle, please check my work by reading the word.

**Cherelle:** *speaker*

Continue dictating words for students to segment and spell.

## TIPS

Scaffolding ideas:

- Dictate words with prefixes and focus on a few specific prefixes.
- Dictate words with suffixes and focus on a few specific suffixes.
- As students gain proficiency, dictate words with a variety of word parts, so students learn to discriminate among the word parts.

## ADAPTATION

Have students write the word parts on sticky notes and place the notes in the appropriate strip of the folder. This method allows folders to be reused.

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Adapted from Honig, B., Diamond, L., Gutlohn, L., & Mahler, J. (2000). *CORE teaching reading sourcebook: For kindergarten through eighth grade*. Ann Arbor, MI: Academic Therapy.

## INDEPENDENT PRACTICE: ACTIVITY 1

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### FINDING WORDS WITH AFFIXES

#### DECODING

Distribute a decodable text and assign different sections to students. Have students read their assigned sections, writing the words with affixes on sticky notes. Have students then take turns reading to a partner the words they have written.

## TIPS

- Preview the text to ensure it has many words that contain affixes.
- Some texts will contain words with affixes that do not fit the concepts of this lesson. For example, some words' spelling changes when affixes are added (*run–running, happy–happiness, hope–hoped*). If a student includes such a word on his or her list, read the word for the group and tell students that sometimes, base words change when affixes are added and that a future lesson will focus on that type of word.

**ADAPTATIONS**

1. Have students write the words on a whiteboard or notebook paper.
2. Have students exchange texts with a partner and look for affix words that were missed.
3. Tell students how many words should be found in a section.
4. Have students circle the affixes and underline the base words they write.
5. Generate a cumulative list of all the words that students have written and read them as a group.

**INDEPENDENT PRACTICE: ACTIVITY 2** 

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**LISTING WORDS WITH AFFIXES****ENCODING**

On a sheet of paper, have students write the prefix **re**. Then, have students write as many words with the prefix **re** as they can (consider setting a time limit). After students have finished, have them share two or three of their words with the group and spell the words while you write them on the board. When appropriate, have students tell the meaning of the word, based on the prefix. Repeat the activity with other affixes students have learned.

**MONITOR LEARNING** 

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Listen to students to make sure they pronounce affixes correctly. Watch to make sure that students spell the base words correctly. If necessary, reteach sounds to ensure that students can read base words.

**GENERALIZATION** 

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Learning these skills will allow students to read longer words in complex text that are made of base words and affixes.

**LETTER CARDS**  
AFFIXES

un	re	dis
im	in	mis
pre	sub	non
inter	de	over
s	ed	es
ing	ly	er

First of 2 pages:  
25 affixes and blank cards included

**LESSON 11 WORD CARDS**

careful	costly	dethrone
bravely	chains	deadly

First of 6 pages

# ED SUFFIX WITH UNCHANGING BASE WORDS

## LESSON 12

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### OBJECTIVE

- Students will read words with the **ed** suffix.
- Students will spell words with the **ed** suffix.

NOTE: This lesson focuses on base words whose spelling does not change when adding the **ed** suffix. Base words whose spelling changes when adding the **ed** suffix (e.g., *plan–planned*, *spy–spied*, *please–pleased*) will be taught in a future lesson.

### MATERIALS

- Sticky notes
- Lesson 12 word cards\*
- Sentence reading worksheet\*
- Word grid template\*
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

\*Blackline master available on CD.

## TIPS

- Refer to the Appendix for list of base words that do not change when the **ed** suffix is added.
- For this lesson, choose decodable base words.
- Model and Teach Activity 1 is an oral activity in which students become familiar with the past tense form of high-utility verbs that end with **ed**. This activity can be repeated with additional words throughout the lesson or used as a quick warm-up for other activities.
- The suffix **ed** can be pronounced three ways: /ed/, as in **rented**; /d/, as in **filled**; and /t/, as in **jumped**. Include words with all three pronunciations for students to practice.
- Provide direct feedback to students.

## DAILY REVIEW

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### ADDING AFFIXES TO UNCHANGING BASE WORDS

Write several words with affixes on the board (e.g., *jumping, refill, careless, refresh, unlikely, thanklessly*) on the board. Review what an affix is and the difference between a prefix and suffix. Read words with affixes. Have students say the base word, affix, and whole word.

**Teacher:** Let's review what we've learned about affixes. Please read the first word.

**Students:** *jumping*

**Teacher:** Rita, what is the base word and affix in *jumping*?

**Sandra:** *jump, ing*

**Teacher:** Correct. We've learned that an affix is a word part that is added to the beginning or end of a word. Has the affix been added to the beginning or end of *jumping*?

**Sandra:** It has been added to the end.

**Teacher:** An affix added to the end is called a suffix. An affix added to the beginning of a word is a prefix. We'll read the rest of the words on the board. Say each word part and then say the whole word.

*[Point to **refill**.]*

**Students:** *re, fill, refill*

**Teacher:** Affixes can change the meaning of a base word. In *refill*, how does the affix change the meaning of the base word?

**Marco:** A refill on my soda means I can get more soda.

**Teacher:** Right, it means your cup of soda gets filled again. Let's read the rest of the words.

Continue reading words containing affixes.

## OPENING

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*[Write **ed** on the board.]*

**Teacher:** Today, we will learn about a specific affix, the *ed* suffix. The *ed* suffix is added to action words, or verbs. It shows the past tense of the verb. Past tense is when something already happened.

*[Write **play** and **played** on the board and point to each as it is discussed.]*

**Teacher:** This word is *play*. Sasha likes to play video games after school. Adding the *ed* suffix, we get *played*. Sasha played video games for 1 hour last night. *Played* means that it is in the past. The *ed* suffix is one of the most commonly used suffixes, so learning about it will help you understand more of what you read.

## MODEL AND TEACH: ACTIVITY 1

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### SAYING WORDS WITH THE ED SUFFIX

Use the following sequence to familiarize students with the past tense of words:

1. Tell students the word.
2. Say a sentence, using the present tense of the word.
3. Have students complete a sentence by supplying the past tense of the word.
4. Say the present and past tense of the word.
5. Have students repeat the present and past tense of the word.

Use high-utility words with each type of **ed** pronunciation. The goal is for students to recognize the sound of the past tense of words before seeing the words. Because this activity does not involve decoding, include words that are familiar to your students, even if the words contain syllable types students have not yet learned (e.g., *remind, belong, happen, punish, exercise*).

**Teacher:** Let's learn how words with the **ed** suffix sound. I will tell you a word and a sentence that uses the word. Then I'll say a sentence with a form of the word missing. You say the missing word when I give you this cue.

*[Open your palm.]*

**Teacher:** The first word is *jump*. *I jump on a trampoline. Yesterday, I \_\_\_\_\_ higher than ever.*

*[Gesture.]*

**Students:** *jumped*

**Teacher:** *Jump, jumped:* Repeat, please.

**Students:** *jump, jumped*

**Teacher:** *Spell: My little brother can spell his name. When I was 5, I \_\_\_\_\_ my name backward.*

*[Gesture.]*

**Students:** *spelled*

**Teacher:** *Spell, spelled:* Repeat, please.

**Students:** *spell, spelled*

**Teacher:** *Decide: Sometimes, Joe can't decide what to eat for breakfast. So, last week, Joe \_\_\_\_\_ to have breakfast tacos every morning.*

*[Gesture.]*

**Students:** *decided*

**Teacher:** *Decide, decided:* Repeat, please.

**Students:** *decide, decided*

Continue with other words.

### ERROR CORRECTION

Tell students who make an error the past tense of the word. Then, have these students complete a sentence with the past tense of the word.

### TIPS

- Choose only words whose past tense is formed by adding *ed*. For example, do not use words such as *run (ran)*, *eat (ate)*, or *speak (spoke)*.
- Your past tense sentences do not need to be complex, but they should clearly show that something took place in the past. For example, for the word *plant*, the sentence *Last week I \_\_\_\_ flowers in the garden* is clearer than *I \_\_\_\_ flowers in the garden*.
- Include words with all three pronunciations of *ed*, so students can practice.

## MODEL AND TEACH: ACTIVITY 2

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### READING WORDS WITH THE ED SUFFIX

#### DECODING

Write *ed* on the board and some words containing all three pronunciations of the *ed* suffix (e.g., *jumped, twisted, spelled, locked, filled, peeked, hunted, tricked, tilted*). Show students how to read the words by identifying the base word then saying its past tense.

**Teacher:** When you see that a word has an *ed* suffix, identify the base word and then say the past tense of it. In this way, you put the base word and suffix together to form the whole word.

For example, to read this word...

*[Point to jumped.]*

**Teacher:** ...first, I notice the *ed* suffix, which tells me that it's a past tense word. I see the base word, *jump*.

*[Underline jump.]*

**Teacher:** I say the past tense of *jump*: *jumped*. The whole word is *jumped*. Let's read it together. Read the base word then the whole word.

**Students:** *jump, jumped*

**Teacher:** Let's read some more words with the *ed* suffix.

*[Point to **twisted** and underline **twist**.]*

**Teacher:** What is the base word?

**Students:** *twist*

**Teacher:** What is the past tense of *twist*?

**Students:** *twisted*

**Teacher:** Great! Now say the base word then the whole word.

**Students:** *twist, twisted*

*[Point to **filled** and underline **fill**.]*

**Teacher:** Read the base word and then the whole word.

**Students:** *fill, filled*

Continue reading the other words.

### TIP

Because *ed* has three different pronunciations, do not have students circle the *ed* suffix and identify its sound, as you would with other affixes. This activity provides a foundation for recognizing the sound of *ed* in various words.

**MODEL AND TEACH: ACTIVITY 3** 

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**SPELLING WORDS WITH THE ED SUFFIX  
ENCODING**

Explain to students that the first step in spelling words in this lesson is listening to determine whether they are past tense. If they are, the suffix is **ed**. Then, have students combine the base word and the **ed** suffix to form the whole word.

Model, using the following steps:

1. Say the word.
2. Determine whether it is a past tense word.
3. Say and spell the base word.
4. Add the suffix.
5. Check your spelling by reading the word you wrote.

**Teacher:** When spelling a word in this lesson, first, you must determine whether the word is a past tense word. If it is, that's a clue that the suffix is **ed**. Then, spell the base word and add the **ed** suffix.

Listen as I go through the steps to spell **jumped**. Here's the word in a sentence: *Her dog jumped in a huge puddle on the sidewalk.*

First, I determine whether the word is past tense. Yes, **jumped** is the past tense of **jump**. Also, it makes sense in the sentence. Therefore, the suffix must be **ed**.

*[Write as you spell the following.]*

**Teacher:** I say and spell the base word: **jump, j-u-m-p**.

I add the suffix to the end of the word and spell it: **e-d**.

Finally, I read the word to check myself: **jumped**. That sounds right.

Now, we'll go through the same steps together to spell another word. The word is **filled**. Here it is in a sentence: *Denise filled the bucket with water.* First, say the word.

**Students:** *filled*

**Teacher:** Is *filled* a past tense word?

**John:** Yes. It's past tense for *fill*.

**Teacher:** Does the sentence *Denise filled the bucket with water* help you determine whether *filled* is a past tense word?

**Marco:** Yes, it sounds like it already happened, that she already filled up the bucket.

**Teacher:** Correct. The next step is to say and spell the base word. Craig?

**Craig:** *fill, f-i-l-l*

*[Write **fill** on the board.]*

**Teacher:** Now, I'll add suffix *ed* to the base word.

*[Add **ed** to complete the word **filled**.]*

**Teacher:** The last step is to check the word by reading it. Everyone, read the word, please.

**Students:** *filled*

**Teacher:** The next word is *painted*. Here is the word in a sentence: *The classrooms were cleaned and painted over the summer*. First, say the word.

**Students:** *painted*

**Teacher:** Is *painted* past tense?

**Students:** Yes.

**Teacher:** So, what is the suffix?

**Students:** *ed*

**Teacher:** Rita, say and spell the base word, please.

**Rita:** *paint, p-a-i-n-t*

*[Write **paint** on the board.]*

**Teacher:** Sandra, what suffix is added?

**Sandra:** *ed*

*[Add **ed** to complete **painted**.]*

**Teacher:** Everyone, read the word, please.

**Students:** *painted*

Continue dictating words for students to spell.

## GUIDED PRACTICE: ACTIVITY 1

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### HIDDEN STICKY WORDS

#### DECODING

Before students arrive, write 15 to 20 words on the board, most with the **ed** suffix. Then write each of the words on multiple sticky notes (depending on the number of students in your class) and place five sticky notes on the underside of each student's chair. When students arrive, have them retrieve the sticky notes under their chair and take turns reading their words. Have students go to the board and underline the base of their words. Then, have all the students read the words.

**Teacher:** Reach under your chair and get the sticky notes placed there. You should each have five sticky notes. You will take turns reading the words that are on your notes by saying the base word then the whole word. Then, you'll find the word on the board and underline the base word. Then, everyone will read the word. When a word has an **ed** suffix, what clue does that give you about the word?

**Sandra:** It means it happened already.

**Teacher:** Correct. It's the past tense of the word. Marco, please read your first word. Remember to say the base word and the whole word.

**Marco:** *rain, rained*

**Teacher:** Nice job. Find your word on the board and underline the base word.

*[Marco underlines **rain**.]*

**Teacher:** Say the base word and the whole word, everyone.

**Students:** *rain, rained*

**Teacher:** Rita, please read the base and whole word for one of your words.

**Rita:** *return, /return/ /ed/*

**Teacher:** Hmm, I'm not sure that sounds right. Listen to these sentences: *I return home every day at 4 p.m. But I missed the bus yesterday, so I \_\_\_\_\_ home late.* What word is missing, Rita?

**Rita:** *returned*

**Teacher:** Great. Now, please say the base word and the whole word again.

**Rita:** *return, returned*

**Teacher:** Find *returned* on the board and underline the base word. Everyone say the base word and the whole word.

**Students:** *return, returned*

#### ADAPTATIONS

- Scaffold the activity by underlining the base words on the sticky notes.
- Have students use the words in a sentence.

## GUIDED PRACTICE: ACTIVITY 2

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### SENTENCE READING

#### DECODING

Give students 10 to 15 decodable sentences containing words with suffixes, mostly *ed* suffixes. Have students read the sentences in a whisper voice and underline the base word in the words with a suffix. Then, have students take turns reading the words with suffixes and reading the sentences aloud. Ask questions throughout to assess understanding and keep students engaged.

**Teacher:** Please read each sentence on the worksheet in a whisper voice. When you see a word with a suffix, underline its base word. Read each sentence carefully because you will read them aloud a little later.

I might ask you to read a bit louder, so I can listen. Please begin.

*[Circulate among students and listen to them read.]*

Now, we will read aloud. Craig, what word with a suffix did you find in sentence 1?

**Craig:** *hunted*

**Teacher:** Craig, what's the base word?

**Craig:** *hunt*

**Teacher:** Say the past tense of *hunt*.

**Craig:** *hunted*

*[Write **hunted** on the board, underlining **hunt**.]*

**Teacher:** Everyone, say the base word.

**Students:** *hunt*

**Teacher:** Say the whole word.

**Students:** *hunted*

**Teacher:** Did anyone find any other word with a suffix in number 1? Marco?

**Marco:** I found *helped*.

**Teacher:** Marco, what is the base word?

**Marco:** *help*

**Teacher:** Say the past tense of *help*.

**Marco:** *helped*

**Teacher:** Correct.

*[Write **helped** on the board, underlining **help**.]*

**Teacher:** Everyone, say the base word.

**Students:** *help*

**Teacher:** Say the whole word.

**Students:** *helped*

**Teacher:** Everyone, read sentence number 1.

**Students:** *When the cat hunted, the dark of night helped him.*

Continue identifying words with suffixes and reading sentences.

#### ADAPTATIONS

- Write the sentences on the board or on an overhead transparency.
- Have students read sentences to a partner.

### GUIDED PRACTICE: ACTIVITY 3

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#### WORD GRID

##### ENCODING

Dictate words to students. Have students write the words on the word grid worksheet, which will be used in a future independent practice activity. Focus on words with the *ed* suffix, but include a few other words that students have learned.

**Teacher:** I will dictate a word. You will repeat the word and write it in one of the numbered boxes. When the word is past tense, what does that tell you about the suffix?

**Sandra:** It's *ed*.

**Teacher:** Good! We are ready to begin. The first word is *ended*. Repeat, please.

**Students:** *ended*

**Teacher:** Say the base word.

**Students:** *end*

**Teacher:** Write the base word in one of the boxes on your worksheet.

*[Students write **end** on their worksheet.]*

**Teacher:** Does *ended* have a suffix?

**Carlo:** Yes, it's *ed* because *ended* means that it already happened.

**Teacher:** That's right, *ended* is a past tense word. OK, now add the suffix to the base word on your worksheet.

*[Students add **ed** to spell **ended**.]*

**Teacher:** Excellent spelling, everyone. The next word is *reaching*. Repeat, please.

**Students:** *reaching*

**Teacher:** Say the base word.

**Students:** *reach*

**Teacher:** Write the base word in one of the boxes on the worksheet.

*[Students write **reach** on their worksheet.]*

**Teacher:** Does *reaching* have a suffix?

**Students:** Yes.

**Teacher:** Is *reaching* a past tense word?

**Students:** No.

**Teacher:** Add the suffix to the base word on your worksheet.

*[Students add **ing** to spell **reaching**.]*

Continue dictating words and providing feedback to students.

#### TIP

It may take more than one session to completely fill in the worksheet.

## INDEPENDENT PRACTICE: ACTIVITY 1

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### CROSSOUT DECODING

This activity uses the word grid worksheet created in the previous guided practice activity.

Place in a bag cards of words that were dictated in the previous guided practice activity and other words that students have learned. Have students circle any three words on their word grid worksheet. Then, have students take turns reading a word card picked randomly from the bag. Have students locate the word on their worksheet and cross it out. The first student to cross out all three of his or her circled words wins.

**Teacher:** Please circle any three words on your worksheet.

*[Wait for students to circle their words.]*

**Teacher:** Next, we will pass around a bag with word cards in it. When the bag gets to you, pick a card out of the bag and read it to the group. Don't show the word, just read it. Everyone will look for that word on their grid and cross it out if they find it. Then pass the bag to the next person, and we will do the same thing. The first person who crosses out all three of his circled words is the winner.

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Adapted from Archer, A. (2002). *Phonics for reading, first level* (Teacher's guide). North Billerica, MA: Curriculum Associates.

## INDEPENDENT PRACTICE: ACTIVITY 2

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### READ MY MIND DECODING

Place 15 to 20 word cards faceup in a grid pattern. Choose a word as "it," and have students try to "read your mind" by guessing the word. When students guess, have them say the base word and whole word. If a student guesses correctly, he or she keeps the card. Then, choose another word as "it." If a student guesses incorrectly, turn the card facedown and have the next student take a turn.

**Teacher:** I chose one card as "it," but I'm not going to tell you which one. You must try to read my mind. When it is your turn, point to the card you think I chose and say the base word and whole word. If you guess correctly, you keep the card. If not, the next

person has a turn. You must be ready to say your word when it is your turn, so read the words silently before it's your turn.

### TIPS

- Students must be ready to say their word when it's their turn or the pacing will be too slow. If necessary, establish a time limit of a few seconds.
- Scaffold the activity by underlining the base words.
- Use your judgment as to whether to change the "it" word to extend or shorten a round, give all students a chance to win a round, etc.
- As students win cards, refill the holes in the word grid with new cards.
- To narrow students' choices, tell them the row or column that contains the word.

## INDEPENDENT PRACTICE: ACTIVITY 3

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### SPELLING SORT

#### ENCODING

Have students divide a piece of notebook paper into two columns and label one column "*ed* Suffix" and the other "No *ed* Suffix." Dictate words and have students write the words under the appropriate column.

**Teacher:** Please fold your paper in half lengthwise and label the columns "*ed* Suffix" and "No *ed* Suffix." As I dictate words, you will write them in the appropriate column. What is one clue that a word belongs in the "*ed* Suffix" column?

**Students:** If it is past tense.

**Teacher:** That is correct. When we're done spelling all the words, we will read them.

Your first word is *smelled*. Repeat, please, and then write the word in the correct column.

**Students:** *smelled*

*[Students write the word in the **ed** column.]*

Continue dictating words. Read the words when finished.

## MONITOR LEARNING

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Ensure that students recognize the past tense of a verb when they hear it and that students correctly identify the base of words with the *ed* suffix.

## GENERALIZATION

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The *ed* suffix occurs more frequently than all suffixes other than *s* and *es*. The ability to understand the past tense meaning of *ed*, as well as to hear, read, and spell it, helps students to comprehend a wide variety of text at school and at home.

**LESSON 12 WORD CARDS**

<i>aimed</i>	<i>belonged</i>	<i>bumped</i>
<i>acted</i>	<i>asked</i>	<i>bounded</i>

First of 6 pages

**SENTENCE READING**  
*ed* SUFFIX WITH UNCHANGING BASE WORDS

1. When the cat hunted, the dark of night helped him.
2. Brad should have defrosted the hot dogs last night.
3. The fleet of ships sailed from Spain in 1588.
4. The troops were trained to act quickly.
5. Some men in the army camped out in the snow.
6. The cool drink refreshed the runners.
7. Clouds are formed when air cools to its dew point.
8. Half of the Moon is lighted by sunlight.
9. Farmers planted seeds to grow crops.
10. When his lunch fell in the creek, Gabe fished it out.
11. Jose recalled the time when he took a subway in New York.
12. Each step creaked as she went downstairs.
13. Mr. Jones shouted for help when he saw the cars crash.
14. Meg threw her trash on the ground, and it ended up in the stream.
15. My passport got stamped when I crossed into Mexico.

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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**WORD GRID**

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24

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# MULTISYLLABIC WORD READING

## LESSON 13

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### OBJECTIVE

Students will read and spell multisyllabic words.

### MATERIALS

- Lesson 13 word cards\*
- Syllable cards\*
- Syllable squares worksheet\*
- Syllable squares template\*
- Syllable squares tokens\*
- Syllable football game board\*
- Syllable football token\*
- Spinner with syllable type sections\*\*
- Syllable type word spelling worksheet\*
- Beginning with... tokens\*
- Decodable text, such as a kids' magazine or newspaper
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

\*Blackline master available on CD.

\*\*Assembly instructions available on CD.

## TIPS

- Refer to the Appendix for a list of multisyllabic words.
- Make sure that students already have mastered previously learned syllable types.
- Use words that contain only learned syllable types.
- The letter *y*, at the end of a multisyllabic word, usually is pronounced /ē/.
- Correct students' pronunciation of syllables and word parts:
  - If a student stresses the wrong syllable—for example, stressing the first syllable in *prohibit*—use the correct pronunciation when saying something similar to the following: “The word is pronounced *prohibit*. Say *prohibit*.”
  - If a student mispronounces the schwa sound /uh/ in an unaccented syllable—for example, pronouncing *wagon* as /wag/ /on/—use the correct pronunciation when saying something similar to the following: “The word is pronounced *wagon*. Say *wagon*.”
  - If a student applies the word reading strategy correctly but does not say a recognizable word—for example, saying /prūd/ /ent/, instead of /prū/ /dent/—guide the student to try dividing the word differently. For example, say something similar to the following: “How would you say the word if the first syllable was an open syllable?”
- Scaffold instruction by starting with less complex words that follow a similar pattern. For example, have students read or spell words with two closed syllables, then words with a closed syllable and a VCe syllable, then words with a closed syllable and an open syllable, and so on.
- Provide direct feedback to students.

## DAILY REVIEW

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## AFFIXES

On the board, write the words *pleading*, *unlock*, *renew*, *handful*, and *distrustful*. Review affixes by having students read the words and identify the base words and affixes.

**Teacher:** Raise your hand to tell me what an affix is and give me an example...Francisco?

**Francisco:** It's something that is added to the end of a word or the beginning of a word. The word *nonstop* has *non* added to *stop*.

**Teacher:** Thank you, Francisco. That was a good explanation. Does the meaning of *stop* change when the prefix *non* is added to it?

**Francisco:** Yes. *Nonstop* means that something doesn't stop.

*[Point to pleading.]*

**Teacher:** Tanya, please read the word and tell me the base word and the affix.

**Tanya:** *Pleading*: The base word is *plead*. The suffix is *ing*.

**Teacher:** Nice job. So, is a suffix added to the beginning or end of a word?

**Students:** A suffix is at the end of a word.

**Teacher:** Eric, read the next word, please. Then say the base word and the affix.

**Eric:** *Unlock*: Base word is *lock*; the prefix is *un*.

**Teacher:** Excellent. Let's read the rest of the words. Say the whole word. Then say the base word and the affix.

## OPENING

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**Teacher:** Let's learn some more about multisyllabic words. You've already learned how to read two kinds of multisyllabic words: compound words and words with affixes. This lesson will teach you a strategy to use with all multisyllabic words.

Many words in textbooks and novels have more than one syllable. These words can look long and difficult to read, but the strategy will help you break down words into small parts that are easy to read. Then, you can put the small parts together again to read the whole word. In this way, you will increase the number of words you can read.

## MODEL AND TEACH: ACTIVITY 1

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### HEARING SYLLABLES

Say 10 to 12 multisyllable and single-syllable words. Demonstrate how to “hear” the number of syllables by clapping each syllable. Tell students that each syllable has one vowel sound. Explain that a syllable can be a word (as in a compound word), an affix, or a part of a word.

**Teacher:** A syllable is a part, or chunk, of a word. A syllable has one vowel sound. You can hear the syllables in words. Listen as I demonstrate.

*[Clap each syllable as you say it.]*

**Teacher:** *Pic-nic*: *Picnic* has two syllables, *pic-nic*.

I’ll say other words. Repeat and clap after me: *un-like-ly*.

*[Students clap as they repeat.]*

**Students:** *un-like-ly*

**Teacher:** How many syllables in *unlikely*?

**Students:** Three syllables.

**Teacher:** In *unlikely*, the affixes *un* and *ly* are each a syllable.

The next word is *shrug*.

*[Students clap as they repeat.]*

**Students:** *Shrug*: one syllable.

**Teacher:** *Footprint*: How many parts, Amanda?

*[Amanda claps as she repeats.]*

**Amanda:** *Foot-print*: two parts.

**Teacher:** Great! *Footprint* is a compound word. Each small word in *footprint* is a syllable.

The next word is *remember*. How many parts, Eric?

*[Eric claps as he repeats.]*

**Eric:** *Re-mem-ber*: three parts.

Say more words and identify the number of syllables as necessary.

### TIPS

- Because this activity does not involve decoding, include words that are familiar or interesting to your students, even if the words contain syllable types students have not yet learned. For instance, include students' names, the school name or mascot, or geographic locations (e.g., *encyclopedia*, *pepperoni*, *transcontinental*).
- Use this activity to introduce syllables. If students can "clap" the syllables in a variety of words with ease, move to the next activity on reading multisyllabic words.

## MODEL AND TEACH: ACTIVITY 2

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### MULTISYLLABIC WORD READING STRATEGY

#### DECODING

Write *napkin* and *department* on the board. Model and teach the strategy for reading multisyllabic words:

1. Find the vowels in the word.
2. Look for syllables or word parts you know.
3. Pronounce each syllable or word part, based on syllable types and sounds you know.
4. Combine the syllables or word parts to form the word.

**Teacher:** When you see a long word, there are steps you can follow to read it. Look at this word.

*[Point to napkin.]*

**Teacher:** First, I find the vowels in the word. I will underline each vowel.

*[Underline a and i.]*

**Teacher:** Because there are two vowels separated by consonants, there will probably be two syllables.

Second, I look for syllables or word parts I know. There's the word **nap** at the beginning, so I will underline it.

*[Underline **nap**.]*

**Teacher:** I see a closed syllable at the end of the word. I'll underline that, too.

*[Underline **kin**.]*

**Teacher:** Next, I say each syllable, based on its syllable type and the sounds I know.

The first syllable is **nap** because it is a closed syllable and has a short vowel sound. Because the second syllable...

*[Point to **kin**.]*

**Teacher:** ...is a closed syllable, it has a short vowel: /kin/.

Last, I combine the syllables to form the word.

*[Point to each syllable as you say it, and then slide your finger under the whole word as you say it.]*

**Teacher:** *nap-kin, napkin*

Let's read the next word.

*[Point to **department**.]*

**Teacher:** First, find the vowels. There are three vowels: **e**, **a**, and **e**.

*[Underline the vowels.]*

**Teacher:** Next, look for syllables or word parts you know.

*[Underline each word part as you think aloud.]*

**Teacher:** It has **de** at the beginning. That's a prefix we learned. I see a word I know, **part**, in the middle. It looks like there's a closed syllable at the end.

Next, say each syllable. You say the syllables as I point to each one.

*[Point to the syllables as students say them.]*

**Students:** /dē/ /part/ /ment/

**Teacher:** Last, combine the syllables to form the word.

**Students:** *de-part-ment, department*

### ADAPTATION

Ask students to identify syllable types in words—for example:

- What is the *r*-controlled syllable in *department*? (*part*)
- What is the closed syllable in *department*? (*ment*)
- What is the open syllable in *department*? (*de*)

## MODEL AND TEACH: ACTIVITY 3

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### SPELLING MULTISYLLABIC WORDS

#### ENCODING

Model how to spell multisyllabic words by using the following steps:

1. Say the word.
2. Say the syllables that form it.
3. Spell and write each syllable.
4. Check your spelling by reading the word you wrote.

**Teacher:** When spelling a multisyllabic word, first you say the word. For now, we'll say it aloud, but later, you may read the word silently. Then, you identify the syllables and spell and write the syllables together as a whole word. I'll model the steps, using the word *insist*.

I say the word: *insist*.

I say each syllable: *in-sist*.

I spell each syllable and write them together as a whole word.

*[Write as you say the letters.]*

**Teacher:** /in/, *i-n*; /sist/, *s-i-s-t*.

I read the word: *insist*.

Let's follow the same steps to spell another multisyllabic word. The word is *rotate*. Repeat the word, please.

**Students:** *rotate*

**Teacher:** I say each syllable: *ro-tate*. Please repeat.

**Students:** *ro-tate*

**Teacher:** To spell each syllable, I use what I've learned about syllable types. /rō/ ends in a long vowel sound, so it is an open syllable.

*[Write each syllable as you say the letters.]*

**Teacher:** I write *r-o*. /tāt/ has a long vowel sound followed with a consonant, so it's a VCe syllable. It's spelled *t-a-t-e*.

The last thing I do is check the word by reading it. Repeat after me.

*[Point to each syllable as you say it.]*

**Teacher:** *ro-tate, rotate*

**Students:** *ro-tate, rotate*

**Teacher:** Let's spell another word. I'll remind you of the steps to follow. The word is *volcano*. Repeat the word.

**Students:** *volcano*

**Teacher:** Say each syllable.

**Students:** *vol-ca-no*

**Teacher:** Use what you've learned about syllable types to spell each syllable. Say and spell each syllable and write the letters as you say them.

**Students:** /vol/, *v-o-l*; /cā/, *c-a*; /nō/, *n-o*

**Teacher:** Read the word to check your spelling. Point to each syllable as you say it, and then say the whole word.

**Students:** *vol-ca-no, volcano*

**Teacher:** Excellent job! Let's practice spelling more multisyllabic words.

Continue dictating words for students to spell.

## GUIDED PRACTICE: ACTIVITY 1

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### COMBINING SYLLABLES

#### DECODING

Compile syllable cards that combine to form real words. Show the cards that form a word. Have students read each syllable and then combine the syllables to form the word. Question students to reinforce and monitor their knowledge of syllable types.

**Teacher:** Each card I show you has a syllable on it. When the syllables are combined, they form a word. Figure out how to say each syllable by its syllable type. Say each syllable as I point to it. When I slide my finger under both syllables, combine them to say the whole word. I'll show you an example.

*[Display **lim** and **bo**. Point to **lim**.]*

**Teacher:** A consonant closes in the vowel. That means it's a closed syllable, which has a short vowel sound: /lim/.

*[Point to **bo**.]*

**Teacher:** This syllable has one vowel that is open. The vowel is long in an open syllable: /bō/.

*[Slide your finger under both syllables.]*

**Teacher:** *Limbo.*

Now, it is your turn.

*[Display **rep** and **tile**. Point to **rep**.]*

**Students:** /rep/

*[Point to **tile**.]*

**Students:** /tīl/

*[Slide your finger under both syllables.]*

**Students:** *reptile*

**Teacher:** Excellent. Tanya, which syllable has a long vowel sound, and what is the vowel sound?

**Tanya:** /tīl/: It says /ī/.

**Teacher:** Next word.

*[Display **dol** and **phin**. Point to **dol**.]*

**Students:** /dol/

*[Point to **phin**.]*

**Students:** /fīn/

*[Slide your finger under both syllables.]*

**Students:** *dolphin*

**Teacher:** Good job combining syllables! How many vowels in *dolphin*, Amanda, and which ones?

**Amanda:** Two: *o* and *i*.

## ADAPTATIONS

- Instead of using syllable cards, write syllables on the board.
- Display syllable cards for a word in random order and have students rearrange the cards to form the word (*ber cu cum* becomes *cucumber*). Have students then read the word.
- Display syllable cards that form a nonsense word. Have students read each syllable and then combine syllables to read the nonsense word.

## GUIDED PRACTICE: ACTIVITY 2

## SYLLABLE SQUARES

## DECODING

Before doing this activity, review how to locate a square, based on its grid coordinate.

Distribute the syllable squares worksheet, which has a 36-square grid with columns labeled A to F and rows labeled 1 to 6. A different word is in each square, including a variety of multisyllable words and a few single-syllable words. Place tokens with the grid coordinates (A1, A2, etc.) on them in a bag or box. Have a student pick a token from the bag. Write on the board the word from the square at that coordinate. Have students use the word reading strategy to underline the word's vowels and syllables on their worksheet. Have a student tell you how to mark the word's vowels and syllables on the board. Have students say the syllables and then say the whole word.

**Teacher:** You have a grid with 36 squares and a word in each square. I have a bag with 36 tokens, each with a grid coordinate for a square. You'll take turns picking a token to determine the word that we will read. Use the word reading strategy to underline the word's vowels and word parts on your worksheet. I'll then write the word on the board, and you'll tell me how to underline its parts. Then we'll read the word.

I'll go first to demonstrate. I picked D2. Everyone, point to square D2.

*[As students find the square, write the word **classic** on the board.]*

**Teacher:** What is the first step in the word reading strategy, Amanda?

**Amanda:** You find the vowels: *a* and *i*.

**Teacher:** I'm going to underline each vowel.

*[Underline a and i.]*

**Teacher:** What is the next step, Eric?

**Eric:** Look for word parts you know. I see *class*.

**Teacher:** Excellent! I'll underline *class*.

*[Underline class.]*

**Teacher:** Do you see other word parts?

**Eric:** There's a closed syllable at the end: *ic*.

**Teacher:** Nicely done! You are really using what you know about syllable types

*[Underline ic.]*

**Teacher:** What's the next step, Tanya?

**Tanya:** Say the syllables.

*[Point to class.]*

**Teacher:** Say the first syllable, everyone.

**Students:** /klas/

*[Point to ic.]*

**Teacher:** Say the next syllable.

**Students:** /ik/

**Teacher:** Francisco, what's the final step?

**Francisco:** Say the word.

**Teacher:** Let's combine the syllables to say the word

*[Slide your finger under the word.]*

**Students:** *classic*

**Teacher:** Beautiful job. Amanda, your turn to pick a token.

**Amanda:** Square A5.

**Teacher:** Everyone point to A5.

*[The word is **entertain**.]*

**Teacher:** What is the first step?

**Students:** Find the vowels.

**Teacher:** Correct. Everyone, please underline the vowels. What did you underline, Francisco?

**Francisco:** I underlined *e, e, a, i*.

**Teacher:** What is the next step?

**Francisco:** Look for word parts or syllables that you know.

**Teacher:** Mark the word in the square to show where the syllables or word parts are.

*[Students underline the word parts.]*

**Teacher:** Amanda, please tell me the word parts you found.

**Amanda:** I see the word *enter*.

**Teacher:** Great job! Tanya, do you see other word parts or syllables?

**Tanya:** The last part of the word looks like a syllable with a letter combination: /tān/.

**Teacher:** Yes, that's right. Let's read the word parts together.

*[Point to each word part.]*

**Students:** *enter, tain*

**Teacher:** Now, combine the parts to read the word.

*[Slide your finger under the whole word.]*

**Students:** *entertain*

Continue applying the strategy to read words. Ask questions so students have an opportunity to demonstrate their understanding of syllable types and multisyllabic words.

### TIP

Put the worksheet in a transparent page protector and use a dry-erase marker, so students can easily self-correct.

### ADAPTATION

Choose a student to mark the word on the board.

## GUIDED PRACTICE: ACTIVITY 3

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### SYLLABLE FOOTBALL

#### DECODING

Gather word cards that include of a variety of learned syllable types and multisyllabic words.

Divide students into two teams. Show the game board as you explain how to play:

1. Choose the team that goes first (Team A).
2. Position the ball on the 50-yard line.
3. Have a student on Team A pick the top card from the stack, read the word, and identify the number of syllables in the word. (Make sure that all members of each team take turns reading words.)
4. If the student correctly reads the word and identifies the number of syllables, move the ball 10 “yards” per syllable toward the opposing team’s (Team B) end zone.
5. If the student is incorrect, use questioning to guide him or her toward the correct answer, but do not move the ball. It is then the other team’s turn.
6. Team B then picks a word, reads it, identifies the number of syllables, and, if correct, moves the ball toward Team A’s end zone.
7. A team earns 1 point by crossing the opposing team’s goal line and scoring a touchdown.
8. After a touchdown is scored, play resumes at the 50-yard line.

Assign students to teams and determine which team goes first.

**Teacher:** In this football game, teams scores points by correctly reading and identifying the number of syllables in words. The ball starts in the middle of the field on the 50-yard line. A student on Team A picks a card from the pile, reads the word, and says how many syllables the word has. If the student is correct, he or she moves the ball toward Team B's end zone. The ball moves 10 yards for each syllable in the word. Then, a student on Team B picks a card, reads the word, and counts the syllables. If the student is correct, he or she moves the ball toward Team A's end zone. The teams will take turns reading words.

Tanya, you're the first reader on Team A. Pick a card, read it, and say how many syllables it has.

**Tanya:** *Dis-re-spect*: three syllables.

**Teacher:** You did a good job saying the syllables. Be sure to combine the syllables to form the whole word.

**Tanya:** *disrespect*

**Teacher:** Excellent! You read the word correctly and you said there are three syllables, so you get to move the ball 30 yards toward Team B's end zone. While she is doing that, who can tell me whether there is an open syllable in *disrespect*?

**Francisco:** It's the middle syllable: *re*.

**Teacher:** That's correct. Francisco, your turn to read a word for Team B.

*[The word is flake.]*

**Francisco:** *flakey*

**Teacher:** Look at the pattern at the end of the word.

*[Point to the letters as you say them.]*

**Teacher:** There's a vowel, *a*, a consonant, *k*, and an *e*. That's a VC*e* pattern.

**Francisco:** Oh, yeah, the *e* doesn't say anything.

**Teacher:** So what's the word?

**Francisco:** *flake*

**Teacher:** That's right.

*[Team B's game piece does not move.]*

**Teacher:** Now, it's Team A's turn.

Continue playing the game. Consider setting a time limit or a winning number of points.

## GUIDED PRACTICE: ACTIVITY 4

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### SYLLABLE TYPE WORD SPELLING ENCODING

Distribute the worksheet, which has categories for each learned syllable type (closed syllable, open syllable, *r*-controlled, letter combination, *VCe*). Write the names of the syllable types on different sections of a spinner. Have a student spin. Dictate a word that contains that syllable type; the word may also contain other known syllable types. Have students write the word in the corresponding column and circle the corresponding syllable.

**Teacher:** We're going to spell multisyllabic words and reinforce what we have learned about syllable types. We'll take turns with the spinner, which is labeled with the syllable types that we've learned. I'll dictate a word that contains the syllable type the spinner lands on. The word might also contain other syllable types, so listen carefully. You'll write the word in the worksheet category that matches where the spinner landed. After you write the word, circle the syllable that matches the syllable type.

I'll review each of the steps as you spell the first word. Amanda, please spin.

*[Amanda spins "letter combinations."]*

**Teacher:** The word is *retreat*. Repeat the word.

**Students:** *retreat*

**Teacher:** Say each syllable.

**Students:** *re-treat*

**Teacher:** Point to the category where you will write the word.

*[Students point to the letter combination column.]*

**Teacher:** Use what you've learned about syllable types to spell each syllable aloud and on paper.

*[Students answer and write.]*

**Teacher:** Could you spell it for us, Francisco?

**Francisco:** /rē/, *r-e*; /trēt/, *t-r-e-a-t*

**Teacher:** Now, everyone read the word to check your spelling. Point to each syllable as you say it and then say the whole word.

**Students:** *re-treat, retreat*

**Teacher:** Now, circle the letter combination syllable.

*[Students circle **treat**.]*

**Teacher:** Good job! Eric, explain why you circled *treat*.

**Eric:** The *e* and *a* go together. They make one sound.

**Teacher:** That's right. They are a combination of letters that make the vowel sound in the syllable. Amanda, look at the other syllable, *re*. Is it an open syllable or closed syllable? Be sure you can explain your answer.

**Amanda:** It's an open syllable because the *e* makes a long sound.

Continue spinning and dictating words.

### TIP

Prepare several words for each syllable type, as it can be difficult to think of them on the spot.

### ADAPTATIONS

- Include a "free choice" category on the spinner. When landed on, the student gets to choose any syllable type.
- At the end of the activity, read all the words, category by category.

**INDEPENDENT PRACTICE: ACTIVITY 1** 

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**SYLLABLE GRAB****DECODING**

Place 15 to 20 initial syllable cards in one bag and 15–20 final syllable cards in another bag. Have each student take 3 to 5 cards from each bag and form as many real and nonsense words as possible in 1 minute. After the 1 minute, have students read their words to a partner. Return the cards to the bags and repeat the activity.

**ADAPTATIONS**

- Instead of returning the cards to the bag, have students trade cards with one another.
- Include a bag with middle syllable cards, so students form and read three-syllable words.

**INDEPENDENT PRACTICE: ACTIVITY 2** 

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**SYLLABLE SEEKER****DECODING**

Distribute copies of a decodable, high-interest text. Have students read the text and underline multisyllabic words. With a partner or the group, have students take turns reading the sentences that contain the multisyllabic words.

**INDEPENDENT PRACTICE: ACTIVITY 3** 

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**BEGINNING WITH...****ENCODING**

Place 26 tokens, each with a letter on it, in a bag. Have a student pick a token from the bag. Dictate a word that begins with that letter (or dictate a word that begins with *ex* if a student draws the *x* token). Have all students write the word on a whiteboard.

**TIPS**

- Prepare a list of words beginning with each letter of the alphabet.
- Carry over this activity day to day until all letters of the alphabet are used.

**ADAPTATIONS**

- Write the alphabet on the board and erase each letter as it is used.
- Give students a worksheet with an alphabet grid. Have students write each word in the square that corresponds to the initial letter.

**MONITOR LEARNING** 

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Note areas of difficulty and provide extra practice. Provide review of syllable types as necessary.

**GENERALIZATION** 

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Read a content area text with the students. Ask students to notice how many multisyllabic words there are and how the strategy helps students to read many more words and to understand what they read.

**LESSON 13 WORD CARDS**

Atlantic	consist	decay
activate	bronco	debate

First of 6 pages

**SYLLABLE CARDS**

con flict	ba sin	de clare
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First of 14 pages:  
Two- and three-syllable words included

**SYLLABLE SQUARES**

	A	B	C	D	E	F
1	pretend	decay	punish	basic	unfold	launch
2	stride	loudly	missed	classic	complete	farmland
3	stampede	object	lumber	least	divide	gardener
4	relocate	withdraw	orbit	forest	unlawful	educate
5	entertain	follow	event	clearing	repay	started
6	profit	grant	messy	destroy	form	enlist

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**SYLLABLE SQUARES**

	A	B	C	D	E	F
1						
2						
3						
4						
5						
6						

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### SYLLABLE SQUARES TOKENS

To make these tokens for Syllable Squares, cut on the dashed lines. Draw the tokens from a bag to play the game.

A1	B1	C1	D1	E1	F1
A2	B2	C2	D2	E2	F2
A3	B3	C3	D3	E3	F3
A4	B4	C4	D4	E4	F4
A5	B5	C5	D5	E5	F5
A6	B6	C6	D6	E6	F6

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### SYLLABLE FOOTBALL

<b>TEAM A</b>	
10	10
20	20
30	30
40	40
50	50
40	40
30	30
20	20
10	10
<b>TEAM B</b>	

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First of 4 pages:  
3 rearrangements of the same list included

### SYLLABLE FOOTBALL TOKEN



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### SPINNER INSTRUCTIONS

SYLLABLE TYPE WORD SPELLING

**MATERIALS**

- Paper plate
- Brass brad
- Material for spinner pointer (e.g., coffee can lid, plastic drinking straw)
- Two spacers (e.g., washers, grommets, or eyelets from a hardware store)
- Scissors

**PREPARATION**

- Divide and label the paper plate with each of the syllable types (e.g., letter combinations, VCe).
- Cut an arrow out of the material for the pointer.
- With scissors, make a small hole in the center of the paper plate.
- Punch a small hole in the arrow.

**ASSEMBLY**

- Place a washer over the hole in the paper plate.
- Place the pointer over the washer.
- Place another washer over the pointer.
- Line up the holes in the paper plate, washers, and pointers.
- Secure everything with the brass brad, pushing it through the spinner from top to bottom.
- Open the brad tabs on the underside of the paper plate to hold assembly in place.
- Check whether the pointer spins freely and adjust as necessary.

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## SYLLABLE TYPE WORD SPELLING

**closed syllable**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**r-controlled syllable**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**VCe syllable**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**letter combination syllable**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**open syllable**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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## BEGINNING WITH... TOKENS

Cut along the dashed lines. Draw the tokens from a bag to play the game.

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

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# CONSONANT-LE SYLLABLES

## LESSON 14

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### OBJECTIVE

Students will read and form words that contain consonant-*le* (*Cle*) syllables.

### MATERIALS

- Lesson 14 word cards\*
- Triangle word cards\*
- Triangle word cards template\*
- Triangle word board\*
- Football fumble worksheet\*
- Spelling puzzle template\*
- Phrase reading worksheet\*
- Expanding triangle worksheet\*
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

\*Blackline master available on CD.

### TIPS

- Refer to the Appendix for a list of *Cle* words.
- Students may be unsure which spelling of the final /uhl/ to use (e.g., *al* in *local*, *el* in *model*, *le* in *sizzle*). Tell students to try the *Cle* pattern first because it is more common than the others. Tell students that it can be difficult to know which option is correct just

from the sound. Students must practice spelling the words and memorizing which option goes with which words. Students can check their answers in a dictionary or spell-checker.

- When the first syllable ends in *s* followed by *tle*, the *t* is silent (*whistle, castle, rustle*).

## DAILY REVIEW

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### MULTISYLLABIC WORDS

Write the words *pitcher*, *Atlantic*, *stretch*, and *local* on the board. Review that each syllable has one vowel sound. Read some multisyllabic words, including words with the schwa sound.

**Teacher:** Let's review multisyllabic words. Remember that a syllable is a part of a word. Each syllable has one vowel sound. How many syllables in *wagon*?

**Students:** Two.

**Teacher:** Please read each word that I point to and tell me how many syllables it has.

*[Point to each of the syllables on the board, one at a time, and solicit student answers.]*

**Russell:** *Pitcher*: two syllables.

**Callie:** *Atlantic*: three syllables.

**Sean:** *Stretch*: one syllable.

**Jay:** *Local*: two syllables.

**Teacher:** Excellent reading. Look at the word that Jay read, *local*. Pronounce the two syllables in the word.

**Students:** /lō/ /kuhl/

**Teacher:** That's right. Sometimes, a vowel makes the schwa sound, /uh/.

## OPENING

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**Teacher:** Today, we will learn a new syllable, consonant-*le*, or *Cle* for short. Almost 400 two-syllable words have a consonant-*le* syllable, so learning this syllable type will help you read many more words. In fact, the word *syllable* itself contains a *Cle* syllable!

## MODEL AND TEACH: ACTIVITY 1

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### LEARNING ABOUT CONSONANT-LE WORDS

This activity teaches students the characteristics and pronunciation of *Cle* syllables.

Write the syllables *ple*, *dle*, *ble*, *gle*, and *zle* on the board. Describe the characteristics *Cle* syllables:

- They are found only at the end of multisyllabic words.
- They consist of a consonant followed by the letters *l* and *e*.
- They are pronounced by blending the first consonant with the *l*. The *e* is silent.

Model reading the syllables on the board and then have students read the syllables.

**Teacher:** There are three things to know about consonant-*le* syllables.

First, consonant-*le* syllables appear only as the last syllable of a multisyllabic word. You will never see this syllable type at the beginning of a word or in a one-syllable word.

Second, consonant-*le* syllables always have three letters: a consonant followed by the letters *l* and *e*. The consonant could be any consonant, but the *l* and *e* remain the same.

Third, consonant-*le* syllables are pronounced by blending the first consonant and the *l*. The *e* is silent.

*[Point to ple.]*

**Teacher:** In this example I, blend /p/ and /l/ to make /pl/, as in *apple*. What sound?

**Students:** /pl/

**Teacher:** Correct.

*[Point to **dle.**]*

**Teacher:** /d/ and /l/ blend to make /dl/ in this example. Repeat /dl/.

**Students:** /dl/

**Teacher:** We will practice saying a few more consonant-*le* syllables, and then we'll learn how to combine them with other syllables to form words.

*[Point to **ble.**]*

**Teacher:** /b/ and /l/ combine to make what sound?

**Students:** /bl/

*[Point to **gle.**]*

**Teacher:** What two sounds will be combined?

**Students:** /g/ and /l/.

**Teacher:** Very good! And they combine to make what sound?

**Students:** /gl/

**Teacher:** Excellent. Let's read one more

*[point to **zle.**]*

**Teacher:** What sound?

**Students:** /zl/

**MODEL AND TEACH: ACTIVITY 2** 

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**READING WORDS WITH THE CONSONANT-LE SYLLABLE****DECODING**

Write the words *candle*, *table*, and *steeple* on the board. Demonstrate how to read the words by identifying the *Cle* syllable and then combining it with the other syllables.

**Teacher:** Now that you've learned how to pronounce the consonant-*le* syllable, let's use what we know to read multisyllabic words. Remember the steps: Find the vowels, look for syllables or word parts you know, and put the syllables together.

When looking for syllables we know, if we see a consonant followed by the letters *l* and *e* at the end of the word, we know that it is a consonant-*le* syllable. The consonant, the *l*, and the *e* form the syllable, so keep them together.

*[Point to candle.]*

**Teacher:** In this example, I see *dle* at the end of the word, so I underline the consonant-*le* syllable.

*[Underline dle.]*

**Teacher:** Now, I pronounce each syllable, based on its syllable type, just as I do with other multisyllabic words.

*[Point to can and then dle as you explain.]*

**Teacher:** The first syllable is a closed syllable, pronounced /can/. The other syllable is a consonant-*le* syllable, so I blend the first consonant and the *l*: /dl/. Then, I combine the syllables:

/can/ /dl/, *candle*. Repeat, please.

**Students:** /can/ /dl/, *candle*

**Teacher:** Let's look at the next word.

*[Point to table and then underline ble as you explain.]*

**Teacher:** I see the consonant-*le* pattern, so I keep it together. How do you say the first syllable, Jay?

**Jay:** /tā/

**Teacher:** Correct. It's an open syllable, so Jay said it with a long vowel. The next syllable is consonant-*le*, so how is it pronounced, Callie?

**Callie:** /b/ /l/, /bl/

**Teacher:** Very good. The syllables are combined to form the word: /tā/ /bl/, **table**. Repeat, please.

**Students:** /tā/ /bl/, **table**

**Teacher:** Excellent.

*[Point to **steeple** and then underline **ple** as you explain.]*

**Teacher:** Next word. I see a consonant and *le* at the end, so I underline it.

Sean, please say the first syllable.

**Sean:** /stē/

**Teacher:** Say the second syllable.

**Sean:** /pl/

**Teacher:** Everyone, say the syllables as I point to them and then combine them to form the word.

*[Point to **stee** and then **ple**.]*

**Students:** /stē/ /pl/

*[Slide your finger under both syllables.]*

**Students:** **steeple**

**Teacher:** Nice job!

Continue reading more words that contain *Cle* syllables.

**MODEL AND TEACH: ACTIVITY 3** 

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**SPELLING WORDS WITH THE CONSONANT-LE SYLLABLE  
ENCODING**

Model how to spell words containing *Cle* syllables by using the following steps:

1. Say the word.
2. Say the syllables that form it.
3. Spell and write each syllable.
4. Check your spelling by reading the word you wrote.

**Teacher:** When spelling a word with a consonant-*le* syllable, first say the word. Then, say each syllable. Finally, spell each syllable and write the syllables together as a whole word.

I'll model the steps, using the word *sample*. First, I say the word: *sample*.

Then I say each syllable: /sam/ /pl/.

I spell each syllable and write them together as a whole word.

*[Write the letters as you model.]*

**Teacher:** The first syllable is pronounced /sam/. That is a closed syllable that is spelled *s-a-m*.

The next syllable is pronounced /pl/. We are spelling consonant-*le* words, so that is a consonant-*le* syllable. I hear /p/ /l/, so I spell the syllable *p-l-e*. The first consonant is *p*, followed by *l* and *e*.

Finally, I read the word: *sample*.

Now we'll follow the same steps to spell another word with a consonant-*le* syllable. The word is *marble*. Repeat the word, please.

**Students:** *marble*

**Teacher:** I say each syllable: /mar/ /bl/.

**Students:** /mar/ /bl/

**Teacher:** To spell each syllable, I use what I've learned about syllable types. /mar/ sounds like an *r*-controlled syllable. What says /ar/ in an *r*-controlled syllable?

**Students:** *ar*

**Teacher:** That's right. So, /mar/ is spelled *m-a-r*. We are spelling consonant-*le* words, so /bl/ is a *Cle* syllable. We know it will be spelled with a consonant and then *l-e*. What consonant do you hear in /bl/?

**Students:** *b*

**Teacher:** Correct. The consonant-*le* syllable /bl/ is spelled *b-l-e*. The last thing I do is check the word by reading it.

*[Point to each syllable as you say it and then slide your finger under the whole word as you say it.]*

**Teacher:** *Mar-ble, marble*; repeat.

**Students:** *mar-ble, marble*

**Teacher:** Let's spell another word. I'll remind you of the steps to follow. The word is *cradle*. Repeat the word.

**Students:** *cradle*

**Teacher:** Say each syllable.

**Students:** /krā/ /dl/

**Teacher:** Use what you've learned about syllable types to spell each syllable. What is the first syllable?

**Students:** /krā/, *c-r-a*

**Teacher:** Good job recognizing the open syllable! Let's work through spelling the consonant-*le* syllable together. Read the syllable again.

**Students:** /dl/

**Teacher:** What consonant do you hear?

**Students:** *d*

**Teacher:** How do you spell the syllable?

**Students:** *d-l-e*

**Teacher:** Read the word to check your spelling. Point to each syllable as you say it, and then say the whole word.

**Students:** *cra-dle, cradle*

**Teacher:** Excellent job! Let's practice spelling more multisyllabic words.

Continue dictating words for students to spell.

## GUIDED PRACTICE: ACTIVITY 1

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### CIRCLE AND READ

#### DECODING

Write on the board 15 to 20 decodable words—most, but not all, containing *Cle* syllables. Have students determine whether each word contains a *Cle* syllable. If it does, circle the *Cle* syllable. Then read each syllable and the whole word.

**Teacher:** We will read the words on the board, but first, let's review what we've learned about the consonant-*le* syllable. Who can remind the group of the letters that form a consonant-*le* syllable...Callie?

**Callie:** It's a consonant plus *l* and *e*.

**Teacher:** That's right. What two letters are always the same in the syllable?

**Jay:** *L* and *e* never change. But the first consonant can be anything.

**Teacher:** Yes, the first consonant can be any consonant. Where are consonant-*le* syllables? At the beginning of words? At the end?

**Students:** The end.

**Teacher:** Very good! We're going to determine whether each word on the board contains a consonant-*le* syllable. If it does, we'll circle the syllable. Then we'll read each word.

*[Point to the first word, **bubble.**]*

Russell, do you see the consonant-*le* pattern?

**Russell:** Yes, *b-l-e*.

*[Circle ble.]*

**Teacher:** How do you pronounce the syllable?

**Russell:** /bl/

**Teacher:** Say each syllable and then say the whole word.

**Russell:** /bub/ /bl/, *bubble*

**Teacher:** Excellent! Everyone, repeat.

**Students:** /bub/ /bl/, *bubble*

**Teacher:** Jay, please come up to the board and look at the next word

*[The word is maple.]*

**Teacher:** If it has a consonant-*le* syllable, circle it. Then say the syllables and say the word.

*[Jay circles ple.]*

**Jay:** It says /pl/: /mā/ /pl/, *maple*.

**Teacher:** Everyone, repeat.

**Students:** /mā/ /pl/, *maple*

**Teacher:** Callie, please come up and do the next word

*[The word is report.]*

**Callie:** It doesn't have a consonant-*le* syllable; /rē/ /port/, *report*.

**Teacher:** Everyone, repeat.

**Students:** *report*

**Teacher:** Next word, Sean.

[The word is **example**. Sean circles **ple**.]

**Sean:** /ex/ /am/ /pl/, *example*

**Teacher:** Everyone, repeat.

**Students:** /ex/ /am/ /pl/, *example*

**Teacher:** How many syllables in *example*?

**Students:** Three.

Continue the activity with more words.

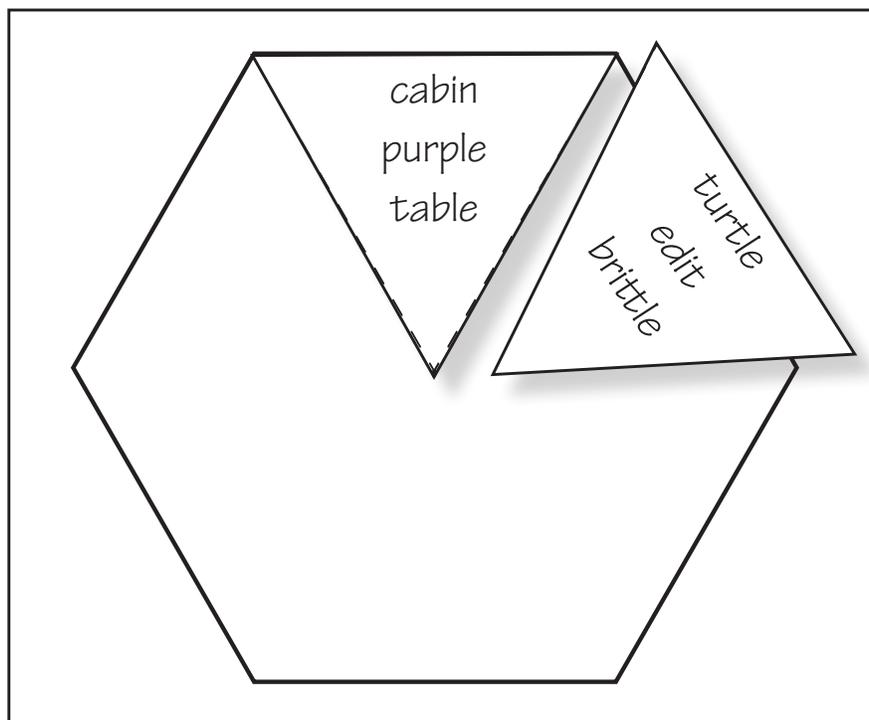
## GUIDED PRACTICE: ACTIVITY 2

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### TRIANGLE WORDS

#### DECODING

Place 15 to 20 triangle cards, each with three words on it, facedown on a table. The cards combine to form a hexagon. The goal is to create as many hexagons as possible. For each round, have students pick a card and take turns reading the words aloud. After the words are read correctly, the card becomes part of a hexagon (see the illustration below).



**Teacher:** We will create hexagons, which are six-sided figures, from the triangle cards on the table. Six triangle cards form a hexagon. Each card has three words on it. When I say, "Go," all of you will pick a card. Then you'll take turns reading your words aloud by saying each syllable and then say the whole word. After you read your three words correctly, put the card on the table to become part of a hexagon.

Ready? Go.

*[Each student picks a card.]*

**Teacher:** Russell, let's begin with you. Read the syllables and then the whole word for your first word on your card.

**Russell:** /grum/ /bl/, *grumble*

**Teacher:** What sound does the consonant-*le* syllable make in *grumble*?

**Russell:** /bl/

**Teacher:** Let's continue around the table. Say the syllables and then say the whole word for the first word on your card.

**Callie:** /ig/ /nor/, *ignore*

*[Sean's word is settle.]*

**Sean:** /sē/ /tl/, *settle*

**Teacher:** Sean, please show me where the consonant-*le* syllable is.

*[Sean points to ttle.]*

**Teacher:** What group of letters form a consonant-*le* syllable?

**Sean:** A consonant and then *l* and *e*.

**Teacher:** That's right. Let's try that with your word: the consonant is *t*, and then you have *l* and *e*. So, what is now left over as the first syllable of your word?

**Sean:** It's /set/.

**Teacher:** Now, read the syllables and whole word again.

**Sean:** /set/ /tl/, *settle*

**Teacher:** Right. The **t** in the first syllable closes in the vowel to make it a short vowel. Students, please continue reading your words.

**Jay:** /puz/ /zl/, *puzzle*

When students have read all the words on a card, have them place the card faceup on the table to form part of a hexagon. Say, “Go” again to have students pick another card and begin the next round.

### TIP

Put triangle cards whose words have been read correctly on the hexagon template.

### ADAPTATIONS

- Set a group goal for the number of hexagons built within an allotted time.
- Pair students and have the pairs compete to see who can form the most hexagons.

## GUIDED PRACTICE: ACTIVITY 3

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### FOOTBALL FUMBLE

#### ENCODING

Label the four blank footballs on the worksheet with **Cle** syllables. The following example uses the syllables **ple**, **dle**, **ble**, and **gle**. Distribute the worksheet. Dictate a word. If the word contains one of the **Cle** syllables, have students write the word under the corresponding labeled football. If the word does not contain one of the **Cle** syllables, have students write the words under the football labeled “other.”

**Teacher:** I will dictate words, and you will write them under the correct football on your worksheet. For example, **apple** has a consonant-**le** syllable spelled **p-l-e**, so you would write **apple** under the **ple** football. If I say a word that doesn’t have one of the consonant-**le** patterns on the worksheet, like the word **pretend**, write it under the football labeled “other.”

Let’s review: The word **chuckle** has a consonant-**le** syllable spelled **k-l-e**. Where would you write **chuckle**, Sean?

**Students:** It would go under “other” because *kle* isn’t in one of the other footballs.

**Teacher:** That’s right. Before I dictate the words, let’s say each consonant-*le* syllable as I point to its football.

**Students:** /pl/, /dl/, /bl/, /gl/

**Teacher:** Great. Let’s do the first word together. Repeat the word after me: *crumple*.

**Students:** *crumple*

**Teacher:** Now, say the syllables.

**Students:** /krum/ /pl/

**Teacher:** Do you hear a consonant-*le* syllable, Russell?

**Students:** Yes: /pl/.

**Teacher:** That’s correct. On your worksheet, point to the football with the spelling for /pl/.

*[Students point to ple.]*

**Teacher:** That’s where you will write the word, but don’t write it yet. Let’s say and spell each syllable. Jay, what is the first syllable?

**Jay:** /krum/ is spelled *c-r-u-m*.

**Teacher:** Correct. Write that under the *ple* football on your worksheet.

*[You and the students write crum.]*

**Teacher:** Jay, say and spell the second syllable, please.

**Jay:** /pl/ is spelled *p-l-e*.

**Teacher:** Yes. Everyone, write that on your worksheet next to *crum*.

*[You and the students write ple.]*

**Teacher:** Callie, how do you spell the word *crumple*?

**Callie:** *c-r-u-m-p-l-e*

**Teacher:** The next word is *puzzle*. Repeat, please.

**Students:** *puzzle*

**Teacher:** Russell, say the consonant-*le* syllable and decide which football it belongs under.

**Russell:** /z/: There isn't a football with /z/, so would it belong with "other?"

**Teacher:** Yes, write *puzzle* under the "other" football.

*[Some students spell the word puzzle.]*

**Teacher:** I notice that some of you spelled it *p-u-z-l-e*.

*[Write puzzle on the board.]*

**Teacher:** Russell, please come up and circle the consonant-*le* syllable in this word.

*[Russell circles zle.]*

**Teacher:** That means the first syllable is *p-u*. Is that a closed syllable or open syllable, Sean?

**Sean:** It has one vowel that's open at the end, so it's an open syllable.

**Teacher:** That's right. Remember that vowels go for a "long" walk in an open syllable. How would this open syllable be pronounced?

**Sean:** /pū/

**Teacher:** That would make the word /pū/ /z/. We need another *z* to close in the vowel and make the vowel short. Add *z* to form *puzzle*. Everyone, say each syllable as I point to it and then say the word.

*[Point to each syllable and then slide your finger under the whole word.]*

**Students:** /puz/ /z/, *puzzle*

Continue dictating words.

## TIPS

Label the footballs with *Cle* spelling patterns with which your students struggle.

## GUIDED PRACTICE: ACTIVITY 4

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### SPELLING PUZZLE

#### ENCODING

Give each student an envelope containing 8 to 10 blank puzzle pieces (provided on the CD). Dictate a word and have students write it on a blank puzzle piece. If the word has a *Cle* syllable, have students circle the syllable. After writing a word for each puzzle piece, have students partner and put their matched pieces together. Then, have students read all of the words.

**Teacher:** Each of you has eight blank puzzle pieces in your envelope. I will dictate a word, and you will repeat the word and write it on a puzzle piece. Write only one word per puzzle piece. If the word has a consonant-*le* syllable, circle the syllable. After I have dictated a word for each puzzle piece, partner with another student and put your pieces together. The pieces will fit together, just like a puzzle. Then, take turns reading the words.

We'll spell the first word together. I will write it on the board, and you will write it on one of your puzzle pieces. The word is *thimble*.

**Students:** *thimble*

**Teacher:** Pronounce the syllables.

**Students:** /thim/ /bl/

**Teacher:** Use your knowledge of syllable types to spell each syllable. Say and spell the first syllable, Russell.

**Russell:** /thim/, *t-h-i-m*

**Teacher:** Everyone, write *thim* on one of your puzzle pieces.

*[Write **thim** on the board as students write on their puzzle pieces.]*

**Teacher:** Russell, say and spell the second syllable, please.

**Russell:** /bl/, *b-l-e*

**Teacher:** Everyone, write *ble* next to *thim*.

*[Write **ble** on the board as students write on their puzzle pieces.]*

**Teacher:** Is this one a consonant-*le* syllable, Russell?

**Russell:** Yes.

**Teacher:** Callie, what part of the word should I circle?

**Callie:** You should circle the *ble*.

*[Circle **ble**.]*

**Teacher:** Everyone, say each syllable as I point to it and then say the whole word.

*[Point to each syllable, and then slide your finger under the whole word.]*

**Students:** /thim/ /bl/, *thimble*

**Teacher:** The next word is *rifle*.

**Students:** *rifle*

**Teacher:** Say the syllables and then write the whole word on one of your puzzle pieces.

**Students:** /rī/ /fl/

*[Students write **rifle** on one of their puzzle pieces.]*

**Teacher:** Sean, please tell the group how you spelled *rifle*.

**Sean:** *r-i-f-l-e*

**Teacher:** Good spelling! How did you spell each syllable in *rifle*?

**Sean:** The first syllable is *r-i*. The other syllable is *f-l-e*.

**Teacher:** Everyone, point to the consonant-*le* syllable in *rifle*.

*[Students point to **fle**.]*

*[Continue to dictate words until students have written a word on each puzzle piece.]*

**Teacher:** Now, pair up with another student and match puzzle pieces with your partner. You match the pieces by their shape—they should fit together, just like a puzzle.

*[Students partner and begin to match pieces.]*

**Teacher:** Callie and Jay, I see that you have matched two of your pieces. Callie, could you read us the two words on your matched puzzle pieces?

**Callie:** *cradle, fumble*

**Teacher:** Great! Everyone, please continue to match pieces with your partner. When all of the pieces are matched, take turns reading the pairs of matched words.

### TIP

Use a different color of paper for all the puzzle pieces in each envelope.

## INDEPENDENT PRACTICE: ACTIVITY 1

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### PHRASE READING

#### DECODING

Distribute the worksheet, which has 24 short phrases with words containing known syllable types, particularly *Cle* syllables. Have students read the phrases silently and circle the *Cle* syllables. Then, call on students to read the phrases aloud.

**Teacher:** Read each phrase silently. When you see a word with a consonant-*le* syllable, circle the syllable. We will read the phrases aloud a bit later. While you are reading, I might ask you to whisper read, so I can listen. Please begin, everyone.

*[Circulate among students and listen to them read.]*

### TIP

Include reading aloud, so students do not merely circle *Cle* syllables without reading the word.

#### ADAPTATION

- Have students take turns reading to a partner.

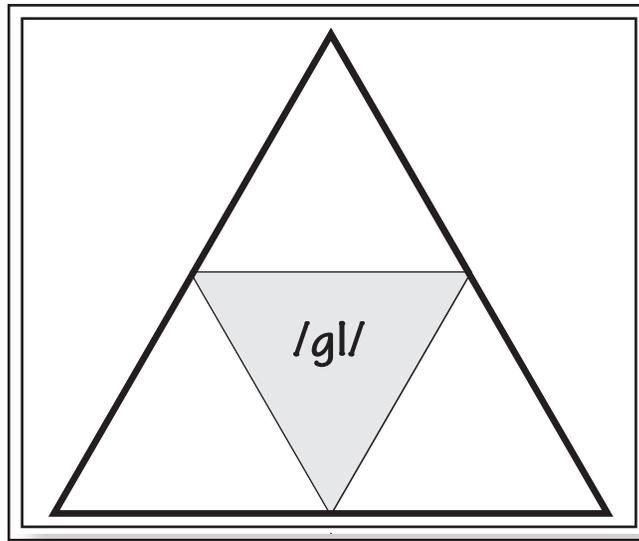
## INDEPENDENT PRACTICE: ACTIVITY 2

## EXPANDING TRIANGLE

## ENCODING

Distribute the worksheet. Have students write a *Cle* sound in the middle triangle. Have students write a different word containing the *Cle* sound in each of the surrounding three triangles. Have students then read the words to a partner.

Demonstrate by completing an expanding triangle for /gl/ on the board (see the following graphic).



**Teacher:** The inside of the middle triangle shows the consonant-*le* syllable sound /gl/. You will write a word that contains that sound in each of the blank triangles.

*[Write the words in the triangles as you discuss them.]*

**Teacher:** Hmm, *juggle* has /gl/ at the end of the word, so I can write *juggle* in one of the blank triangles. What is another word that has the /gl/ at the end?

**Russell:** *bugle*

**Teacher:** That's correct, so we can write that in another triangle. Now, we need just one more word. Who knows another word with /gl/ at the end?

**Cornelius:** *wiggle*

**Teacher:** Right, so *wiggle* can go in the last triangle.

Assign a *Cle* sound for each of the two expanding triangles on the worksheet and have students complete the worksheet. When they are done, have students read their words to their partners.

### TIPS

- /kl/ has two spelling options (*cle* and *kle*), so if you use that sound, students may complete their triangles with words containing either spelling pattern.
- If students have difficulty thinking of three words with the target sound, dictate a word.

### ADAPTATION

After students read the words they wrote to a partner, have students exchange triangles with a different student and read that student's words.

### MONITOR LEARNING

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Make sure that students identify and correctly pronounce syllables, based on their syllable type.

### GENERALIZATION

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There are relatively few exceptions to the rules for reading and spelling *Cle* words. Because sounds in words with a *Cle* pattern usually make their expected sound, learning the rules of *Cle* syllables greatly expands the number of words students can read and spell.

**LESSON 14 WORD CARDS**

battle	buckle	cable
angle	bottle	bugle

First of 6 pages

**TRIANGLE WORD CARDS**

To make these cards, cut along the dashed lines.

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First of 4 pages

**TRIANGLE WORD CARDS  
TEMPLATE**

To make these cards, cut along the dashed lines and fill in your own words.

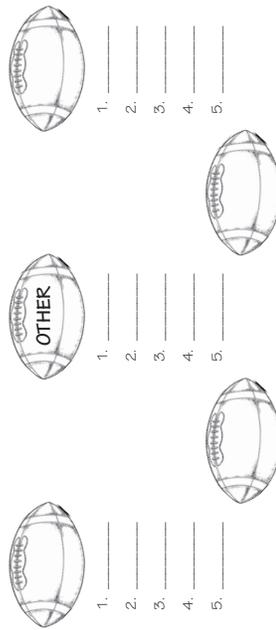
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**TRIANGLE WORDS**

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Hexagon game board for Triangle Words

### FOOTBALL FUMBLE



1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

OTHER

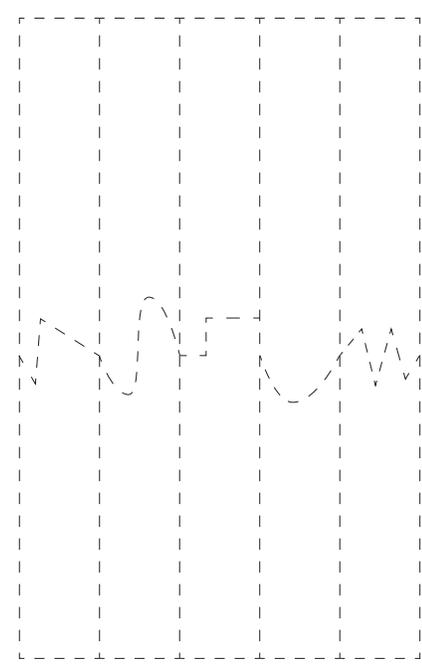
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1. \_\_\_\_\_  
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### SPELLING PUZZLE TEMPLATE



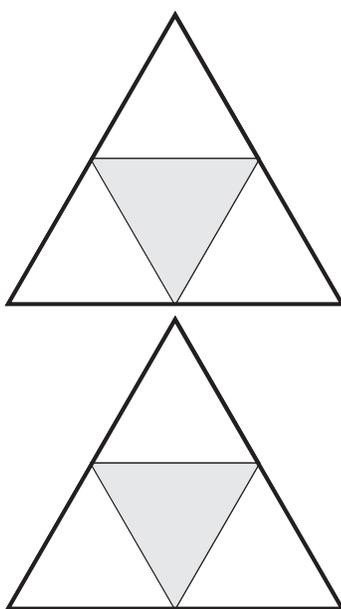
WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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### PHRASE READING

1. able to drive
2. over the puddle
3. purple and navy blue
4. glow of the candle
5. the crust on apple pie
6. lock and handle
7. on top of the table
8. left ankle twisted
9. sticks in a bundle
10. tackle the player
11. green turtle swims
12. whistle a happy tune
13. belt with a buckle
14. puddle after the rain
15. just a single sock
16. a sample to try
17. stream with pebbles
18. steeple on the church
19. stop in the middle
20. the eagle has landed
21. grab the silver handle
22. staple the paper
23. title of the book
24. needle in a haystack

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### EXPANDING TRIANGLES



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# SOFT G AND SOFT C

## LESSON 15

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### OBJECTIVES

- Students will recognize soft **g** and soft **c** spelling patterns.
- Students will read words in which the letter **g** makes its soft sound, /j/, and words in which the letter **c** makes its soft sound, /s/.
- Students will spell words that contain the soft **g** and soft **c** sounds.

### MATERIALS

- Lesson 15 word cards\*
- Construction paper
- Soft sounds wheels worksheet\*
- Index cards
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

\*Blackline master available on CD.

### TIPS

- Teach soft **c** and soft **g** on separate days. The activities in this lesson are designed to be used for both soft **c** and soft **g**. Each activity has a general description, followed by separate sample dialogues for teaching soft **c** on one day and soft **g** on another day. Adjust the wording and materials, depending on whether you are teaching soft **c** or soft **g**.
- Refer to the Appendix for list of soft **g** and soft **c** words.

- The soft **g** spelling pattern has some notable exceptions (e.g., *give, get, girl*). Teach these exceptions as sight words.
- Provide multiple opportunities for students to interact with high-utility words in decoding and encoding activities.
- Provide direct feedback to students.

## DAILY REVIEW

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### SOUND OPTIONS

Write the following words on the board: *hound, group, soup, out, thousand*, and *cougar*. Remind students that some letters can make more than one sound. Have students read the words and identify the sound **ou** makes in each word.

**Teacher:** The letter combination **ou** makes the sound /ow/ in *hound* and /oo/ in *group*. Repeat after me: *hound, /ow/*.

**Students:** *hound, /ow/*

**Teacher:** *group, /oo/*

**Students:** *group, /oo/*

**Teacher:** Read each word as I point to it. Then, I will ask you to tell me what sound **ou** makes.

*[Point to soup.]*

**Students:** *soup*

**Teacher:** What sound does **ou** make?

**Students:** /oo/

Point to the remaining words and have students read the words and identify the sound **ou** makes in each word.

## OPENING

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*[Write **Cindy** and **George** on the board.]*

**Teacher:** In this lesson, you will learn about two consonants that have more than one sound. Letter **c** sometimes makes an /s/ sound. Does anyone know someone named Cindy? The /s/ in **Cindy** is made with the letter **c**. Do you know someone named George? The letter **g** sometimes makes /j/ sound, as in **George**. This might seem confusing at first, but rules and patterns can help you figure out which sound to use for **c** and **g**.

## MODEL AND TEACH: ACTIVITY 1

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### LEARNING ABOUT SOFT C AND SOFT G WORDS

#### DECODING

NOTE: Remember to teach soft **c** and soft **g** on separate days.

#### DAY 1: SOFT C

When **e**, **i**, or **y** follows **c**, it makes the sound /s/. Use **call** and **cell** to demonstrate how **c** changes from its hard to soft sound, depending on what follows it. Use **recite** and **recycle** to demonstrate the sound of **c** when it is followed by **i** or **y**.

*[Write **call** on the board.]*

**Teacher:** Let's start by learning the sounds for **c**. Please read this word.

**Students:** *call*

**Teacher:** What sound does **c** make in *call*?

**Students:** /k/

**Teacher:** When the sound of **c** is /k/, it's called a hard **c**.

*[Write **e**, **i**, and **y** on the board.]*

**Teacher:** When **e**, **i**, or **y** follows **c**, it makes the sound /s/. What sound does **c** make when it is followed by **e**, **i**, or **y**?

**Students:** /s/

**Teacher:** When the sound of *c* is /s/, it's called a soft *c*.

*[Write **cell** on the board and underline **c** and **e** as you discuss them.]*

**Teacher:** In this word, *c* is followed by *e*, so it becomes a soft *c*: /s/. The word is *cell*, like a cell phone or a cell in your body. What's the word?

**Students:** *cell*

**Teacher:** What sound does *c* make?

**Students:** /s/

*[Write **recite** and **recycle** on the board.]*

**Teacher:** In the next example, *c* is followed by *i*...

*[Circle **ci** in **recite**.]*

...and becomes a soft *c*. So what sound does *c* make?

**Students:** /s/

**Teacher:** Correct. Abby, please read the word.

**Abby:** *recite*

*[Circle **cy** and **cl** in **recycle**.]*

**Teacher:** The first *c* in this word is followed by *y*, so what sound does *c* make?

**Students:** /s/

**Teacher:** Now, let's look at the next *c*. It is followed by *l*, so what is the sound for *c*?

**Students:** /k/

**Teacher:** William, please read the word.

**William:** *recycle*

## DAY 2: SOFT G

When *e*, *i*, or *y* follows *g*, it makes the sound /j/. Use *wag* and *wage* to demonstrate how the *g* changes from its hard to soft sound, depending on what follows it. Use *gym* and *gigantic* to demonstrate the sound of *g* when it is followed by *i* or *y*.

**Teacher:** Let's learn about the sounds for *g*.

*[Write wag on the board.]*

**Teacher:** Please read this word.

**Students:** *wag*

**Teacher:** What sound does *g* make in *wag*?

**Students:** /g/

**Teacher:** When the sound of *g* is /g/, it's called a hard *g*.

*[Write e, i, and y on the board.]*

**Teacher:** As with the letter *c*, the letter *g* makes its soft sound when it is followed by *e*, *i*, or *y*. That soft *g* sound is /j/. So, what sound does *g* make when it is followed by *e*, *i*, or *y*?

**Students:** /j/

**Teacher:** When the sound of *g* is /j/, it's called a soft *g*.

*[Write wage on the board and underline g and e as you discuss them.]*

**Teacher:** In this word, *e* follows the *g*, so it becomes a soft *g*: /j/. The word is *wage*. What's the word?

**Students:** *wage*

**Teacher:** What sound does *g* make in this word?

**Students:** /j/

*[Write gym and gigantic on the board.]*

**Teacher:** In the next example, **g** is followed by **y**...

*[Circle **gy** in **gym**.]*

**Teacher:** ...and becomes a soft **g**, so what sound does **g** make?

**Students:** /j/

**Teacher:** Correct. Beth, please read the word.

**Beth:** *gym*

**Teacher:** Correct. Everyone, repeat, please.

**Students:** *gym*

*[Circle **gi** and **ga** in **gigantic**.]*

**Teacher:** The first **g** in this word is followed by **i**, so what sound does **g** make?

**Students:** /j/

**Teacher:** Now, let's look at the next **g**. It is followed by **a**, so what sound does **g** make?

**Students:** /g/

**Teacher:** Gerald, please read the syllables and then read the whole word.

**Gerald:** *gi-gan-tic, gigantic*

**Teacher:** Nicely done, Gerald! You really used your knowledge of syllables and sounds to read the word. In fact, that was so good, I think we'll look at your name.

*[Write **Gerald** on the board.]*

**Teacher:** Why is the first sound in his name /j/, William?

**William:** Because the letter **e** comes after the **g**.

**MODEL AND TEACH: ACTIVITY 2** 

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**SPELLING WORDS WITH SOFT C AND SOFT G  
ENCODING**

NOTE: Remember to teach soft **c** and soft **g** on separate days.

Dictate words containing /s/ or /j/, depending on whether you are teaching soft **c** or soft **g**. Model how to choose the correct spelling option. Remind students that it can be difficult to know which option is correct, just from the sound. Tell students that they have to practice spelling the words and memorizing which option goes with which words. Use the previously taught spelling strategy:

1. Say the word.
2. If the word has multiple syllables, break the word into syllables.
3. Spell each syllable.
4. Check your spelling by reading the word and looking at a word card or dictionary.

**DAY 1: SOFT C**

Think aloud to model how to choose the correct spelling for /s/, first with a word spelled with **c** and then with a word not spelled with **c**.

**Teacher:** We know that some sounds have more than one spelling option, or different ways to spell the same sound. We just learned that /s/ is sometimes spelled with **s** and sometimes with **c**. I'll think aloud to demonstrate how I figure out which spelling option to use.

The word is **center**. I hear two syllables in the word: /sen/ /ter/.

In the first syllable, /sen/, I hear /s/, followed by /e/. Hmm, I know that /s/ can be spelled with **s** or **c**. I just learned that when **e** comes after **c**, the **c** makes the /s/ sound. I will try spelling the first syllable with **c**: **c-e-n**. The next syllable, /ter/, is spelled **t-e-r**. I spelled the word: **c-e-n-t-e-r**.

I check the word by reading it and looking at a word card or dictionary: **center**.

*[Demonstrate checking a word card or dictionary.]*

**Teacher:** Listen to the next word: *solid*. I hear two syllables in the word: /sol/ /id/.

In the first syllable, /sol/, I hear /s/, followed by /o/. **O** isn't one of the vowels that can make a soft **c**, so I will use **s** for /s/. I'll spell the first syllable *s-o-l*. The next syllable, /id/, is spelled *i-d*. The word is spelled *s-o-l-i-d*.

I check the word by reading it and looking at a word card or dictionary: *solid*.

*[Demonstrate checking a word card or dictionary.]*

## DAY 2: SOFT G

Think aloud to model how to choose the correct spelling for /j/, first with a word spelled with **g** and then with a word not spelled with **g**.

**Teacher:** We've learned that /j/ is sometimes spelled with **j** and sometimes with **g**. I will demonstrate how I figure out which spelling option to use.

The word is *gender*. I hear two syllables in the word: /gen/ /der/.

In the first syllable, /gen/, I hear /j/ followed by /e/. Is **e** one of the vowels that can create a soft **g**?

**Students:** Yes.

**Teacher:** Correct, so I will try spelling the first syllable with **g**: *g-e-n*. The next syllable, /der/, is spelled *d-e-r*. The word is spelled *g-e-n-d-e-r*.

I check the word by reading it and looking at a word card or dictionary: *gender*.

*[Demonstrate checking a word card or dictionary.]*

**Teacher:** Here is the next word: *enjoy*. I hear two syllables in the word: /en/ /joy/.

How is the first syllable, /en/, spelled?

**Students:** *e-n*

**Teacher:** That's right. The next syllable is /joy/. I hear /j/ followed by /oy/. Hmm, /oy/ is spelled *oy* or *ou*. Is **o** one of the vowels that can make a soft **g**?

**Students:** No.

**Teacher:** Correct, so /j/ is spelled with *j* in this word. The syllable is spelled *j-o-y*. The word is spelled *e-n-j-o-y*.

I check the word by reading it and looking at a word card or dictionary: *enjoy*.

*[Demonstrate checking a word card or dictionary.]*

## TIPS

- Remind students know that it can be difficult to know which option is correct, just from the sound. Tell students that they need to practice spelling words and memorizing which option goes with which words.
- Provide multiple opportunities for students to interact with high-utility words in decoding and encoding activities.

## GUIDED PRACTICE: ACTIVITY 1

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### RECOGNIZING SOFT C AND SOFT G LETTER PATTERNS

#### DECODING

NOTE: Remember to teach soft *c* and soft *g* on separate days.

Using the layout shown below, write a list of words containing *c* or *g* on the board, depending on whether you are teaching soft *c* or soft *g*. Have students take turns determining whether each word has a soft *c* (or soft *g*). If a word contains a letter pattern that creates soft *c* (or soft *g*), underline the letter pattern and write it in the column next to the word. Then, have students read the word.

WORD	SOFT <i>c</i> PATTERN
triceps	
cancel	

## DAY 1: SOFT C

**Teacher:** We will determine the sound of **c** in each of the words on the board and then read the words. But first, let's review what we've learned about **c**. Beth, please remind everyone of the sounds for **c**.

**Beth:** /k/, /s/

**Teacher:** Very good. **C** says /s/ when followed by certain vowels. What are the three vowels that form the soft sound letter pattern, Abby?

**Abby:** *E, i, and y.*

**Teacher:** Yes, that is correct. For each word on the board, if **c** is followed by **e, i, or y**, underline the letter pattern and write it in the column next to the word. We'll do the first two words together.

*[Point to triceps.]*

**Teacher:** In this word, **c** is followed by **e**. Does that follow a soft sound letter pattern, Gerald?

**Gerald:** Yes.

**Teacher:** Because **ce** is a soft sound letter pattern, I underline **ce** and write it in the column next to the word. What is sound for **c** in this word?

**Students:** /s/

**Teacher:** And what is the word, Abby? Say the syllables and the whole word.

**Abby:** *tri-ceps, triceps*

*[Point to cancel.]*

**Teacher:** Beth, please come to the board for this word. Do you see a soft sound letter pattern?

**Beth:** Well, there are two **cs**, but only one has a special vowel after it.

**Teacher:** Tell me what you mean by a "special vowel."

**Beth:** One of the vowels that makes **c** say /s/: **e, i, and y**. This word has **e** after **c**.

**Teacher:** OK, thanks for explaining that to everyone. Please underline the soft **c** pattern you found and write it in the correct column.

*[Beth underlines **ce** and writes **ce** in the "Soft **c** Pattern" column.]*

**Teacher:** Everyone, what is the sound for **c** in the letters Beth underlined?

**Students:** /s/

**Teacher:** There is another **c** in the word. Why didn't Beth underline it, too?

**Gerald:** Because **a** is after that **c**.

**Teacher:** Right. And what is the sound for that **c**, Gerald?

**Students:** /k/

**Teacher:** Beth, please read the syllables and then the whole word.

**Beth:** *can-cel, cancel*

## DAY 2: SOFT G

WORD	SOFT <b>g</b> PATTERN
<i>gist</i>	
<i>gumbo</i>	

**Teacher:** We'll determine the sound of **g** in each of the words on the board. If **g** is followed by **e**, **i**, or **y**, underline the letter pattern and write the letter pattern in the "soft **g** pattern" column. Then we'll read the words.

William, what are the two sounds for letter **g**?

**William:** /g/, /j/

**Teacher:** Perfect. Let's do the first word.

*[Point to **gist**.]*

**Teacher:** Raise your hand and tell me whether there is a soft sound letter pattern...William?

**William:** There is *gi*. *G* will sound like /j/.

**Teacher:** Good job recognizing the letter pattern and knowing the sound, William! I underline *gi* and write *gi* in the “soft *g* pattern” column. What is the sound for *g* in this word, everyone?

**Students:** /j/

**Teacher:** Everyone, read the word, please.

**Students:** *gist*

*[Point to gumbo.]*

**Teacher:** Gerald, it’s your turn to do the next word. Tell the group whether the word has a soft sound letter pattern.

**Gerald:** The *g* has *u* after it. That’s not one of the vowels that makes *g* say /j/.

**Teacher:** Correct. Please read the word.

**Gerald:** *gumbo*

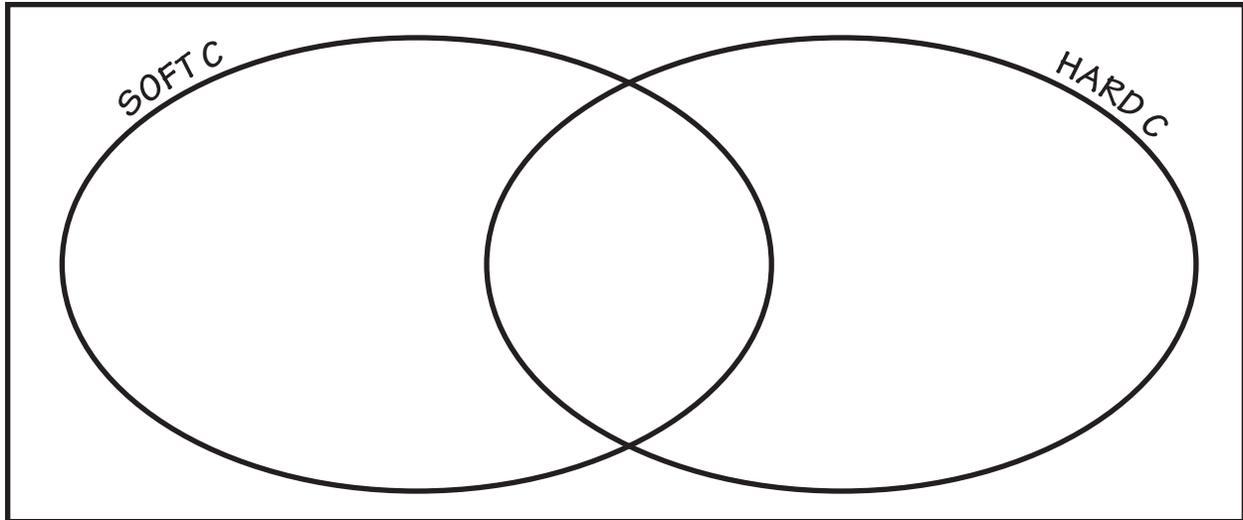
## GUIDED PRACTICE: ACTIVITY 2

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### VENN DIAGRAM DECODING

NOTE: Remember to teach soft *c* and soft *g* on separate days.

On a large sheet of construction paper, draw and label a Venn diagram for the soft sound being taught and place it on the table or floor. Have students read word cards and place them in the correct location in the diagram, depending on the sound of the *c* (or *g*) in the word. If a word has both hard and soft sounds, it belongs in the overlapping area. Your Venn diagram should look similar to the following graphic.



## DAY 1: SOFT C

**Teacher:** After you read a word card, put it in the correct area of the Venn diagram. If the word has a soft *c*, as in *Cindy*, it belongs in the circle labeled “soft sounds.” If the word has a hard *c*, as in *Carmen*, it belongs in the “hard sounds” circle.

Abby, what letter follows *c* to make it say /s/?

**Abby:** *E, i, or y.*

**Teacher:** Excellent. Notice the area where the circles overlap. It’s for words with soft and hard *c* sounds.

Let’s read some words together and figure out where they belong. Here’s the first word.

*[The word is city.]*

**Teacher:** Look at the letter pattern and tell me what sound *c* makes.

**Beth:** /s/

**Teacher:** Correct. Please read the word.

**Beth:** *city*

**Teacher:** Abby, how did Beth know that *c* makes its soft sound in *city*?

**Abby:** Because *i* comes after *c*.

**Teacher:** Beth, where does *city* belong in the Venn diagram?

**Beth:** Put it in the soft sounds circle.

**Teacher:** Look at the next word.

*[The word is **capsize**.]*

**Teacher:** What letter follows *c*?

**Students:** *a*

**Teacher:** Gerald, what sound does *c* make in this word?

**Gerald:** It says /k/ because the first part of the word is *cap*.

**Teacher:** Gerald saw two clues about the sound of *c*. First, it is part of a word he recognizes, *cap*. Second, *c* is followed by *a*, so it is a hard *c*, /k/. Please read the whole word, Gerald.

**Gerald:** *capsize*

**Teacher:** Because it contains a hard *c*, I'll put *capsize* in the hard sounds circle.

*Capsize* is an interesting word because it has nothing to do with the size of a cap! *Capsize* means "to overturn." When a boat turns upside down in the water, it capsizes. Here's the next word.

*[The word is **nice**.]*

**Teacher:** How do you know the sound for *c*, William?

**William:** It has *e* after it, so it says /s/.

**Teacher:** What is the word?

**William:** *nice*

**Teacher:** That's right. Where does it belong in the Venn diagram?

**William:** With soft sounds.

## DAY 2: SOFT G

**Teacher:** Today we'll read words, looking for soft **g**. After you read a word card, put it in the correct area of the Venn diagram. If the word has a soft **g**, as in **George**, it belongs in the circle labeled "soft sounds." If the word has a hard **g**, as in **Glen**, it belongs in the "hard sounds" circle.

What letters that follow **g** make it say /j/?

**Students:** *E, i, and y.*

**Teacher:** Look at this word.

*[The word is **agent**.]*

**Teacher:** What letter follows **g**?

**Students:** *e*

**Teacher:** Yes. Therefore, what sound does **g** make?

**Students:** */j/*

**Teacher:** William, please read the word.

**William:** *agent*

**Teacher:** Yes, so where does it go in the diagram?

**William:** With soft sounds.

**Teacher:** Correct! **Agent** has a soft **g**, /j/, so it belongs in the soft sounds circle.

**Teacher:** Let's analyze this next word.

*[The word is **suggest**. Point as you discuss the letters.]*

**Teacher:** The first **g** is followed by another **g**, so what is the sound of the first **g**?

**Gerald:** */g/*

**Teacher:** Yes. Now, look at the second **g**. It is followed by **e**, so what is the sound of the second **g**?

**Students:** /j/

**Teacher:** Say the first syllable, everyone.

**Students:** /sug/

**Teacher:** Say the second syllable.

**Students:** /jest/

**Teacher:** Put them together to form the word.

**Students:** *sug-gest, suggest*

**Teacher:** Excellent job. Although this word may have seemed confusing at first, it followed the rule of hard and soft sounds. *Suggest* has a hard sound and a soft sound, so it goes in the overlapping part of the Venn diagram.

#### ADAPTATION

Create Venn diagrams by using yarn, string, rope, or Hula-Hoops.

### GUIDED PRACTICE: ACTIVITY 3

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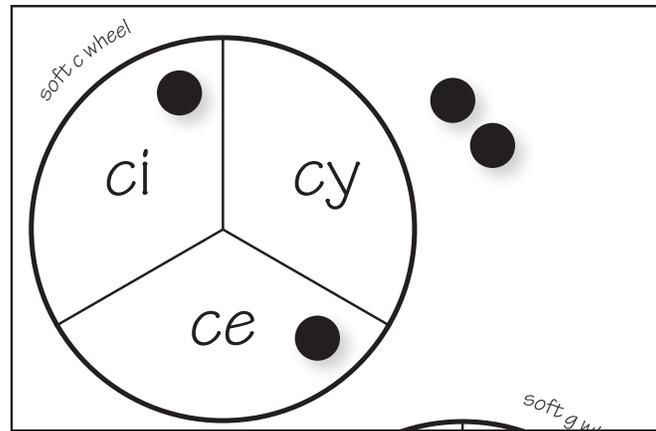
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#### SOFT SOUNDS WHEEL

##### ENCODING

NOTE: Remember to teach soft **c** and soft **g** on separate days.

Gather 15 to 20 cards of high-utility words containing soft **c** (or **g**) letter patterns. Distribute the worksheet, which has two circles divided into thirds. The segments are labeled with soft **c** (or **g**) letter patterns. Dictate a word from the word cards. Have students write the word on their whiteboards and provide guidance as needed. After students spell the word correctly, have students put a token on the wheel segment that matches the letter pattern in the dictated word (see the following graphic).



### DAY 1: SOFT C

**Teacher:** This activity will help you spell words with soft *c* sounds. I've chosen words that you frequently encounter, so learning how to spell these words will be useful. I will dictate a word, and you will write the word on your whiteboard. After you have spelled the word correctly, find the wheel segment on your worksheet with the soft sound letter pattern of the word and put a token on it. The goal is to get at least four tokens in each segment because that means you got some valuable spelling practice!

We will spell the first word together. The word is *advice*. Repeat, please.

**Students:** *advice*

**Teacher:** Say the syllables.

**Students:** /ad/ /vīs/

**Teacher:** The next step is to spell each syllable. Abby, please say and spell the first syllable.

**Abby:** *ad, a-d-d*

**Teacher:** The first syllable sounds just like the word *add* that you would say in math class, but in *advice*, it is just a word part, so it is spelled *a-d*. Write the first syllable on your whiteboards, please.

*[Write **ad** on the board as students write on their whiteboards.]*

**Teacher:** William, what is the second syllable in *advice*?

**William:** /vīs/

**Teacher:** Tell me the sounds you hear in *vice*.

**William:** /v/ /ī/ /s/

**Teacher:** We'll use the sounds in *vice* to spell the syllable.

*[Write on the board as William says the letters.]*

**Teacher:** What is the first sound and letter?

**William:** /v/, v

**Teacher:** What is the next sound and letter?

**William:** /ī/, i

**Teacher:** What is the next sound and letter?

**William:** /s/: I think it's spelled with c.

**Teacher:** It is spelled with c. So far, we have the second syllable spelled *v-i-c*. That would be pronounced /vik/. How do we make it say /vīs/?

**William:** It should have e at the end.

**Teacher:** Yes! It needs e for two reasons. First, e is needed to make a soft c. Second, e makes it a VCe syllable with a long i sound. Please finish writing *advice* and then hold your whiteboards up, so I can see them.

*[Students write and hold up their whiteboards.]*

**Teacher:** What soft c letter pattern is in the word?

**Students:** ce

**Teacher:** Put a token on the ce segment of the wheel.

## DAY 2: SOFT G

**Teacher:** Today, we'll practice spelling words with soft **g** sounds. I will dictate a word, and you will write the word on your whiteboard. After you have spelled the word correctly, find the wheel segment with its letter pattern on your worksheet and put a token on it. Remember, the goal is to get at least four tokens in each segment.

Let's spell the first word together. The word is **germs**. Here it is in a sentence: *Hand sanitizer can prevent the spread of germs*. Repeat the word, please.

**Students:** *germs*

**Teacher:** What sounds are in *germs*, Beth?

**Beth:** /j/ /er/ /m/ /z/

**Teacher:** Let's spell the sounds we hear. What is the first sound?

**Beth:** /j/

**Teacher:** Hmm, how will you know which way to spell /j/?

**Beth:** Well, the sound after it is /er/, and that's *e-r*. So I think *j* is spelled with *g*.

**Teacher:** Excellent explanation, Beth. You put together a lot of your knowledge about sounds! Everyone please spell *germs* and then hold up your whiteboards. Where will you put a token on the wheel?

**Students:** The *ge* section.

## TIP

Choose words by looking for trouble spots in students' writing.

## ADAPTATION

Do this activity in pairs. Have Student A dictate a word to Student B, who spells it and checks it against the word card. Have Student B then dictate a word to Student A.

## INDEPENDENT PRACTICE: ACTIVITY 1

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### MINGLE DECODING

NOTE: Remember to teach soft **c** and soft **g** on separate days.

Give each student an index card with four to six words, most with a soft **c** (or **g**). Do not put duplicate words on any of the cards. Follow these steps:

1. Have students read the words on their cards independently. Monitor and assist to ensure that each student masters his or her words.
2. Have students mingle and read one another's words. Have the student who has mastered the set of words critique his or her classmates' reading of those words.

**Teacher:** I've given each of you an index card with words on it. This activity has two parts:

First, you will read the words on your card and master them. That means you'll be able to read your words quickly and accurately.

Then, you will walk around the room and read one another's words. Because you have mastered your own words, you'll be able to determine whether your classmate is reading your words correctly.

### ADAPTATIONS

- Alter the number of words on index cards to meet the level of your students.
- Have students initial their classmates' index cards after reading the words on them. The student who collects everyone's initials first is the winner.

## INDEPENDENT PRACTICE: ACTIVITY 2

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### WHITEBOARD DICTATION ENCODING

NOTE: Remember to teach soft **c** and soft **g** on separate days.

Dictate words that contain learned sounds, mostly words containing soft **c** (or **g**) that students are likely to encounter in their reading and writing. Have students repeat each word and then spell it on their whiteboards. Have students hold up their whiteboards after they spell a word.

**Teacher:** I will dictate a word. Repeat the word in a whisper voice and then write it on your whiteboard. Follow the usual spelling process by listening for syllables and then spelling each syllable. I'll dictate words that you have read and spelled before, so use your memory to help you spell the words. After you write the word, hold up your whiteboard, so I can see it.

The first word is *city*.

*[Students repeat the word in a whisper voice, write it on their whiteboards, and hold up their whiteboards.]*

**Teacher:** Excellent job!

Continue dictating words.

## MONITOR LEARNING

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Encoding soft **c** and soft **g** words involves memorization and practice. Monitor students for accuracy and provide opportunities to practice high-utility words that are particularly difficult to spell.

## GENERALIZATION

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**G** makes the sound /j/ more often than **j** does. **C** frequently makes the /s/ sound. Because of this frequency, learning the letter patterns that produce soft **c** and soft **g** will increase the number of words students can read across texts.

LESSON 15 WORD CARDS

advice	cancel	charge
accident	agency	cell

SOFT SOUNDS WHEELS

soft c wheel

ci cy ce

soft g wheel

gi gy ge

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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First of 6 pages

# ADDING VOWEL SUFFIXES TO CVC AND SILENT E BASE WORDS

## LESSON 16

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### OBJECTIVES

- Students will read consonant-vowel-consonant (CVC) and silent *e* base words that have a vowel suffix.
- Students will spell CVC and silent *e* base words that have a vowel suffix.
- Students will discriminate between CVC words with a vowel suffix and silent *e* words with a vowel suffix.

### MATERIALS

- Lesson 16 word cards\*
- Base word cards from previous lessons
- Which word? worksheet\*
- Spinner with suffix sections\*\*
- Suffix math worksheet\*
- Cloze sentences worksheet\*
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

\*Blackline master available on CD.

\*\*Assembly instructions available on CD.

## TIPS

- Refer to the Appendix for a list of words with a CVC or silent **e** base and vowel suffix.
- “Vowel suffixes” are simply suffixes that begin with a vowel. Some examples of common vowel suffixes are **es, ed, ing, er, y, en, est,** and **able**.
- Use the following rules when reading a word whose base changes when a vowel suffix is added:
  - If a double consonant precedes the vowel suffix, the vowel in the base word is short.
  - If a single consonant precedes the vowel suffix, the vowel in the base word is long.
- Use the following rules when spelling a word with a vowel suffix:
  - If the base word ends in a CVC pattern, the final consonant is doubled before adding the suffix. This rule is known as the “doubling rule.”
  - If the base word ends in silent **e**, drop the **e** before adding the suffix. This rule is known as the “silent **e** rule.” An exception to this rule is that the silent **e** is not dropped when it is used so that **c** and **g** can retain their soft sounds (e.g., **noticeable, changeable**).
- Provide direct feedback to students.

## DAILY REVIEW

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### ADDING SUFFIXES THAT DO NOT CHANGE BASE WORDS

Write the following words on the board: **fastest, recently, coasting, foolish, quicken, refreshment, hanger, insisted, comfortable**. Review what a suffix is. Ask students to read the words and identify the base words and suffixes.

**Teacher:** Who can remind the group what a suffix is...Megan?

**Megan:** It’s something that is added to the end of a word.

**Teacher:** Right. Everyone, tell me a word that contains a suffix in this sentence: ***I planted flowers in the garden yesterday.***

**Students:** ***planted***

**Teacher:** What's the base word in *planted*?

**Students:** *plant*

**Teacher:** What is the suffix?

**Students:** *ed*

**Teacher:** What is the whole word?

**Students:** *planted*

**Teacher:** Excellent. Please read each of the words on the board as I point to it. Say the base word, the suffix, and then the whole word.

[Point to **fastest**.]

**Students:** *fast, est, fastest*

Have students continue reading words as you point to them.

## OPENING

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Write *big + er = bigger* and *make + ing = making* on the board and refer to them as you introduce the lesson.

**Teacher:** Sometimes, a base word changes when you add a suffix that begins with a vowel—*bigger* and *making* are examples. In *bigger*, when the suffix *er* is added to the base word *big*, the final *g* is doubled. In *making*, when *ing* is added to *make*, the silent *e* is dropped.

## MODEL AND TEACH: ACTIVITY 1

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### IDENTIFYING VOWEL SUFFIXES

Write the words *twisting* and *lately* on the board. Gather some cards of words with bases that do not change when a suffix is added, such as *selfish*, *wishes*, *respectful*, *grumpy*, *silently*, *freshen*, *hopeful*, *thrilling*, *rented*, and *stronger*. Explain that some suffixes begin with a vowel and that others begin with a consonant. Read the words and identify vowel and consonant suffixes.

**Teacher:** When vowel suffixes are added to some base words, the base word changes. Before we learn how to read and spell those words, let's practice identifying vowel suffixes. A vowel suffix begins with a vowel.

*[Point to **twisting**.]*

**Teacher:** Please read this word and tell me the base word and suffix.

**Students:** *twist, ing*

**Teacher:** The suffix *ing* begins with a vowel, so it is a vowel suffix.

*[Point to **lately**.]*

**Teacher:** Please read the next word and tell me the base word and suffix.

**Students:** *late, ly*

**Teacher:** The suffix *ly* begins with a consonant, so it is a consonant suffix.

Let's read some word cards and decide whether they have a vowel or consonant suffix. Please tell me the base, suffix, and then the whole word. First word, Megan?

**Megan:** *self, ish, selfish*

**Teacher:** Does the suffix begin with a vowel or a consonant?

**Megan:** It begins with a vowel, *i*.

**Teacher:** Correct. *ish* is a vowel suffix. Next word, Rudy?

**Students:** *fish, y, fishy*

**Teacher:** Does *fishy* have a vowel or consonant suffix?

**Rudy:** It has a vowel suffix because the suffix is *y*.

**Teacher:** Yes, that's right. We've learned that sometimes *y* can be a consonant and sometimes a vowel. When *y* is a suffix, it is a vowel. Next word, Lisa?

**Lisa:** *respect, ful, respectful*: It's a consonant suffix because *ful* starts with *f*.

**Teacher:** Very good. Let's read the rest of the word cards and identify the suffixes.

**MODEL AND TEACH: ACTIVITY 2** 

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**IDENTIFY DOUBLE OR SINGLE CONSONANTS BEFORE A VOWEL SUFFIX**

Write the words *funny, hoping, planned, cubes, glasses, wishing, stopping, runner, paints*, and *widest* on the board and refer to them as you teach. Explain that an important clue in reading words with vowel suffixes is determining whether a double or single consonant immediately precedes the vowel suffix. Describe what double and single consonants are, and practice identifying double and single consonants that precede a vowel suffix. Students will not yet read the words; that strategy is presented in the following activity.

**Teacher:** It's important to identify whether a double or single consonant comes before a vowel suffix. Double consonants are two of the same consonant right next to each other. In the first word on the board, *funny*, there are two *ns* before the suffix.

*[Circle nn.]*

**Teacher:** In *hoping*, there is a single consonant before the vowel suffix: just one *p*.

I will point to each word. If it has a double consonant before the suffix, hold up two fingers. If it has a single consonant before the suffix, hold up one finger.

*[Point to planned. Students show two fingers.]*

**Teacher:** Excellent. What is the double consonant, Thomas?

**Thomas:** There are two *ns*.

**Teacher:** Next word.

*[Point to cubes. Students show one finger.]*

**Teacher:** Good job. There is a single consonant, *b*, before the suffix.

Continue identifying whether a word has a single or double consonant preceding the suffix.

## MODEL AND TEACH: ACTIVITY 3

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### READ WORDS WITH BASES THAT CHANGE WHEN ADDING A VOWEL SUFFIX

#### DECODING

On the board, create two columns that each have 7 to 10 words with a vowel suffix. In one column, write words in which the base has a doubled final consonant (e.g., *dropping*, *nodded*, *fittest*, *permitted*). In the other column, write words in which the final silent *e* of the base is dropped (e.g., *bravest*, *cuter*, *escaped*, *using*).

Refer to the columns as you teach students to determine a base word's vowel sound by looking at the letters preceding the vowel suffix. If a double consonant precedes the suffix, the vowel in the base word is short. If a single consonant precedes the suffix, the vowel in the base word is long.

Begin with double consonants preceding vowel suffixes.

**Teacher:** When you see that a word has a vowel suffix, the letters just before the suffix tell how to say the base word. A double consonant before the suffix means the vowel in the base word is short.

*[Point to dropping.]*

**Teacher:** There is a double *p* just before suffix *ing*. That means the *o* in the base word is short, so the base word is *drop*: *drop*, *ing*, *dropping*. Repeat, please.

**Students:** *drop, ing, dropping*

**Teacher:** Let's look at the next word.

*[Point to nodded.]*

**Teacher:** Is there a double consonant before the suffix?

**Students:** There are two *ds*.

**Teacher:** Yes, so the vowel is short. What is the base word?

**Students:** *nod*

**Teacher:** Read the base word and suffix, and then put them together to read the whole word.

**Students:** *nod, ed, nodded*

*[Point to **fittest**.]*

**Teacher:** Double consonant or single consonant?

**Students:** Double consonant.

**Teacher:** What sound does the vowel make?

**Students:** /i/

**Teacher:** Say the base word, suffix, and the whole word.

**Students:** *fit, est, fittest*

Continue reading words with a double consonant preceding a vowel suffix.

Next, teach that a single consonant before a vowel suffix means the vowel in the base word is long.

**Teacher:** A single consonant before a vowel suffix means that the vowel in the base word is long.

*[Point to **bravest**.]*

**Teacher:** There is a single consonant, **v**, in front of the suffix, so the vowel in the base word is long: /ā/. The base word is **brave**: *brave, est, bravest*. Repeat, please.

**Students:** *brave, est, bravest*

**Teacher:** Let's look at the next word.

*[Point to **cuter**.]*

**Teacher:** Does a double consonant or a single consonant come before the suffix, Megan?

**Megan:** It's just one **t**, so it is a single consonant.

**Teacher:** Yes, so the vowel is long. What is the base word?

**Megan:** *cute*

**Teacher:** Yes, the base word is *cute*. Say the base word and suffix, and then put them together to say the whole word.

**Students:** *cute, er, cuter*

*[Point to **escaped**.]*

**Teacher:** Is there a double or single consonant before the suffix?

**Students:** Single.

*[Point to **a** in **escaped**.]*

**Teacher:** What sound does this vowel make?

**Students:** /ā/

**Teacher:** Say the base word, suffix, and the whole word.

**Students:** *escape, d, escaped*

Continue reading words with a single consonant before a vowel suffix.

### ERROR CORRECTION

Direct students who make an error to identify the double or single consonant before the suffix by saying something similar to the following: "Is there a double consonant or a single consonant before the suffix? What is the vowel sound when it is a single [or double] consonant?"

## MODEL AND TEACH: ACTIVITY 4

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### SPELL WORDS WITH BASES THAT CHANGE WHEN ADDING A SUFFIX ENCODING

Explain that students will use the sound of the vowel in the base word and their knowledge of syllable types to help them spell words. Model the strategy by using the following steps:

1. Say the word.

2. Say the word parts (the base word and suffix).
3. If the word has a consonant suffix, simply add the suffix to the base word, as taught in previous lessons.
4. If the word has a vowel suffix, use the following rules:
  - If the base word ends in a silent **e**, drop the **e** before adding the suffix (the silent **e** rule).
  - If the base word ends in a CVC pattern, double the final consonant in the base word before adding the suffix (the doubling rule).
5. Spell the word.
6. Check your spelling by reading the word you wrote.

### USING THE SILENT E RULE

**Teacher:** To spell words that have a vowel suffix, we must use our knowledge of syllable types. If the base word ends with silent **e**, drop the **e** before adding the suffix. This is called the silent **e** rule. I will demonstrate with the word **voter**.

I say the whole word: **voter**.

I say the base word and suffix: The base word is **vote**, and the suffix is **er**.

*[Write **vote + er = on the board.**]*

**Teacher:** Because **er** is a vowel suffix and **vote** ends with a silent **e**, I drop the silent **e** to spell the whole word: **v-o-t-e-r**.

*[Write **voter** after the equals sign.]*

**Teacher:** I read the word I wrote: **voter**.

Let's follow the steps together to spell **saving**. Here's the word in a sentence: *Eduardo was saving money to buy his dad a birthday present.* Say the word.

**Students:** *saving*

**Teacher:** Say the base word and suffix.

**Students:** *save, ing*

[Write **save + ing =** on the board.]

**Teacher:** Is *ing* a vowel suffix?

**Students:** Yes.

**Teacher:** Does *save* end with silent *e*?

**Students:** Yes.

**Teacher:** Because *ing* is a vowel suffix and *save* ends with silent *e*, how does the base word change, Marco?

**Marco:** Drop the silent *e* and add the suffix.

**Teacher:** That's right. Everyone, spell the word.

**Students:** *s-a-v-i-n-g*

[Write **saving** after the equals sign.]

**Teacher:** Read the word.

**Students:** *saving*

#### USING THE DOUBLING RULE

**Teacher:** When the base word ends with a CVC pattern, you double the final consonant before adding the suffix. This is called the doubling rule. I will demonstrate with *humming*. Here's the word in a sentence: *Mr. Solis was humming a song as he drove to work.*

I say the whole word, *humming*.

I say the base word and suffix: The base word is *hum*, and the suffix is *ing*.

[Write **hum + ing =** on the board.]

**Teacher:** Because *ing* is a vowel suffix, and *hum* ends with a CVC pattern, I double the final consonant to spell the whole word: *h-u-m-m-i-n-g*.

[Write **humming** after the equals sign.]

**Teacher:** I read the word: *humming*.

Let's spell the next word together. The word is *permitted*. Here's the word in a sentence: *Joseph is not permitted to go to the mall without an adult*. Say the word.

**Students:** *permitted*

**Teacher:** Say the base word and suffix.

**Students:** *permit, ed*

*[Write permit + ed = on the board.]*

**Teacher:** Is *ed* a vowel suffix?

**Students:** Yes.

**Teacher:** Because *ed* is a vowel suffix, ask yourself, "Does *permit* end with CVC?"

**Students:** Yes.

**Teacher:** Because *er* is a vowel suffix and *permit* ends in a CVC pattern, how does the base word change?

**Students:** Double the final consonant.

**Teacher:** Spell the word.

**Students :** *p-e-r-m-i-t-t-e-d*

*[Write permitted after the equals sign.]*

**Teacher:** Read the word.

**Students:** *permitted*

### DETERMINING WHETHER THE BASE WORD CHANGES

**Teacher:** Now that you know how the base word changes when it ends in silent *e* or a CVC pattern, let's practice determining whether the base word should change and then apply the correct change.

I will demonstrate with the word *broken*. Here's the word in a sentence: *The children couldn't watch TV because it was broken.*

I say the whole word, *broken*.

I say the base word and suffix: The base word is *broke*, and the suffix is *en*.

*[Write broke + en = on the board.]*

**Teacher:** Because *en* is a vowel suffix, I have to determine whether the base word should change, so I ask myself, "Does the base word end in silent *e* or a CVC pattern?" Yes, *broke* ends in silent *e*.

Because *en* is a vowel suffix and *broke* ends in silent *e*, I follow the silent *e* rule to spell the word. How does the base word change?

**Students:** Drop the silent *e*.

**Teacher:** Please spell the word.

**Students:** *b-r-o-k-e-n*

*[Write broken after the equals sign.]*

**Teacher:** Read the word, please.

**Students:** *broken*

**Teacher:** The next word is *rubbing*. Here it is in a sentence: *You can start a fire by rubbing two sticks together, but it is slow and frustrating.*

I say the whole word, *rubbing*.

I say the base word and suffix: The base word is *rub*, and the suffix is *ing*.

*[Write rub + ing = on the board.]*

**Teacher:** Because *ing* is a vowel suffix, I have to determine whether the base word should change, so I ask myself, "Does *rub* end in a silent *e* or a CVC pattern?" Well, does it?

**Students:** Yes, CVC.

**Teacher:** Because *ing* is a vowel suffix and *rub* ends in a CVC pattern, I follow the doubling rule to spell the word. How does the base word change?

**Students:** Double the final consonant.

**Teacher:** Please spell the word.

**Students:** *r-u-b-b-i-n-g*

*[Write **rubbing** after the equals sign.]*

**Students:** Read the word, please.

**Students:** *rubbing*

**Teacher:** The next word is *rainy*. Here it is in a sentence: *It was too rainy to play outside.*

I say the whole word, *rainy*.

I say the base word and suffix: The base word is *rain*, and the suffix is *y*.

*[Write **rain + y =** on the board.]*

**Teacher:** Because *y* is a vowel suffix, I have to determine whether the base word should change, so I ask myself, “Does *rain* end in silent *e* or a CVC pattern?” Does it?

**Students:** No.

**Teacher:** Right, *rain* doesn’t end in silent *e* or CVC, so the base word doesn’t change when I spell the whole word.

Please spell the word.

**Students:** *r-a-i-n-y*

*[Write **rainy** after the equals sign.]*

**Teacher:** Read the word, please.

**Students:** *rainy*

## GUIDED PRACTICE: ACTIVITY 1

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### PARTNER'S CHOICE

#### DECODING

Write 15 to 20 words on the board, mostly words whose base changes when a vowel suffix is added (either a doubled consonant or a dropped final *e*) but also some other known words, so students can practice discriminating among words (e.g., *mopping, foggy, blender, eraser, sadly, stampeded, transferred, ruler*). Have two students at a time go to the board. Have Student A point to a word for Student B to read and use in a sentence. Then, reverse the roles.

**Teacher:** You will come to the board in pairs. The first student will point to a word. The second student must read that word and use it in a sentence. Then, we will reverse the roles.

Thomas, will you please be my partner while I demonstrate? Point to a word.

*[Thomas goes to the board and points to **transferred**.]*

**Teacher:** Hmm, I see two *rs*, before the suffix *ed*. That tells me the vowel will be short. It's an *r*-controlled vowel, so it will say /er/. *Transfer, transferred*: Everyone, repeat the base word and the whole word.

**Students:** *transfer, transferred*

**Teacher:** Very good. Now, I'll use the word in a sentence: *Brittany transferred to a new school when she moved in with her grandparents*. Now, I will point to a word for Thomas to read.

*[Point to ruler.]*

**Teacher:** What clue do you use to figure out the vowel sound?

**Thomas:** There's just one *l* before the vowel suffix. I think that means the vowel is long.

**Teacher:** You figured that out perfectly! Say the base word and the whole word, please.

**Thomas:** *rule, ruler*

**Teacher:** Everyone, repeat the base word and the whole word.

**Students:** *rule, ruler*

**Teacher:** Please use *ruler* in a sentence, Thomas.

**Thomas:** *I use a ruler in math class.*

**Teacher:** Great! Thanks for being my partner, Thomas. Megan and Lisa, please come up and choose words for each other.

Continue until all students have taken a turn.

### TIPS

- Set a time limit to ensure that students choose words quickly. For example, you could choose the word if a student fails to do so within 5 seconds.
- Choose words that students can use meaningfully in a sentence.
- Put a check mark by words that have been read.

### ADAPTATIONS

- Instead of writing words on the board, distribute word cards to partners.
- Read all the words quickly when the activity is complete.

## GUIDED PRACTICE: ACTIVITY 2

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### WHICH WORD?

#### DECODING

Draw a clock and write the words *trimming* and *timing* on the board. Partner students. Give each pair of students one of the two pages of the worksheet, which features pictures with two word choices each. The words both have suffixes, but only one word corresponds to the picture. Have partners read each word and choose the word that corresponds with the picture. One of the words might be a nonsense word. When finished, have students read and spell the correct words to the group.

**Teacher:** You and your partner will figure out which word goes with each picture. Some of the words are nonsense words. When you've completed the worksheet, each team will share with the group by reading the word that matches a picture.

We'll do the example on the board together. Rudy, please read the first word.

[*The word is **timming**.*]

**Rudy:** *Timming?*

**Teacher:** Right. *Timming* isn't a real word, but you figured out how to read it. How did you know the vowel sound?

**Rudy:** The double *m*.

**Teacher:** The double *m* before the vowel suffix helped you. Very good. Megan, please read the other word.

[*The word is **timing**.*]

**Megan:** *timing*

**Teacher:** How did you know the vowel would be long?

**Megan:** Because there is only one *m* before the suffix.

**Teacher:** Wow! You all are doing a great job remembering the rules. Which word goes with the picture of the clock?

**Lisa:** Timing because a clock tells you what time it is.

**Teacher:** Good, how do you spell *timing*?

**Lisa:** *t-i-m-i-n-g*

**Teacher:** Nice work, everyone. You and your partner will do the same thing with the pictures and words on your cards. I'll come around to help. When we're done, we will take turns reading our answers.

## TIPS

- Be sure that students read both words in each pair aloud.
- After students choose a word, have them read it and spell it to be sure they are correct.

## GUIDED PRACTICE: ACTIVITY 3

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### SPINNER SUFFIXES

#### DECODING AND ENCODING

Create a spinner that is divided into eight sections: five or six sections with a vowel suffix and two or three with a consonant suffix. Compile a stack of base word cards. Turn over the top card to display a base word. Have a student spin to determine the suffix that will be added to the base word. Have students use the syllable rules they have learned to combine the base word and suffix to write a word on their whiteboards. Have students read the word and determine whether it is a real word. If it is, have the student use it in a sentence.

**Teacher:** I will show you a base word, and you will take turns spinning to determine the suffix to add to it. You will need to figure out whether the base word changes when the suffix is added and then write the word on your whiteboard. We'll then figure out whether they are real or nonsense words. If a word is real, you will use it in a sentence.

Here is the first base word.

*[Show escape.]*

**Teacher:** What is the base word, everyone?

**Students:** *escape*

**Teacher:** Thomas, please spin and tell us the suffix we will add to escape.

*[The spinner lands on ing.]*

**Teacher:** Is *ing* a vowel suffix?

**Thomas:** Yes.

**Teacher:** What is the next step?

**Lisa:** Figure out whether the base word should change.

**Teacher:** Excellent! And what did you figure out?

**Rudy:** *Escape* ends with silent *e*, so drop the *e* to spell the whole word.

**Teacher:** Everyone, write the whole word on your whiteboards. Then, hold them up.

*[Students write and then hold up their whiteboards.]*

**Teacher:** I see that everyone dropped the **e** before adding the suffix. I'm impressed! Megan, please read the word.

**Megan:** *escaping*

**Teacher:** Is it a real word?

**Megan:** Yes.

**Teacher:** Please use it in a sentence.

**Megan:** My hamster keeps escaping from its cage.

**Teacher:** Great. Here is the next word.

*[Show hit.]*

**Teacher:** Rudy, please spin for the suffix.

*[The spinner lands on est.]*

**Teacher:** OK, now that we know the base word and the suffix, what is the next step?

**Thomas:** You have to figure out whether the base word changes. The suffix starts with **e**, so it might change.

**Lisa:** *Hit* is a CVC word, so it's going to change.

**Teacher:** You're right. Thomas told us the suffix starts with a vowel, and Lisa said **hit** is a CVC word. Think about how a word that ends with a CVC pattern changes with a vowel suffix. Write the word on your whiteboards then hold them up.

*[Students write hittest.]*

**Teacher:** Excellent! Please read the word.

**Students:** *hittest.*

**Teacher:** Is that a real word?

**Students:** No.

**Teacher:** Correct. *Hittest* is not a real word. Who can add a different suffix to *hit* to make a real word and then use that word in a sentence?

**Rudy:** *Hitter*. My grandpa says Willie Mays is the best hitter in baseball history.

**Teacher:** Great word and sentence! Everyone, write *hitter* on your whiteboard. Good job!

## GUIDED PRACTICE: ACTIVITY 4

### SUFFIX MATH

#### ENCODING

Distribute the worksheet, which depicts forming words as an equation (see the graphic below). Dictate words that follow suffix rules that students have learned. Have students spell each word by completing the equation for it.

	Base Word	+	Suffix	=	Whole Word
1		+		=	
2		+		=	

**Teacher:** For each word I dictate, you'll complete an equation that will help you spell the word. Instead of an equation with numbers, such as  $2 + 2 = 4$ , our equation is base word + suffix = whole word. As we have learned, the base word and suffix are important because they tell us which spelling rules to follow.

We'll begin by completing some equations together. The first word is *flaming*. Please say the whole word, base word, and the suffix.

**Students:** *flaming, flame, ing*

**Teacher:** Write *flame* in the base word column of the first equation on your worksheet.

*[Students write.]*

**Teacher:** How do you spell *flame*, Megan?

**Megan:** *f-l-a-m-e*

**Teacher:** Correct. I'll write on the board, so you can follow along.

*[Write **flame** on the board.]*

**Teacher:** What is the suffix?

**Students:** *ing*

**Teacher:** Rudy, how is *ing* spelled?

**Rudy:** *i-n-g*

**Teacher:** That's right. Write that in the suffix column.

*[Students write.]*

**Teacher:** The equation says base word plus the suffix equals the whole word. So far we have *flame* + *ing*. Before we write the whole word, we must determine whether the base word will change. Thomas, please explain what you do next.

**Thomas:** The *a* in the base word is long, and *flame* ends with silent *e*, so you have to drop the *e*.

**Teacher:** Excellent! I like the way you combined all the steps. Please write the whole word in the whole word column.

*[Students write.]*

**Teacher:** Lisa, please say the word and then spell it.

**Lisa:** *flaming, f-l-a-m-i-n-g*

**Teacher:** Nice job! The next word is *beginner*. Say the whole word, base word, and suffix.

**Students:** *beginner, begin, er*

**Teacher:** Who can tell me something that a beginner bike rider might do?

**Megan:** Fall over on the bike.

**Teacher:** Yes, a beginner is someone who is starting to learn something new, and making mistakes is a normal part of being a beginner. Write the base word and suffix on your worksheet. Lisa, how do you spell the base word?

**Lisa:** *b-e-g-i-n*

**Teacher:** Correct! How do you spell the suffix, Megan?

**Megan:** *e-r*

*[Write **begin** and **er** on the board.]*

**Teacher:** Now we're ready to spell the whole word. What is the vowel sound in the final syllable of *begin*?

**Students:** /i/

**Teacher:** Knowing the vowel sound will help you complete the rest of the equation on your worksheet. Please do that now.

*[Students fill in answers.]*

**Teacher:** Rudy, how did you spell *beginner*?

**Rudy:** I put two *ns*, so I spelled it *b-e-g-i-n-n-e-r*.

**Teacher:** Yes! Great job, everyone!

## INDEPENDENT PRACTICE: ACTIVITY 1

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### CLOZE SENTENCES

#### DECODING

Distribute the worksheet, which has 10 fill-in-the-blank sentences with two word choices for each blank. Have students select the correct word and write it on the line. Then, have students take turns reading their completed sentences to a partner.

**Teacher:** Read each sentence silently and write the correct word in the blank. Circle the suffix of the words you write. In 3 minutes, you will read your sentences to a partner.

As students finish the worksheet, have them take turns reading the sentences to a partner.

## ADAPTATION

Have students write the base word and the suffix of the words they choose.

## INDEPENDENT PRACTICE: ACTIVITY 2

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## POINT AND READ

## DECODING

Place 15 to 20 word cards faceup on a table. Include a variety of learned words with base words that change and base words that do not change when a vowel suffix is added, so that students discriminate among the words. Point to a word and call on individual students to read the word. Use a very quick pace. Occasionally question students to assess their understanding.

**Teacher:** When I point to a word and say your name, read the word aloud. Everyone else, read silently. I will go quickly, so pay attention.

*[Point to **taped**.]*

**Teacher:** Rudy?

**Rudy:** *taped*

*[Point to **admitted**.]*

**Teacher:** Megan?

**Megan:** *admitted*

**Teacher:** Nice job, everyone. Now we'll go even faster!

Continue until all the words have been read.

## ADAPTATIONS

- Have students keep the cards they read correctly.
- Turn facedown cards that are read correctly.

## INDEPENDENT PRACTICE: ACTIVITY 4

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### SPELL WORDS WITH BASES THAT CHANGE WHEN ADDING A SUFFIX ENCODING

Dictate words for students to spell. Include a variety of words with bases that change and bases that do not change when a vowel suffix is added, so that students discriminate among the different spelling rules. Have students say the base word and the suffix before writing the word.

**Teacher:** I will dictate a word. Say the base word and suffix, and then spell the word on your whiteboard. After you write the word, hold up the whiteboard, so I can see it.

The first word is *admitted*. Here is the word in a sentence: *I admitted that I ate the last cookie when no one was watching.*

**Students:** *admit, ed*

**Teacher:** Write the word on your whiteboard and hold it up.

*[Students write the word and display their whiteboards.]*

**Teacher:** Excellent job!

Continue dictating words.

## MONITOR LEARNING

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- Check whether students accurately identify base words and suffixes.
- In addition to using context clues, make sure that students apply their knowledge of word construction to read easily confused words in connected text (e.g., *cutter-cuter, moped-mopped, taping-tapping*).

## GENERALIZATION

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- The rules about base words that change when suffixes are added help students to read a wide variety of texts.
- The rules also provide a strategy for spelling words.

### LESSON 16 WORD CARDS

arriving	blamed	buggy
admitted	beginner	bravest

First of 6 pages

### WHICH WORD? PAGE 1

1  dinner diner	2  smokky smoky
3  cutter cuter	4  brokken broken
5  skatter skater	6  filled filed
7  shaddy shady	8  bitter biter
9  tinny tiny	10  wavving waving

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First of 2 pages

### SPINNER INSTRUCTIONS

#### SPINNER SUFFIXES

**MATERIALS**

- Paper plate
- Brass brad
- Material for spinner pointer (e.g., coffee can lid, plastic drinking straw)
- Two spacers (e.g., washers, grommets, or eyelets from a hardware store)
- Scissors

**PREPARATION**

- Divide and label the paper plate into eight sections—five or six with vowel suffixes and two or three with consonant suffixes.
- Cut an arrow out of the material for the pointer.
- With scissors, make a small hole in the center of the paper plate.
- Punch a small hole in the arrow.

**ASSEMBLY**

- Place a washer over the hole in the paper plate.
- Place the pointer over the washer.
- Place another washer over the pointer.
- Line up the holes in the paper plate, washers, and pointers.
- Secure everything with the brass brad, pushing the brad through the spinner from top to bottom.
- Open the brad tabs on the underside of the paper plate to hold the assembly in place.
- Check to see that the pointer spins freely and adjust as necessary.

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### SUFFIX MATH

	Base Word	+	Suffix	=	Whole Word
1		+		=	
2		+		=	
3		+		=	
4		+		=	
5		+		=	
6		+		=	
7		+		=	
8		+		=	
9		+		=	
10		+		=	
11		+		=	
12		+		=	
13		+		=	
14		+		=	

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## CLOZE SENTENCES

Select the word with the correct spelling and write it on the line.

1. Some students \_\_\_\_\_ (included included) a map with their Civil War history project.
2. Hector and Joseph made a poster \_\_\_\_\_ (comparring comparing) farm crops in the North and South.
3. Many \_\_\_\_\_ (votters voters) in the South were unhappy that Abraham Lincoln was elected president.
4. The attack on Fort Sumter in 1861 was the \_\_\_\_\_ (begining beginning) of the Civil War.
5. Leaders in the North \_\_\_\_\_ (planned planed) to block seaports in the South.
6. The South had a hard time \_\_\_\_\_ (getting geting) food, guns, and cash.
7. Food and equipment in the North were \_\_\_\_\_ (transportted transported) more quickly because of railroads.
8. When the Civil War ended in 1865, many people \_\_\_\_\_ (celebrated celebratted) in the streets.
9. After the war came the difficult job of \_\_\_\_\_ (unitting uniting) the North and South.
10. Just a few days after the war ended, President Lincoln was shot as he was \_\_\_\_\_ (siting sitting) and watching a play.

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# ADDING SUFFIXES THAT CHANGE BASE WORDS' FINAL Y TO I

## LESSON 17

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### OBJECTIVES

- Students will read words in which the final *y* of the base is changed to *i* when a suffix is added.
- Students will spell words in which the final *y* of the base is changed to *i* when a suffix is added.
- Students will identify when to change the final *y* of a base to *i* when a suffix is added.

### MATERIALS

- Lesson 17 word cards\*
- Base word cards from previous lessons
- Flip cards\*
- Suffix math worksheet\*
- Word web templates\*
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

\*Blackline master available on CD.

## TIPS

- Refer to the Appendix for list of words in which the *y* of the base changes to *i* when a suffix is added.
- The final *y* rule: If a base word ends in consonant-*y*, change the *y* to *i* before adding the suffix.
- The *i* usually retains the sound of the *y* in the base word. For example, in *marry* and *married*, both the *y* and *i* make the /ē/ sound; in *cry* and *cries*, both the *y* and *i* make the /i/ sound. There are a few exceptions, however, such as *happily*, *plentiful*, and *easily*.
- The suffix *es* is added to a base word ending in consonant-*y*, rather than the suffix *s* (e.g., *cry*, *cries*; *puppy*, *puppies*).
- The final *y* does not change when the suffix begins with *i* (e.g., *ing*, *ish*) because doing so would create an awkward spelling (e.g., *study* becomes *studying*, not *studiing*). Teach this exception after students have mastered the final *y* rule. An example teacher model is provided in the Generalizations section of this lesson.
- Do not include examples with /ing/ or /ish/ suffixes.
- Provide direct feedback to students.

## DAILY REVIEW

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### DOUBLING RULE AND SILENT E RULE

Write the following words on the board: *sliding*, *risky*, *ripper*, *fluffy*, *riper*, *madly*, *moped*, *crabby*, *hopeful*, and *hopping*. Review the doubling rule and the silent-*e* rule for adding suffixes to base words. Have students read the words and determine whether the base word changed when the suffix was added.

**Teacher:** We have learned two rules about base words that change when a suffix is added. One rule is the doubling rule, in which the final consonant of a base word is doubled. What are the three questions to answer when deciding whether a consonant is doubled?

**Emma:** Is there only one vowel in the base word?

**Teacher:** Good, that's one question. What's another question to ask yourself?

**Yvonne:** Does the suffix begin with a vowel?

**Teacher:** Yes, the suffix must begin with a vowel. What is the final question?

**Emma:** Is there only one consonant after the vowel in the base word?

**Teacher:** Yes, those are the three questions. Look at the words on the board and tell me a word that follows the doubling rule...Raymond?

**Raymond:** *ripper*

**Teacher:** What is the base word in *ripper*?

**Raymond:** *rip*

**Teacher:** Correct. *Rip* has just one vowel, followed by just one consonant. The suffix, *er*, starts with a vowel, so the *p* was doubled.

Let's review the silent *e* rule. What is the rule for dropping the *e* in a base word?

**Emma:** When the suffix starts with a vowel, drop the silent *e*.

**Teacher:** What word on the board has a silent *e* that has been dropped?

**Terrence:** *riper*

**Teacher:** What is the base word?

**Terrence:** *ripe*

**Teacher:** Excellent. Please read each of the words on the board as I point to it. Say the base word, and then say the whole word. If the base word changed, show me a thumbs-up.

*[Point to sliding.]*

**Students:** *slide, sliding*

*[Students show a thumbs-up.]*

Have students continue reading words as you point to them.

## OPENING

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*[Write **happy, est, and happiest** on the board.]*

**Teacher:** Today, we will learn another rule about base words that change when adding a suffix. It is called the final **y** rule. *Happiest* is an example of this new rule. The final **y** in the base word, *happy*, changes to *i* before the suffix, *est*, is added.

## MODEL AND TEACH: ACTIVITY 1

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### INTRODUCE THE FINAL Y RULE

Write the words *lucky, silly, study, baby, party,* and *play* on the board. Write the suffixes *er, s, ing, est,* and *ed* on the board. Teach the final **y** rule: When the final **y** of a base word is preceded by a consonant, the **y** changes to *i* when a suffix is added, regardless of whether the suffix begins with a vowel or consonant. Demonstrate the rule on a variety of base words ending in consonant-**y**. Demonstrate that a base word ending in vowel-**y** does not change when adding a suffix.

*[Point to **lucky**.]*

**Teacher:** Please read this word.

**Students:** *lucky*

**Teacher:** I want to add the suffix *est* to form the word *luckiest*. The final **y** rule helps me determine whether the final **y** changes to *i* before adding the suffix. The final **y** changes to *i* if the answer to the following question is “yes”:

Is the final **y** in the base word preceded by a consonant?

*[Point to **k**.]*

**Teacher:** Yes, it is. Because the answer is “yes,” the final **y** in the base word is changed to *i*...

*[Change the **y** in **lucky** to **i**.]*

**Teacher:** ...and the suffix is added.

*[Add **est** to form **luckiest**.]*

**Teacher:** *Lucky, luckiest*: Repeat, please.

**Students:** *lucky, luckiest*

**Teacher:** Terrence, what is the next word?

**Terrence:** *silly*

**Teacher:** I want to add *ness* to form *silliness*. Let's figure out whether the final *y* should change to *i*. Is the final *y* in the base word, *silly*, preceded by a consonant?

**Students:** Yes.

**Teacher:** So the final *y* changes to *i* before the suffix is added.

*[Replace the y in silly with i. Add ness to form silliness.]*

**Teacher:** *Silly, silliness*: Repeat, please.

**Students:** *silly, silliness*

**Teacher:** Please read the next word.

**Students:** *party*

**Teacher:** I want to form the word *parties*. Is the final *y* in *party* preceded by a consonant?

**Students:** Yes.

**Teacher:** So *y* is changed to *i*.

*[Replace the y in party with i.]*

**Teacher:** When the suffix is *s*, you add *es*, instead of *s*.

*[Complete parties by adding es.]*

**Teacher:** *Party, parties*: Repeat, please.

**Students:** *party, parties*

**Teacher:** Please read the next word.

**Students:** *play*

**Teacher:** I want to change *play* to *playful*. Let's see whether the final *y* rule causes me to change the final *y* to *i*. Is the final *y* in *play* preceded by a consonant?

**Students:** No.

**Teacher:** So the final *y* does not change—*ful* is simply added to the base word.

*[Add ful to play.]*

**Teacher:** Read the base word and whole word, please.

**Students:** *play, playful*

## MODEL AND TEACH: ACTIVITY 2

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### READING WORDS THAT FOLLOW THE FINAL Y RULE

#### DECODING

Write 10 to 15 words on the board that follow the final *y* rule (e.g., *funnier, soggiest, families, happiness, carried, monkeys*). Teach students to look for the base word and suffix. Think aloud to demonstrate the process of determining the base word. Then, put the base word and suffix together to form the whole word.

**Teacher:** It is important to identify the base word and suffix in words. When reading a word with a suffix, if the letter preceding the suffix is *i*, that's a clue that the final *y* in the base word probably changed to *i*. For example, if you see this word...

*[Point to funnier.]*

**Teacher:** ...you recognize the suffix *er*.

*[Circle er.]*

**Teacher:** The word part in front of it...

*[Underline funni.]*

**Teacher:** ...isn't a word. But you know the final *y* rule means a final *y* was changed to *i*. We can change the *i* back to *y*.

[Write **funny**.]

**Teacher:** *Funny* is a word you know. I can put the base word and suffix together to read the word: *funny, er, funnier*. Repeat, please.

**Students:** *funny, er, funnier*

**Teacher:** Take a look at the next word.

[Point to **soggiest**.]

**Teacher:** I see the suffix *est*.

[Circle **est**.]

**Teacher:** The word part in front is spelled *s-o-g-g-i*. I'll try using a *y* instead of the *i*.

[Write **soggy**.]

**Teacher:** *Soggy, est, soggiest*: Please repeat.

**Students:** *soggy, est, soggiest*

**Teacher:** Here's an example sentence: *My cereal is soggy when I pour too much milk on it*. Who can give me another example of something that is soggy?

**Emma:** *My shoes got soggy when I walked in a puddle*.

**Teacher:** Great! Let's read the rest of the words.

Continue reading the rest of the words, gradually reducing your scaffolding.

## TIPS

Heavily scaffold this activity initially. As students gain proficiency, they will not need to be led through each step.

**MODEL AND TEACH: ACTIVITY 3** 

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**SPELL WORDS, USING THE FINAL Y RULE  
ENCODING**

Dictate words in which the final **y** is changed to **i** when a suffix is added. Model by using the following steps:

1. Say the word.
2. Say the base word and suffix.
3. Determine whether the final **y** rule causes the final **y** of the base word to change to **i**.
4. Spell the word.
5. Check your spelling by reading the word you wrote.

**Teacher:** Listen as I model how to use the final **y** rule when spelling a word.

First, say the whole word, *happiness*.

Then, say the base word and suffix: The base word is *happy*, and the suffix is *ness*.

Determine whether the final **y** rule causes the base word's final **y** to change to **i**. Is the base word's final **y** preceded by a consonant? Yes, **p** precedes **y**.

Because the answer is "yes," I change the final **y** to **i** and add the suffix.

*[Write the word as you say the letters.]*

**Teacher:** Spell the base word, changing the final **y** to **i**: *h-a-p-p-i*, and then add the suffix: *n-e-s-s*.

*[Complete happiness.]*

**Teacher:** Read the word: *happiness*.

Now, we'll all follow the steps together to spell *carried*. Here's the word in a sentence: *I carried the groceries inside*. Say the word.

**Students:** *carried*

**Teacher:** Say the base word and suffix.

**Students:** *carry, /d/*

**Teacher:** Determine whether the final **y** rule applies. Is the base word's final **y** preceded by a consonant?

**Students:** Yes.

**Teacher:** So change the **y** to **i** and add the suffix.

*[Write the word as you say the letters.]*

**Teacher:** Spell the base word, changing the final **y** to **i**: *c-a-r-r-i*.

When we hear a word that means something is past, and it ends with the /d/ sound, how is /d/ spelled?

**Students:** *ed*

*[Add the suffix to the word to make **carried**.]*

**Teacher:** Then, I read the word: *carried*.

Let's spell another word: *families*. Here's the word in the sentence: *Our families are having dinner together*. Say the word.

**Students:** *families*

**Teacher:** Say the base word and suffix.

**Students:** *family, /z/*

**Teacher:** Apply the final **y** rule. Is the base word's final **y** preceded by a consonant?

**Students:** Yes.

**Teacher:** So, will I change the **y** to **i** and add the suffix?

**Students:** Yes.

**Teacher:** Correct. What suffix says /z/?

**Students:** *s*

**Teacher:** Remember, when you're adding the suffix *s*, you change *y* to *i* and add *es*. Now I will spell the word.

*[Write the word as you say the letters.]*

**Teacher:** *F-a-m-i-l-i-e-s*: Please read the word.

**Students:** *families*

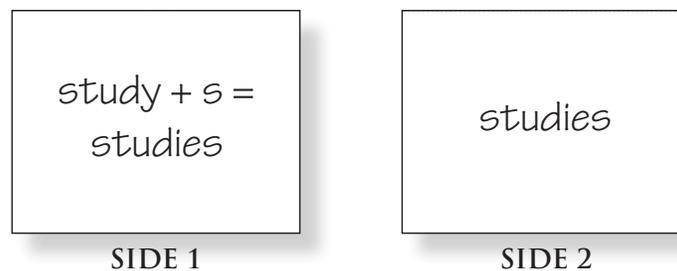
## GUIDED PRACTICE: ACTIVITY 1

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### FLIP CARDS

#### DECODING

Gather the flip cards, which have a base word, suffix, and whole word on Side 1 and only the whole word on Side 2 (see the following graphic). The cards include a variety of learned words with suffixes; most consist of base words with a final *y*. Have students go through the cards, reading Side 1 first, saying only the base word and whole word. After students have read Side 1 of all the cards, they read Side 2.



**Teacher:** We will read cards with two sides. We'll start with Side 1, which gives you practice for when you will read Side 2. Side 1 has the base word, suffix, and whole word laid out like an equation, which is something you have seen before. You will say the base word and the whole word.

*[Show the **copy + er = copier** card.]*

**Teacher:** For example, this card would be read *copy, copier*. Repeat, please.

**Students:** *copy, copier*

**Teacher:** Raise your hand to tell me whether the base word changed...Raymond?

**Raymond:** *Copier* has *i* instead of *y*.

**Teacher:** Very good. The final *y* changed to *i*. Yvonne, can you tell me why it changed?

**Yvonne:** Because *copy* ends with *p-y*.

**Teacher:** Wow, that's impressive knowledge of the final *y* rule. Here is the next card.

*[Show the decay + s = decays card.]*

**Teacher:** On my cue, everyone, say the base word and whole word.

*[Gesture.]*

**Students:** *decay, decays*

**Teacher:** Good reading! Did the base word change, Emma?

**Emma:** No, it stayed the same.

**Teacher:** You're right. Why didn't the final *y* in *decay* change when suffix *s* was added?

**Emma:** Because *decay* has *a-y* at the end. If there's a vowel and then *y*, it doesn't change.

**Teacher:** Correct. When the base word ends with vowel-*y*, the *y* doesn't change. Here's the word in a sentence: *My dentist says I must brush my teeth or they will decay.* What do you think *decay* means?

**Terrence:** I think it means when something rots and gets bad. If you don't brush your teeth, they rot.

**Teacher:** That's right. *Decay* means "to rot or decompose."

Continue reading Side 1 of the cards. When finished, have students read the words on Side 2.

## ADAPTATIONS

- Use a spinner to determine the number of cards each student will read.
- When students are reading Side 2, have them say the base word and whole word.

## GUIDED PRACTICE: ACTIVITY 2

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### PICK A SUFFIX

#### DECODING AND ENCODING

Compile a stack of base word cards, most of them ending in a **y**. Write the following suffixes on the board: **ed, er, est, ness, s, es, ly**. Display one word card at a time. Have students choose a suffix to add to the base word and write the newly formed word on their whiteboards. Then have students read the words. Because students choose which suffix to add, different students will form different words. This is fine, as long as the words are real words.

**Teacher:** I will show you a base word, and you will add one of the suffixes on the board to form a new word. You will need to figure out whether the base word changes when the suffix is added. You might not all choose the same suffix; that's OK, as long as you form a real word. Write your word on your whiteboard. You'll take turns coming to the board to write your word.

I'll demonstrate with the first word.

*[Show hurry.]*

**Teacher:** What is the word?

**Students:** *hurry*

**Teacher:** Now, I choose a suffix to add. Hmm, I think I will add **ed** to form the word **hurried**. Emma, how do I figure out whether the base word changes?

**Emma:** Look at the end of the word. It ends with **r** and then **y**, so you have to change the **y** to **i** before you add the suffix.

**Teacher:** Very nice job. I would like everyone to write **hurried** on their whiteboards. Hold them up when you are done.

*[Students write the word and show their whiteboards.]*

**Teacher:** I see that everyone changed **y** to **i** before adding the suffix. I'm impressed! Say the base word and whole word, everyone.

**Students:** *hurry, hurried*

**Teacher:** Here is the next base word.

*[Show easy.]*

**Teacher:** Choose a suffix to add that will form a real word.

*[Students choose suffixes and write their words on their whiteboards.]*

**Teacher:** This is very interesting because I see two different words that were formed by adding two different suffixes. And each of the words is a real word! Great job. Terrence, please read your word.

**Terrence:** *easier*

**Teacher:** Yvonne, you formed the same word. What suffix did you add?

**Yvonne:** *er*

**Teacher:** Everyone, say the base word and the whole word.

**Students:** *easy, easier*

**Teacher:** Emma, read your word.

**Emma:** *easiest*

**Teacher:** Raymond, what suffix did you and Emma add?

**Raymond:** *est*

**Teacher:** Everyone, say the base word and the whole word.

**Students:** *easy, easiest*

**Teacher:** Raymond, please explain why the base word changed.

**Raymond:** Because *easy* ends with *s-y*, so *y* changed to *i*.

## GUIDED PRACTICE: ACTIVITY 3

### SUFFIX MATH

#### ENCODING

Distribute the worksheet, which depicts forming words as an equation (see the following graphic). Dictate words that follow suffix rules that students have learned, mostly words in which the final *y* changes to *i* when a suffix is added. Have students spell the words by completing an equation for each word.

	Base Word	+	Suffix	=	Whole Word
1		+		=	
2		+		=	

**Teacher:** I'll dictate words for you to spell. For each word, you'll complete an equation on your worksheet by filling in the base word, suffix, and whole word. Identifying the base word and suffix is important because it helps us know which spelling rules to follow.

We'll begin by completing some equations together. The first word is *spied*. Here's the word in a sentence: *I spied on the club so I could learn their secrets*. What's the word?

**Students:** *spied*

**Teacher:** Say the base word and suffix.

**Students:** *spy, /d/*

**Teacher:** Write *spy* on the base word part of the first equation on your worksheet.

*[Students write.]*

**Teacher:** How do you spell *spy*, Terrence?

**Terrence:** *s-p-y*

**Teacher:** Correct. I'll write the equation on the board, so you can follow along.

*[Write **spy** on the board.]*

**Teacher:** What is the suffix?

**Students:** /d/

**Teacher:** How do you spell the suffix /d/?

**Yvonne:** e-d

**Teacher:** That's right. Write that in the suffix column.

*[Students write.]*

**Teacher:** The equation says that the base word plus the suffix equals the whole word. So far, we have **spy** plus **ed**. We must determine whether the final **y** rule will cause the base word to change. Then we can write the whole word. What question do you ask to determine whether the base word changes?

**Yvonne:** Does the base word end with consonant-**y**?

**Teacher:** Does it?

**Yvonne:** Yes, **spy** has **p-y** at the end.

**Teacher:** Because the answer is "yes," what does the final **y** rule say to do?

**Students:** Change the **y** to **i** and then add the suffix.

**Teacher:** Excellent. Please write the whole word on your worksheet.

*[Students write.]*

**Teacher:** Raymond, please say the word and then spell it.

**Raymond:** **spied**, s-p-i-e-d

**Teacher:** Nice job, everyone! The next word is **copies**. Repeat, please.

**Students:** **copies**

**Teacher:** Say the base word and suffix.

**Students:** *copy, /z/*

**Teacher:** Write the base word and suffix on your worksheet.

*[Students write.]*

**Teacher:** Emma, how did you spell the base word?

**Emma:** *c-o-p-y*

*[Write **copy** on the board.]*

**Teacher:** How is the suffix spelled, Raymond?

**Raymond:** *s*

**Teacher:** That is correct. I'm pleased you remembered that even though the suffix says /z/, it is formed by the letter *s*.

*[Write **s** on the board.]*

**Teacher:** What is the extra rule about the suffix *s* when you are applying the final *y* rule?

**Emma:** If you change the *y* to *i*, add *es*.

**Teacher:** Excellent! Now you're ready to spell the whole word. Complete the rest of the equation for *copies*.

*[Students fill in answers.]*

**Teacher:** Yvonne, how did you spell *copies*?

**Yvonne:** *c-o-p-i-e-s*

**Teacher:** Yes! Great job, everyone!

## INDEPENDENT PRACTICE: ACTIVITY 1

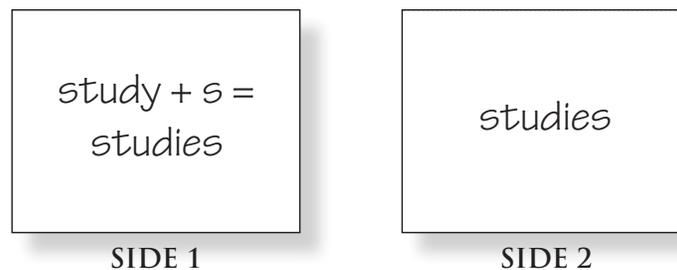
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### PARTNER FLIP CARDS

#### DECODING

Use the same flip cards as in Guided Practice Activity 1 (see the following graphic for an example). Have students work in pairs, and give each student a stack of cards. Have Student A show Side 2 of a card to Student B. Then, have Student B say the base word and whole word. Have Student A use Side 1 to check the accuracy of Student B's answer. Then, reverse the roles and move on to another card.



**Teacher:** This activity uses the flip cards that we used earlier, but this time, you will read only Side 2, which has the whole word on it. Side 1 will be used to check answers. You will work in pairs.

For example, pretend that Emma and Yvonne are a pair. Emma shows Side 2 of a card to Yvonne. Yvonne says the base word and the whole word, even though Side 2 shows only the whole word. Emma checks Yvonne's answer by looking at Side 1. Then, Emma and Yvonne switch roles with the next card.

## INDEPENDENT PRACTICE: ACTIVITY 2

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### POINT AND READ

#### DECODING

Place 15 to 20 word cards faceup on a table. Include a variety of words, so that students apply the final *y* rule as well as discriminate among other rules they have learned about adding suffixes to base words. Point to a word and call on a student to read the word. Use a quick pace. Occasionally question students to assess their understanding.

**Teacher:** When I point to a word and say your name, read the word aloud. Everyone else, read silently. I will go quickly, so pay attention.

*[Point to **earliest**.]*

**Teacher:** Yvonne?

**Yvonne:** *earliest*

*[Point to **enjoyable**.]*

**Teacher:** Terrence?

**Terrence:** *enjoyable*

**Teacher:** Great job. Now let's speed it up!

Continue until all the words have been read.

#### ADAPTATION

- Have students keep the cards they read correctly.
- Turn facedown cards that have been read correctly.

### INDEPENDENT PRACTICE: ACTIVITY 3

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#### WORD WEBS

##### ENCODING

Have students complete word webs (templates are provided on the CD) for base words ending in *y*. Dictate a whole word (e.g., *supplier*). Have students write the base word in the middle bubble (*supply*) and the whole word in one of the outer bubbles. Dictate other words that use the same base word (e.g., *supplies*, *supplied*). Have students write these words in the outer bubbles. Draw a sample web on the board and demonstrate as you give directions.

**Teacher:** You will complete a word web for base words ending in *y*. First, I'll dictate a whole word: *sillier*. Write the base word in the middle bubble.

*[Write **silly** in the middle bubble.]*

**Teacher:** Then write *sillier* in one of the outer bubbles.

*[Demonstrate.]*

**Teacher:** I'll dictate other words with the same base word. Write those words in other outer bubbles. When the web is complete, the middle bubble will show the base word, and the outer bubbles will show words formed when suffixes are added to that base word.

### TIP

Choose base words that form at least two whole words.

### ADAPTATION

Dictate only the base word and have students think of suffixes to add to form whole words.

### MONITOR LEARNING

---

Check whether students accurately identify base words and suffixes.

### GENERALIZATION

---

After students have mastered the final **y** rule, teach this exception to the rule: When the suffix begins with letter *i*, the base word's final **y** does not change.

### TEACHER MODEL

#### DECODING

**Teacher:** When the suffix begins with the letter *i*, the final **y** is not changed to *i*. Let's look at an example.

*[Write **study** on the board.]*

**Teacher:** Read the word, please.

**Students:** *study*

**Teacher:** I want to change it to *studying*. When the suffix begins with *i*, the base word's final **y** doesn't change. Since /ing/ begins with *i*, /ing/ is simply added to the base word.

*[Write **studying**.]*

**Teacher:** If we changed *y* to *i* before adding /ing/...

[Write **studiing**.]

**Teacher:** ...it would create a double vowel and would be confusing.

[Erase **studiing**.]

**Teacher:** *Study, studying*: Please repeat.

**Students:** *study, studying*

[Write **baby** on the board.]

**Teacher:** Terrence, what is this word?

**Terrence:** *baby*

**Teacher:** Let's change it to *babyish*. Here's the word in a sentence: *Sylvia thought the bow in her hair was too babyish.*

Is the final *y* in the base word preceded by a consonant?

**Students:** Yes.

**Teacher:** The suffix begins with *i*, however, so *y* does not change to *i*. I simply add the suffix to *baby*.

[Write **babyish**.]

**Teacher:** *Baby, babyish*: Repeat, please.

**Students:** *baby, babyish*

## TEACHER MODEL

### ENCODING

Model, using the following steps:

1. Say the word.
2. Say the base word and suffix.
3. Determine whether the final **y** rule causes the final **y** of the base word to change to *i*.
4. Spell the word.
5. Check your spelling by reading the word you wrote.

**Teacher:** Listen to the word: *trying*. Say the word.

**Students:** *trying*

**Teacher:** Say the base word and suffix.

**Students:** *try, ing*

**Teacher:** Apply the final **y** rule. Is the base word's final **y** preceded by a consonant?

**Students:** Yes.

**Teacher:** But the suffix /ing/ begins with *i*. So, does the final **y** change to *i*?

**Students:** No.

**Teacher:** Very good! When the suffix begins with *i*, the base word does not change. Just add the suffix: *t-r-y-i-n-g*. Please read the word.

**Students:** *trying*

**LESSON 17 WORD CARDS**

<i>busiest</i>	<i>carries</i>	<i>cloudier</i>
<i>bodies</i>	<i>carrier</i>	<i>cities</i>

First of 6 pages

**FLIP CARDS**

<i>studies</i> study + s =	<i>studies</i>
<i>copier</i> copy + er =	<i>copier</i>

First of 18 pages

**SUFFIX MATH**

	Base Word	+	Suffix	=	Whole Word
1		+		=	
2		+		=	
3		+		=	
4		+		=	
5		+		=	
6		+		=	
7		+		=	
8		+		=	
9		+		=	
10		+		=	
11		+		=	
12		+		=	
13		+		=	
14		+		=	

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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**WORD WEBS**

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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# WORD LISTS



# CONSONANT-VOWEL-CONSONANT WORDS

## SHORT A

bad	cam	fad	hag	lab	mat	pap
bag	can	fan	ham	lad	nab	pat
bam	cap	fat	hat	lag	nag	rag
ban	cat	gab	jab	lap	nap	ram
bat	dab	gag	jag	mad	pad	ran
cab	dad	gap	jam	man	Pam	rap
cad	Dan	had	Jan	map	pan	rat

## SHORT E

bed	get	Ken	Ned	red	vex
beg	hem	led	net	rep	wet
Ben	hen	leg	peg	set	yen
bet	Jen	let	pen	Ted	yes
den	jet	Meg	pep	ten	yet
fed	keg	met	pet	vet	Zen

## SHORT I

bib	fib	hit	kit	pig	rip	tip
bid	fig	jib	lid	pin	Sid	vim
big	fin	jig	lip	pit	sin	wig
bit	fit	Jim	lit	rib	sip	win
did	hid	kid	mid	rid	sit	wit
dig	him	Kim	nip	rig	Tim	zip
dip	hip	kin	nit	rim	tin	zit

*Lists continue on the next page.*

CONSONANT-VOWEL-CONSONANT WORDS (CONT.) 

---

**SHORT O**

bob	cog	fog	hop	log	mom	pot	sob
bog	con	fox	hot	lop	mop	pox	sod
bop	cop	gob	job	lot	nod	rob	sop
box	dog	god	jog	lox	not	rod	Tom
cob	dot	got	jot	mob	pod	Ron	top
cod	fob	hog	lob	mod	pop	rot	tot

**SHORT U**

bud	but	dub	gun	hut	mug	pub	rum	sun
bug	cub	dud	gut	jug	mum	pug	run	sup
bum	cud	dug	hub	jut	nub	pun	rut	tub
bun	cup	fun	hug	lug	nun	rub	sub	tug
bus	cut	gum	hum	mud	nut	rug	sum	tut

# CONSONANT DIGRAPH WORDS

## CH

chap	check	chick	chin	chop	chum	rich	which
chat	chess	chill	chip	chug	much	such	

## CK

back	chuck	hick	lock	pack	sack
beck	deck	hock	luck	peck	shack
buck	dock	jack	mock	pick	shock
check	duck	kick	muck	quick	sick
chick	hack	lack	neck	rack	tuck
chock	heck	lick	nick	rock	wick

## SH

ash	dish	gush	lash	mush	rush	shed	shock	shun
bash	fish	hash	lush	nosh	sash	shell	shod	shut
cash	gash	hush	mash	posh	shack	shin	shop	wish
dash	gosh	josh	mesh	rash	shall	ship	shuck	

## TH

bath	moth	pith	that	then	thin	thud	thus
math	path	than	them	thick	this	thug	

## WH

whack	when	whiff	whip
wham	which	whim	whiz



# CONSONANT BLEND WORDS

## FINAL BLENDS

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### CT

act      duct      fact

### FT

craft	draft	heft	oft	shaft	soft	thrift
daft	drift	left	raft	shift	swift	tuft
deft	gift	loft	rft	sift	theft	waft

### LD

held      meld      weld

### LF

elf      golf      gulf      self      with

### LT

belt	dwelt	jilt	lilt	pelt	silt	tilt
cult	felt	kilt	melt	quilt	stilt	wilt

### MP

amp	chimp	clomp	damp	lamp	pump	shrimp	stomp
blimp	chomp	clump	dump	limp	ramp	skimp	stump
bump	chump	cramp	grump	lump	scamp	slump	thump
camp	clamp	crimp	jump	plump	scrimp	stamp	

*Lists continue on the next page.*

**CONSONANT BLEND WORDS: FINAL BLENDS (CONT.)**


---

**ND**

and	blend	end	gland	mend	spend	trend
band	blond	fend	grand	pond	stand	
bend	bond	fond	hand	sand	strand	
bland	brand	fund	lend	send	tend	

**NT**

ant	chant	glint	hunt	pent	rant	sent	sprint	tent
bent	dent	grant	lent	plant	rent	slant	squint	tint
blunt	flint	grunt	mint	print	runt	spent	stint	vent
brunt	font	hint	pant	punt	scant	splint	stunt	went

**PT**

apt	kept	rapt	sculpt	swept	wept
crept	opt	script	slept	tempt	

**SK**

ask	brisk	desk	dusk	frisk	risk	tusk
bask	cask	disk	flask	mask	task	whisk

**ST**

best	chest	fast	jest	lost	nest	rest	twist	zest
blast	crest	fist	just	mast	past	rust	vast	
bust	crust	frost	last	mist	pest	test	vest	
cast	dust	gust	list	must	quest	trust	west	

## INITIAL BLENDS

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### BL

blab	bland	blend	bliss	block	blunt
black	blast	blip	blob	blot	blush

### BR

brag	brand	brat	brim	broth
bran	brass	brick	brisk	brush

### DR

drab	drag	dreg	drift	drip	drug	drunk
draft	drat	dress	drill	drop	drum	

### FL

flab	flap	fleck	flex	flip	flog	floss	flunk
flag	flat	flesh	flick	flock	flop	flung	flush

### FR

frat	fret	frock	frost
fresh	frisk	frog	froth

### GL

gland	glen	glob	glum
glass	glint	gloss	

### GR

gram	grant	grasp	grill	grin	grip	gruff
grand	graph	grass	grim	grind	grub	grunt

*Lists continue on the next page.*

**CONSONANT BLEND WORDS: INITIAL BLENDS (CONT.)**


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**PL**

plan	plop	pluck	plum	plunk	plush
plod	plot	plug	plump	plus	

**PR**

press	prim	print	prop
-------	------	-------	------

**SC**

scab	scalp	scat	scoff
------	-------	------	-------

**SCR**

scrap	scrimp	script	scrub	scruff	scrunch
-------	--------	--------	-------	--------	---------

**SK**

sketch	skill	skimp	skip	skull
skid	skim	skin	skulk	skunk

**SL**

slab	slant	slat	slid	slit	slot	slump	slush
slack	slap	sled	slim	slop	slug	slung	
slam	slash	slept	slip	slosh	slum	slunk	

**SM**

smack	smash	smell	smock	smog	smug
-------	-------	-------	-------	------	------

**SN**

snack	snap	snip	snob	snug
snag	sniff	snitch	snub	

CONSONANT BLEND WORDS: INITIAL BLENDS (CONT.) 

---

**SP**

spam	spat	spell	spill	spit	spud
span	speck	spend	spin	spot	

**SPL**

splash	splat	split			
--------	-------	-------	--	--	--

**SPR**

sprig	spring	sprint			
-------	--------	--------	--	--	--

**STR**

strand	stretch	strip	struck		
strap	strict	strong	strum		

**SW**

swam	swift	swim	switch		
swell	swig	swish	swum		

**TR**

track	trap	trend	trill	trip	truck
tram	trash	trick	trim	trot	trust



# R-CONTROLLED WORDS

## AR

arch	bark	charm	farm	lard	park	sharp	start
ark	barn	chart	hard	march	part	smart	tar
arm	car	dark	harm	mark	scar	spark	tart
art	card	dart	harp	marsh	scarf	star	yard
bar	cart	far	jar	mart	shark	starch	yarn

## ER

clerk	germ	herd	perch	stern	verb
fern	her	jerk	perk	term	

## IR

bird	dirt	first	quirk	skirt	stir	thirst
birth	fir	flirt	shirt	squirm	swirl	twirl
chirp	firm	girl	sir	squirt	third	whirl

## OR

born	dorm	horn	or	port	sort	sworn	wore
cord	for	lord	porch	scorch	sport	thorn	worn
cork	fork	nor	pore	scorn	stork	torch	
corn	form	north	pork	short	storm	ton	

## UR

blur	burst	churn	curl	hurt	surf
burn	church	curb	fur	spur	turn



# VOWEL-CONSONANT-E WORDS

ape	dare	gripe	mine	rope	state
bake	date	grope	mole	rude	Steve
bite	Dave	hare	mope	rule	stole
blade	dime	hate	mule	safe	stone
blame	dine	haze	mute	sale	stride
blaze	dive	hide	name	save	strike
bone	dose	hire	nine	scale	strive
brake	doze	hole	note	scare	swipe
brave	drape	home	pane	scrape	take
bribe	drive	hone	Pete	scribe	tape
bride	duke	hope	pike	shake	theme
broke	dune	hose	pile	shame	these
brute	fade	jade	plane	shape	those
cake	fake	Jake	plate	share	throne
came	fare	James	poke	shave	tide
cane	fate	Jane	pole	shine	time
cape	file	joke	pride	skate	tone
care	fire	June	prime	slate	trade
case	five	Kate	prize	slave	tribe
cave	flake	kite	probe	slide	tube
chase	flame	lake	prone	slime	tune
chime	flute	lame	prune	slope	vane
choke	frame	lane	pure	smile	vase
chose	gale	late	quake	snake	vote
close	game	life	quite	snide	wave
code	glare	like	quote	snipe	whale
cone	glaze	lime	rake	spade	while
cove	glide	line	rare	spare	whine
crane	globe	lobe	rate	spike	white
crave	grade	lone	rave	spine	
craze	grape	mate	ride	spoke	
crime	grave	maze	ripe	stake	
cube	graze	Mike	rise	stale	
cure	grime	mile	robe	stare	



# CLOSED-SYLLABLE AND VOWEL-CONSONANT-E PAIRS

bar	bare	pin	pine
bit	bite	plan	plane
can	cane	prim	prime
cap	cape	quit	quite
cod	code	rat	rate
crud	crude	rid	ride
cub	cube	rip	ripe
cut	cute	rob	robe
dim	dime	rod	rode
fad	fade	Sam	same
fat	fate	scar	scare
fin	fine	scrap	scrape
gap	gape	shin	shine
glad	glade	sit	site
glob	globe	slat	slate
grim	grime	slid	slide
grip	gripe	slim	slime
hat	hate	slop	slope
hid	hide	snip	snipe
hop	hope	spar	spare
kit	kite	spin	spine
lob	lobe	star	stare
mad	made	strip	stripe
man	mane	tap	tape
mat	mate	Tim	time
mop	mope	tot	tote
not	note	twin	twine
pal	pale	us	use
pan	pane	van	vane

Adapted from Henry, M. K. (1990). *Words: Integrated decoding and spelling instruction based on word origin and word structure*. Austin, TX: Pro-Ed.



# LETTER-COMBINATION WORDS

## LONG A

---

### AI

aid	chain	faith	maid	pail	rail	strain	waist
aim	claim	frail	mail	pain	rain	tail	wait
bait	drain	grain	main	paint	sail	trail	saint
braid	fail	jail	nail	plain	Spain	train	snail
brain	faint	laid	paid	raid	stain	vain	

### AY

bay	gay	jay	pay	ray	stay	tray
clay	gray	lay	play	say	stray	way
day	hay	may	pray	spray	sway	

## LONG E

---

### EA

beach	cheat	eat	lead	mean	reach	sheaf	teach
bead	clean	feast	leaf	meat	read	sneak	team
beak	cream	flea	leak	neat	real	speak	treat
beam	deal	gleam	lean	pea	scream	steak	weak
bean	dear	heal	leap	peach	sea	steal	wheat
beat	dream	heap	leash	peak	seal	steam	yeast
bleach	each	heat	least	plead	seam	stream	zeal
bleak	east	jeans	meal	pleat	seat	tea	

*Lists continue on the next page.*

LETTER COMBINATION WORDS (CONT.) 

---

**EE**

bee	deer	greet	peep	seen	street	weep	week
beech	fee	heed	queen	seep	sweep	wheel	weep
beep	feed	jeep	reef	sheep	sweet	sweep	wheel
beet	feel	keep	screech	sheet	teen	sweet	
cheek	feet	knee	screen	sleep	teeth	teen	
cheep	flee	meet	see	sleet	three	teeth	
creep	free	need	seed	speech	tree	three	
deed	greed	peek	seek	steel	weed	tree	
deep	green	peel	seem	steep	week	weed	

**LONG I** 

---

---

**IE**

die	lie	pie	tie	vie
-----	-----	-----	-----	-----

**IGH**

blight	flight	light	night	sigh	thigh
bright	fright	might	plight	sight	tight
fight	high	nigh	right	slight	

**LONG O** 

---

---

**OA**

boat	coast	foam	Joan	moat	road	soap	whoa
cloak	coat	goal	load	oak	roam	throat	
coach	croak	goat	loan	oats	roast	toad	
coal	float	groan	moan	roach	soak	toast	

**OE**

doe	floe	foe	hoe	Joe	toe
-----	------	-----	-----	-----	-----

LETTER COMBINATION WORDS (CONT.) 

---

**OW**

blow	crow	flown	grow	growth	mown	row	snow	thrown
blown	flow	glow	grown	low	own	show	stow	tow

**LONG U** 

---

---

**EW**

blew	crew	Drew	grew	new	strewn	yew
brew	dew	few	hew	pew	threw	
chew	drew	flew	mew	stew	whew	

**OO**

bloom	broom	gloom	loot	proof	scoot	too
boo	coo	goof	moo	roof	shoot	tool
boom	cool	groom	mood	room	smooth	tooth
boost	coop	hoot	moon	roost	snoop	woo
boot	food	loom	noon	root	spoon	zoo
brood	fool	loop	pool	scoop	stool	zoom

**UE**

blue	cue	flue	hue	sue	true
clue	due	glue	slue	Sue	

**UI**

fruit	suit
-------	------

**/OI/** 

---

---

**OI**

boil	coil	foil	join	moist	point	spoil	void
broil	coin	hoist	joint	oil	soil	toil	

*Lists continue on the next page.*

## LETTER COMBINATION WORDS (CONT.)

**OY**

boy	joy	Roy	toy
coy	ploy	soy	Troy

**/OU/****OU**

bound	crouch	hound	ouch	proud	snout	stout
cloud	foul	loud	out	round	sound	trout
clout	found	mound	pouch	scout	south	vouch
couch	grouch	mount	pound	shout	spout	wound
count	ground	mouth	pout	slouch	sprout	

**OW**

bow	brown	cow	frown	town
brow	clown	down	owl	

**/Ô/****AU**

fault	gaunt	haunt	launch	taunt	vault
fraud	haul	jaunt	Paul	taut	

**AW**

awl	caw	draw	hawk	paw	sprawl	thaw
bawl	claw	drawn	jaw	raw	squaw	yawn
brawl	crawl	fawn	law	saw	squawk	
brawn	dawn	flaw	lawn	shawl	straw	

# OPEN-SYLLABLE WORDS

## REAL WORDS

be	flu	he	me	pry	sly	why
by	fly	hi	my	she	so	
cry	fry	ho	no	shy	try	
dry	go	lo	pi	sky	we	

## WORDS THAT ARE NOT REAL

ba	de	li	na	ra	si	tro
co	di	ma	po	re	ta	
cu	la	mu	pro	ro	tri	



# CONTRACTIONS

## 'D (HAD OR WOULD)

he'd	she'd	they'd	who'd
I'd	there'd	we'd	you'd

## 'LL (WILL)

he'll	it'll	that'll	they'll	we'll	who'll
I'll	she'll	there'll	this'll	what'll	you'll

## 'M (AM)

I'm

## N'T (NOT)

aren't	didn't	hadn't	isn't	weren't
can't	doesn't	hasn't	shouldn't	won't
couldn't	don't	haven't	wasn't	wouldn't

## 'RE (ARE)

they're	we're	who're	you're
---------	-------	--------	--------

## 'S (HAS OR IS)

he's	how's	she's	there's	where's
here's	it's	that's	what's	who's

## 'VE (HAVE)

could've	should've	they've	would've
I've	there've	we've	you've



# COMPOUND WORDS

backbone	fireproof	notebook	southwest
background	flagpole	nowhere	starfish
baseball	football	outburst	steamboat
bathrobe	footnote	outfit	suntan
bathtub	footprint	outlaw	teammate
bedroom	grapefruit	pancake	textbook
beehive	grownup	payoff	toenail
birthday	hairbrush	playground	toothbrush
blacksmith	handshake	playpen	toothpick
bookcase	haystack	popcorn	tryout
bookmark	highway	railroad	tugboat
butterfly	homeroom	rainbow	update
campfire	homesick	raindrop	uproot
catfish	income	rawhide	upset
catnip	indoor	redwood	waterproof
classmate	kickoff	roadside	weekend
classroom	landfill	rundown	windmill
cookbook	landslide	runway	windstorm
cornmeal	lifeboat	scarecrow	without
courtyard	lifetime	seafood	
cowboy	lookout	seagull	
doorbell	mailbox	seaport	
doorway	network	seaside	
driftwood	newscast	seaweed	
driveway	newsprint	showoff	
earring	northeast	snowplow	
fireman	northwest	southeast	



# UNCHANGING BASE WORDS WITH AFFIXES

## PREFIXES

---

de dis mid mis non pre re un

### WORD LIST

debug	dismiss	mislead	pregame	repay	unglue
declaw	disown	misprint	preheat	reprint	unhurt
deform	distrust	misspell	prepay	request	unlike
defrost	midday	mistreat	preteen	restore	unload
deplane	midnight	mistrust	pretest	retire	unlock
derail	midsized	nonfat	prevent	return	unmade
dethrone	midterm	nonslip	prewash	revise	unpack
disarm	midway	nonstick	rebound	uncap	unplug
discard	miscount	nonstop	reclaim	unchain	unreal
disclose	misdeed	precook	reheat	unclean	unsafe
dislike	misfit	predate	renew	unfit	untie

## SUFFIXES

---

er est ful ing less ly ment ness s, es y

### WORD LIST

armful	blocks	careful	cheerful	coolest	dirty
badly	bloody	careless	chilly	costly	dishes
benches	boxes	catcher	classes	cupful	dreamer
blameless	bravely	catches	cleanest	darkest	drilling
blocker	brushing	catching	closeness	darkness	eating
blocking	bumpy	chains	cloudy	deadly	ending

*List continues on the next page.*

### UNCHANGING BASE WORDS WITH AFFIXES: SUFFIXES (CONT.)

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endless	heating	longest	pavement	renting	stormy
farmer	helping	louder	payment	rusty	streets
fearful	helpless	loudly	picky	sadly	teacher
fewer	homeless	lucky	plants	safely	teaches
firmness	hopeless	meaner	player	sandy	tests
glasses	illness	messy	playful	shifting	thickest
globes	jerky	newest	pointless	sickly	thirsty
gloomy	jobs	nightly	pointy	sickness	timeless
goodness	joyful	notes	proudly	skillful	trains
hairy	jumper	oily	pushy	sleepless	treatment
handful	jumping	painless	quickly	softest	tricky
harder	lawful	painter	rainy	speaking	twisting
harmful	lawless	painting	reaches	speedy	useful
harmless	leader	paints	reader	statement	useless
heater	leaky	passes	really	stillness	waiting

### MULTIPLE AFFIXES

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carelessly	distasteful	homelessness	mistrustful	skillfully	usefulness
cheerfully	endlessly	lawfully	refreshing	unlikely	willingly
defrosting	helpfulness	misleading	repayment	unsafely	

# UNCHANGING BASE WORDS WITH AN ED SUFFIX

## /ED/

acted	ended	mistrusted	sandblasted	unloaded
bounded	handed	needed	treated	untwisted
defrosted	lifted	outlasted	trusted	waited
departed	melted	rented	twisted	

## /T/

asked	crushed	jerked	picked	stamped
bumped	fished	jumped	reached	
cracked	handcuffed	mixed	refreshed	

## /D/

aimed	cleaned	joined	showed	unclaimed
belonged	drilled	rained	spelled	yelled
cheered	filled	returned	trained	
claimed	filmed	screamed	turned	



# MULTISYLLABIC WORDS

absent	demonstrate	habitat	mistake	prevent	sixty
activate	different	holiday	moment	problem	solo
Atlantic	discount	hotel	monster	profile	stampede
before	disrupt	humid	multiply	profit	subtract
beside	educate	hundred	music	prohibit	thirteen
bronco	elbow	include	navigate	provide	tornado
children	equipment	infant	number	regret	transit
chimney	escape	insist	obtain	regulate	transmit
compound	estimate	inspect	open	remain	trapper
confuse	excuse	interest	paper	rerun	tripod
consist	expand	invade	pilgrim	respect	tulip
contest	explain	invent	planet	retreat	underneath
cumulus	extreme	itself	plastic	reveal	unite
debate	factory	kidnap	polite	robot	valentine
decay	feline	legal	popular	segment	valley
demand	forgot	locate	prepare	sister	volunteer



# CONSONANT-LE WORDS

angle	chuckle	jungle	purple	struggle
apple	cradle	little	puzzle	stumble
battle	crumble	mantle	resemble	tackle
bottle	disable	maple	rifle	temple
bridle	eagle	marble	saddle	title
bubble	enable	middle	sample	triple
buckle	fiddle	muzzle	sensible	uncle
bugle	fumble	needle	settle	unstable
cable	humble	noble	single	vehicle
candle	hurdle	paddle	stable	ventricle
cattle	idle	pebble	steeple	whistle



# SOFT C AND SOFT G WORDS

## SOFT C

accident	Cindy	cyclone	lace	race	spice
advice	citizen	deficit	mice	recent	trace
cancel	city	emancipate	nice	recite	truce
cell	civil	embrace	pencil	replace	twice
census	civilize	face	place	rice	
cent	concentrate	fancy	price	sincere	
centipede	concept	ice	priceless	slice	
cinch	cycle	incident	principal	space	

## SOFT G

age	engage	genetic	gist	legislate	stage
agency	enrage	gentle	gym	longitude	stingy
agent	forge	gentleman	huge	magic	suggest
cage	gel	germ	indulgent	merge	surge
charge	gem	gigantic	large	rampage	wage
digest	gene	ginger	legend	singe	



# BASE WORDS THAT CHANGE WITH A SUFFIX: WORDS THAT END IN SILENT E OR CVC

## CVC

admitted	equipped	gloomy	referring	slipper
beginner	expelled	gripped	regrettable	swimmer
bragged	floppy	hottest	sadder	transferring
buggy	forbidden	permitting	saddest	transmitted
committed	forgettable	propeller	shopping	tripped
drummer	forgotten	quitter	shutting	

## SILENT E

arriving	cutest	escaped	lazy	quoted	smoky
baker	debated	grazed	likable	rattler	struggled
blamed	declared	ignored	mistaken	revoked	timed
bravest	deleting	largest	placed	safer	traded
completed	eraser	latest	provider	settler	



# BASE WORDS THAT CHANGE WITH A SUFFIX: WORDS WITH Y THAT CHANGES TO I

bodies	fireflies	nosiness
busiest	greediness	pennies
carrier	happily	penniless
carries	happiness	pitiful
cities	hurried	rallies
cloudier	icier	reliable
countries	ladies	replied
dirtier	luckiest	stormiest
dressier	magnified	sunnier
earlier	married	supplies
easily	merciful	treaties
emptied	nastier	
families	noisier	



# ACADEMIC WORD LISTS



# FOURTH-GRADE ACADEMIC WORDS

## FOURTH-GRADE SOCIAL STUDIES

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abolition	basin	capital	colony
adapt	Battle of the Alamo	capital resources	Columbian exchange
adobe	Battle of Boyaca	cardinal directions	command economy
aerospace	Battle of San Jacinto	cash crop	commemorate
agribusiness	bay	cattle drive	commercial farming
agriculture	belt	cause	communication
alliance	bilingual	cavalry	commuter
Allies	bill	CD-ROM	compass rose
ally	Black Codes	census	Compromise of 1850
amendment	blizzard	Central Powers	conclusion
American Revolution	blockade	century	Confederacy
ancestor	boom town	checks and balances	conflict
Anglo-Americans	border	circle graph	congress
annexation	boundary	citizen	conqueror
archaeology	boycott	city council	conquistador
arid	branch	city manager	consequence
artifact	brand	civil rights	conservation
assembly line	brazilwood	Civil War	constitution
atmosphere	budget	civilization	consumer
Axis Powers	butte	climate	continent
band	canal	coast	convention
barbed wire	candidate	coastal plain	cost of living
barter	cape	cold front	county

## FOURTH-GRADE SOCIAL STUDIES (CONT.)

cradleboard	empresario	goods	international law
crop rotation	encyclopedia	government	international trade
crops	enslaved	governor	Internet
crude oil	entrepreneur	Grange	interstate highway
culture	environment	graph	invention
dam	equator	Great Depression	investor
Davis Guards	erosion	guide word	irrigation
debt	ethnic group	gusher	isthmus
decade	evaluate	habitat	jazz
decision	evaporation	hemisphere	judicial branch
degrees	executive branch	heritage	jury
delegate	expedition	high-tech industry	kerosene
delta	explore	historical map	landform
demand	export	history	landform maps
democracy	extinct	homestead	large-scale map
democratic republic	fact	Hood's Texas Brigade	latitude
dictator	factors of production	hub	legend
dictionary	factory	humid	legislative branch
distribution map	fault	hunters and gatherers	levee
drip irrigation	fertile	hurricane	liberty
dugout	flow resources	hydroelectric power	line graph
ecology	food processing	Ice Age	livestock
economy	forecast	immigration	locator
ecosystem	fossil fuel	import	lock
editorial	frame of reference	index	longhorn
effect	free-enterprise system	industrialization	longitude
elect	Freedmen's Bureau	industry	Louisiana Purchase
election	frontier	inference	lowland
elevated train	generalization	interdependent	lumber
elevation	geography	interior	manifest destiny
Emancipation Proclamation	glacier	intermediate directions	manufacturing
empire	globe	international	map
	Goliad Massacre		map key

## FOURTH-GRADE SOCIAL STUDIES (CONT.)

map scale	parallel	raw materials	skilled worker
map symbol	peninsula	Reconstruction	skyscraper
maquiladoras	petrochemical	recreation	slavery
marsh	physical features	reference source	small-scale map
mayor	physical maps	refinery	sod
meridian	pilgrim	reform	special district
mesa	pioneer	region	specialize
mesquite	plain	relative location	stampede
mestizo	Plan of Iguala	religion	states' rights
metropolitan area	plantation	renewable	stock
Mexican War	point of view	report	subsistence farming
mineral	political	representative	suburb
mining	political map	republic	subway
mission	political party	research	suffrage
missionary	pollution	reservation	summary
monarchy	population	reservoir	Sun Belt
municipal government	port	resolution	supply
mural	prairie	river basin	tax
NAFTA	prairie dog	road map	technology
natural resource	precipitation	Roaring Twenties	teepee
New Deal	prehistory	Runaway Scrape	Tejano
nomadic	presidio	rural	temperate
nonrenewable	primary source	scale	temperature
nonrenewable resources	prime meridian	scarcity	term
Norteño	producer	seasonal	Terry's Texas Rangers
nutrients	product	secede	Texas Declaration of Independence
ocean	professional	secondary source	Texas Railroad Commission
The Old Three Hundred	profit	seeds of change	Texas Rangers
Olympic Games	prosperity	segregation	Texas Revolution
opinion	pueblo	senator	textile
opportunity cost	Pulitzer Prize	service	
	ragtime	service industry	
	ranch	sharecropper	

**FOURTH-GRADE SOCIAL STUDIES (CONT.)**

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time line                      World War II  
tornado                        World Wide Web  
tourist  
trade  
transportation  
transportation map  
treaty  
Treaty of Guadalupe  
Hidalgo  
Treaty of Medicine  
Lodge Creek  
Treaty of Velasco  
tributary  
tribute  
trotline  
tundra  
Union  
U.S. Congress  
U.S. Supreme Court  
urban  
vegetation  
vegetation map  
veto  
volunteer  
wages  
wagon train  
weather  
weathering  
wilderness  
World War I

## FOURTH-GRADE MATHEMATICS

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absolute value	coordinates	factor	metric system
acute angle	cubic units	foot	milliliter
addend	cup	fraction	minuend
addition	customary	frequency table	mixed number
angle	data	function	mode
approximation	decimal	gallon	multiple
area	decimal equivalent	gram	multiplicand
array	decimal point	graph	multiplier
associative property of addition	degree	grid	multiply
associative property of multiplication	denominator	grid intersection	negative integer
average	deposit	hundredth	net
bar graph	diameter	hypotenuse	number line
base	difference	improper fraction	numerator
benchmark	digit	inch	obtuse angle
bilateral symmetry	distributive property of multiplication	inequality	ordered pair
capacity	dividend	inference	origin
celsius	divisible	integer	ounce
centi-	divisor	inverse	outcome
centimeter	double bar graph	is greater than	parallel
commutative property of addition	doubles	is less than	parentheses
commutative property of multiplication	elapsed time	isosceles	partial product
compatible numbers	equation	kilo-	pattern
composite	equivalent	kilogram	percent
composite number	equivalent fractions	length	perimeter
congruent	estimate	line of symmetry	perimeter area
conversion	estimation	linear function	perpendicular
convert	expanded form	liter	pint
coordinate plane	exponent	mass	place value
	expression	mean	plane
	face	median	plane figure
	fact family	meter	point
		method	polygon

FOURTH-GRADE MATHEMATICS (CONT.)

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polyhedron	tally chart
positive integer	tenth
power	ton
precision	transformation
prime number	translation
probability	tree diagram
product	unit cost
Pythagorean theorem	vertex
quadrilateral	volume
quart	weight
quotient	withdraw
radius	
range	
rational number	
ray	
reflection	
regroup	
regular polygon	
remainder	
right angle	
rotation	
round	
rounding	
scale	
sequence	
similar	
solid figure	
solve	
square units	
standard form	
subtrahend	
sum	
survey	

## FOURTH-GRADE SCIENCE

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adaptation	conductors	food chain	lava
adult	conservation	food web	leaf
air mass	constant	force	learned behavior
air pressure	constellation	fossil	lever
artery	consumer	fossil fuel	life cycle
atmosphere	convection	friction	life process
atom	core	front	life span
axis	crust	galaxy	light
behavior	data	gas giants	lunar eclipse
biodegradable	decay	generator	magma
blood	decomposer	germinate	magnet
buoyant	density	gravity	magnetic field
camouflage	deposition	greenhouse effect	magnetic poles
capacity	digestive system	habitat	mantle
capillary	dissolve	heart	map
carnivore	ecosystem	heat	mass
cell	egg	herbivore	matter
chemical change	electric cell	hibernate	measure
chemical property	electric charges	humus	metamorphic rock
chemical reaction	electric circuit	hypothesize	metamorphosis
chlorophyll	electric current	igneous rock	metric system
circulatory system	electromagnet	inclined plane	microorganism
classify	embryo	infer	migrate
climate	environment	inherit	mimicry
collaborate	era	inherited behavior	mineral
communicate	erosion	instinct	mixture
community	esophagus	insulators	model
compare	evaporation	internal stimulus	molecule
components	experiment	investigate	motion
conclusion	external stimulus	kinetic energy	motor
condensation	extinct	large intestine	muscular system
conduction	flow	larva	natural resource

## FOURTH-GRADE SCIENCE (CONT.)

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niche	radiation	speed
nonrenewable	rainforest	star
resource	reactant	states of matter
nymph	recycling	static electricity
observe	reflection	stem
omnivore	refraction	stimulus
orbit	reliability	stomach
organ	renewable resource	symmetry
organ system	reproduce	table
organic matter	reproduction	temperate climate
organism	research	temperate zone
paleontologist	respiratory system	temperature
parallel circuit	response	theory
phases of the Moon	revolution	thermal energy
photosynthesis	rock	tissue
physical change	rock cycle	topsoil
physical property	root	trait
planet	rotation	translation
polar climate	scavenger	tropical climate
pollinator	sediment	universe
pollutant	sedimentary rock	vein
pollution	seed	velocity
population	seed dispersal	vibration
position	sequence	volume
potential energy	series circuit	water cycle
prairie	simple machine	weather
precipitation	skeletal system	weathering
predator	small intestine	wedge
predict	soil	weight
prey	solar system	wheel and axle
producer	solution	wind
product	sound	
pulley	species	

# FIFTH-GRADE ACADEMIC WORDS

## FIFTH-GRADE SOCIAL STUDIES

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abolitionist	barbed wire	carpetbaggers	commander
absolute location	barrier	cash crop	communism
accord	barter	casualties	compact
agriculture	battle	cause	compass rose
alliance	battle map	cease-fire	competition
ally	benefit	century	compromise
amendments	Bill of Rights	ceremony	concentration camp
annexation	Black Codes	cession	Confederacy
antifederalist	boomtown	charter	confederation
apprentice	border state	checks and balances	conflict
armada	boycott	circle graph	congress
armistice	budget	circumnavigate	conquistador
arms race	Cabinet	citizen	conservation
artisan	camp	civil rights	constitution
assassination	campaign	Civil War	consumer
assembly line	canal	civilian	convert
assimilate	cape	civilization	corporation
astrolabe	capital	claim	corps
atomic bomb	capital resources	clan	correspondence
baby boom	capitalism	climate	cost
backcountry	caravan	coalition	credit
banish	caravel	colonization	data
bar graph	cardinal directions	colony	debtor

## FIFTH-GRADE SOCIAL STUDIES (CONT.)

decade	ethnic	home front	Jim Crow
declaration	ethnic group	homestead	judicial branch
deficit	executive branch	human resources	kingdom
delegate	Exoduster	immigrant	labor union
demand	expedition	immigration	laborer
democracy	export	impeach	landform
demonstration	extinct	imperialism	legislative branch
depression	fact	import	legislature
deregulation	fall line	impressment	liberty
desegregation	famine	inauguration	line graph
desert	federal	indentured servant	lodge
dictator	federalism	independence	longhouse
discoveries	flatboat	indigo	loyalist
discrimination	foreign policy	individualism	manifest destiny
dissenter	forty-niner	Industrial Revolution	manufacturer
diversity	free enterprise	industry	map legend
division of labor	free market economy	inflation	map scale
draft	free state	injustice	maquiladora
drought	free-trade agreement	inset map	mass production
economic depression	freedmen	interchangeable parts	massacre
economy	Freedmen's Bureau	interdependent	mechanization
ecosystem	front	interest	mercenary
effect	frontier	intermediate	merchant
Electoral College	fugitive	directions	meridian
emancipation	geography	International Date Line	Middle Passage
Emancipation Proclamation	glacier	Internet	migrant worker
empire	gold rush	internment camp	migration
entrepreneur	Great Compromise	interpreter	militia
environment	growing season	invasion	millennium
epidemic	habitat	invest	mineral
equator	hacienda	irrigation	minutemen
erosion	heritage	isolationism	mission
	high-tech	isthmus	missionary

## FIFTH-GRADE SOCIAL STUDIES (CONT.)

monopoly	plantation system	refugee	smuggling
motto	plateau	region	sodbusters
muckraker	point of view	register	source
multicultural	political map	Renaissance	space race
NAFTA	political party	renewable resource	specialization
nationalism	pollution	repeal	spiritual
natural resources	popular vote	representative	staple
naturalization	population	republic	states' rights
navigation	population map	research	stock
neutral	potlatch	reservation	stock market
New Jersey Plan	preamble	resign	stockyard
nomad	precipitation	responsibility	strategy
nonrenewable resource	prejudice	retreat	strike
nonviolent protest	presidio	revolt	suffrage
Northwest Passage	primary source	revolution	summary
nullification	prime meridian	rights	supply
olive branch	proclamation	ruling	surplus
opinion	productivity	scalawag	surrender
opportunity cost	profit	scarcity	tariff
ordinance	progressives	secession	tax
outline	proprietor	secondary source	technology
overseer	prosperity	sectionalism	telegraph
parallel	protest	segregation	temperance
parallel timelines	province	self-government	tenement
patriot	pueblo	settlement	territory
persecution	quarter	settlement house	terrorism
petition	railhead	sharecropping	textile
philanthropist	rapid transit	Silk Road	tidewater
physical map	ratify	skyscraper	time zone
pilgrim	rebellion	slave state	timeline
pioneer	Reconstruction	slave trade	tolerance
plantation	reform	slavery	
	refuge	slum	

FIFTH-GRADE SOCIAL STUDIES (CONT.)

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total war

town meeting

trade

trade union

traitor

transcontinental

transcontinental  
railroad

travois

treason

treaty

trench warfare

trial by jury

unalienable rights

unconstitutional

Underground Railroad

unemployment

Union

veteran

veto

victory

Virginia Plan

volunteer

wagon train

wampum

war bonds

world war

## FIFTH-GRADE MATHEMATICS

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absolute zero	coordinate	factor	linear equation
addend	coordinate grid	factor tree	liter
algorithm	corresponding	Fahrenheit	map scale
angle	counterclockwise	favorable outcome	mass
approximation	cup	fluid ounce	mean
area	customary system	foot	median
associative law	customary units	formula	meter
average	cylinder	fraction	metric system
axis	data	frequency table	mile
bar graph	decimal	function	mixed number
base	defining the variable	function machine	mode
billions	degree	function table	multiple
capacity	denominator	gallon	multiplicand
Celsius	diameter	generalization	multiplier
centimeter	difference	gram	negative
certain	discount	graph	net
circle graph	distributive law	greatest common factor (GCF)	numerator
clockwise	dividend	hundredths	ordered pair
clustering	divisor	identity function	ounce
common	edge	impossible	outcome
denominator	elapsed time	improper fraction	parallel lines
common factor	equally likely	integer	parallelogram
commutative law	equation	inverse operation	partial product
compatible numbers	equilateral triangle	isosceles triangle	pattern
compensation	equivalent fraction	iterated	percent
composite	estimate	kilometer	perimeter
composite number	evaluate	kilogram	period
concave	expanded form	like denominators	perpendicular
cone	experiment	line	pictograph
congruent	exponent	line graph	picture graph
constant	expression	line plot	place value
convex	face		point

## FIFTH-GRADE MATHEMATICS (CONT.)

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polygon	straight angle
polyhedron	sum
pound	surface area
prime factorization	tenth
prime number	thousandth
prism	three-dimensional
probability	figure
product	ton
quadrant	transformation
quadrilateral	translate
quotient	tree diagram
range	triangle
rate	value
ratio	variable
rational number	vertex
rectangular prism	volume
reflect	weight
regroup	whole number
relationship	x-coordinate
remainder	y-coordinate
rhombus	
right angle	
rotate	
rotational symmetry	
round	
scale	
scalene triangle	
sector	
similar	
simplest form	
solution	
standard form	
standard notation	

## FIFTH-GRADE SCIENCE

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acceleration	compare	electromagnet	hybrid
acquired trait	components	electron	hypothesize
adaptation	compound	element	infer
air mass	conclusion	endangered species	inner planets
angiosperms	condensation	energy	insulator
asexual reproduction	conduction	epicenter	invertebrate
asteroid	conductivity	erosion	investigate
atmosphere	conductor	evaluation	kinetic energy
atom	conservation	experiment	kingdom
autumnal equinox	constructive force	extinction	landform
axis	consumer	fault	life cycle
biome	contour lines	fault-block mountains	light-year
boiling point	convection	flagellum	liquid
carbon cycle	core	focus	lithosphere
cell	crust	fold mountains	lunar cycle
characteristic	data	food chain	lunar eclipse
chemical change	density	food web	magma
chemical formula	deposition	force	magnitude
chemical property	desert	fossil	mantle
chemical symbol	destructive force	fossil fuel	measure
chlorophyll	diffusion	friction	mechanical wave
chloroplasts	DNA	front	melting
chromosome	dome mountains	fungi	melting point
cilia	dominant trait	galaxy	mesosphere
circuit	earthquake	gas	metal
classification	ecosystem	gene	meteor
classify	el Niño	grasslands	meteorites
climate	electric cell	gravity	mixture
collaborate	electric circuit	gymnosperms	model
comet	electric current	habitat	molecule
communicate	electric generator	heat	moon phases
community	electric motor	heredity	motion

**FIFTH-GRADE SCIENCE (CONT.)**


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mutation	population	solubility	umbra
natural resource	population density	solute	vaporization
neutron	potential energy	solution	vascular plant
newton	predator	solvent	velocity
niche	predict	speed	vernal equinox
nitrogen cycle	prey	spores	vertebrate
noble gas	producer	stars	vibration
nonmetal	protist	state of matter	visible light
nonrenewable resource	proton	static electricity	voltage
nonvascular plant	protostar	stomata	volume
nucleotide	radiation	stratosphere	weathering
nucleus	recessive trait	sublimation	winter solstice
observe	record data	subsoil	work
ocean current	recycling	summer solstice	xylem
orbit	reflection	switch	
organ	refraction	symbiosis	
organ system	reliability	table	
organelle	renewable resource	taiga	
osmosis	research	technology	
outer planets	residual soil	temperate	
parallel circuit	revolution	temperature	
penumbra	scientific inquiry	theory	
periodic table	sediment	thermal energy	
phloem	seismic waves	thermal expansion	
photosynthesis	selective breeding	thermosphere	
physical change	semi-metal	threatened species	
physical property	series circuit	tissue	
pitch	sexual reproduction	topographic map	
planet	simple machine	topsoil	
plate tectonics	soil	transpiration	
pollination	soil profile	transported soil	
pollution	solar eclipse	tropical rainforests	
	solid	troposphere	

# RESOURCES, GLOSSARY, AND REFERENCES



# RESOURCES

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## BOOKS

### ***Reading Research in Action***

**by McCardle, Chhabra, and Kapinus**

This book explains the basics of research and how its findings can be used in the classroom. Teachers are often the last to know about new educational research, or, if they do hear it, they question its quality and therefore do not trust it. This book starts by explaining the components of a quality research study and then summarizes the findings of the major reports done on reading in the past several years (e.g., *Preventing Reading Difficulties*, National Reading Panel reports, RAND reports). Next, the book reviews some key research findings on the various components of reading, providing scenarios in each chapter of how the findings might transfer to the classroom. Chapter topics include vocabulary, alphabets, fluency, comprehension, writing, and spelling. The authors conclude the book by discussing motivation and engagement, the value and types of assessments, what teachers need to know to help students be successful and response to intervention (RTI). This book is useful for teachers to learn the basics of quality research, the findings of major studies, and, best of all, how to use those findings to improve their instruction.

### ***Speech to Print***

**by Moats**

This book was written to help teachers of reading and writing better understand language—including the connection between oral and written language. The book covers in depth the components of language and how language affects reading and writing instruction. The appendices include case studies, sample lessons, word lists, spelling inventories, and syllable review exercises.

***Unlocking Literacy*****by Henry**

This book is a developmental guide for reading and spelling instruction. Henry begins with an overview of basic decoding and encoding and an explanation of the structure of language. The chapters that follow outline instruction for beginning readers through competent readers. The appendices include surveys of language knowledge and many word lists (e.g., prefixes, Latin roots, words commonly found in textbooks). This book is a helpful resource for teachers, whether they work with beginner readers and spellers or advanced learners.

***Is Literacy Enough?*****by Snow, Porche, Tabors, and Harris**

This book tells the story of a longitudinal study following 83 students, initially from preschool to grade 4, but then the researchers continued to follow some of the students through high school. At the end of the study, researchers were still in contact with 47 of the original students. The researchers set out to answer three questions:

1. What aspects of early literacy robustly predict later reading achievement?
2. What aspects of later achievement are most strongly related to early literacy success?
3. What child characteristics and environmental variables influence the above relationships?

The writing is more in story form than that in research journals, and several case studies connect to a real child. The final chapter discusses lessons learned from this study and contains many important points. An interesting finding is that the students who felt a connection with an adult, felt that an adult believed in them and cared what happened to them, were less likely to drop out of school, regardless of reading ability. This book provides an interesting perspective, spanning from preschool to high school, and some of the “red flags” teachers can look for along the way.

***Making Sense of Phonics*****by Beck**

This book provides teachers with a straightforward explanation of phonics. Each chapter explains a concept or issue related to reading acquisition (e.g., letter-sound instruction, blending, multisyllabic words) and corresponding instructional methods. The appendices provide word lists and materials that can be used with the procedures described in the chapters.

***From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School***  
**by Rasinski and Padak**

This book is based on current reading research and real-life classroom experiences. Each chapter provides theoretical background knowledge on a particular skill, followed by strategies and activities to support the theories. The chapters include Onsets, Rimes, and Basic Phonic Patterns; Word Walls; Teaching Advanced Word Recognition; Instructional Routines for Word Study and Fluency; and Assessing Word Recognition and Fluency. The appendices provide several word lists that are helpful for planning instruction in phonics and fluency (e.g., common rimes, suffixes, Greek and Latin word patterns).

***Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level***  
**by Shaywitz**

This book is for children and adults who struggle with reading, and for parents, teachers, and tutors who are interested in learning how to remediate and prevent reading problems. Shaywitz discusses what the latest research, including brain imaging studies, has uncovered about reading problems. The book is organized into four sections: the nature of reading and dyslexia, diagnosing dyslexia, helping children become readers, and overcoming dyslexia. The book ends with successful people who are dyslexic sharing their stories and how they overcame dyslexia. This passionate book empowers teachers, parents, and students to become advocates, instructors, and supporters of those who struggle with learning to read.

***Differentiated Reading Instruction: Strategies for the Primary Grades***  
**by Walpole and McKenna**

This book is helpful for teachers who find themselves asking the question, "How do I meet the needs of all of my students?" The book is structured to allow use of the ideas and lessons across programs, grade levels, and settings. The first two chapters provide an overview of differentiated instruction and assessment tools to aid differentiation. The chapters that follow provide ideas on how to differentiate phonemic awareness, word recognition, fluency, vocabulary, and comprehension lessons. The book ends with four chapters that cover a differentiation plan for kindergarten, and first, second, and third grades. The book provides many hands-on, practical ideas that can be used in the classroom immediately. The glossary of terms provided is also a helpful tool.

***Voice of Evidence in Reading Research***  
**by McCardle and Chhabra**

An abundance of reading research is available to educators, but how does one know what is quality research and what the trends are? This book is an excellent tool in answering those questions. The book starts with an overview of research and then discusses the methods used in reading research and the three types of research (clinical trial, longitudinal study, and meta-analysis). The book then provides several chapters on evidence-based practices in the five components of reading, as identified by the National Reading Panel. Sections also cover topics such as motivation of students, professional development for teachers, time allocation in the classroom, and the latest findings from neuroimaging studies. The book concludes with a discussion of how research can inform policy and practice.

## WEBSITES

### **[www.readwritethink.org](http://www.readwritethink.org)**

This website, sponsored by International Reading Association and the National Council of Teachers of English, provides teachers with a link to classroom resources, professional development, and parent and after-school resources. There are links to lesson plans, student “interactives,” calendar activities, and printouts. The lesson plans are broken into those featured and those most popular.

### **[www.weeklyreader.com](http://www.weeklyreader.com)**

The website of the popular magazine includes links to elementary resources, secondary resources, free kits and contests, printable activities, and products.

### **[www.ldonline.org](http://www.ldonline.org)**

This website provides information on learning disabilities (LD) and attention-deficit/hyperactivity disorder (ADHD). A section specially designed for educators includes instructional strategies for teaching students with LD or ADHD, articles, resources, recommended links, and other teaching tools.

### **[www.adlit.org](http://www.adlit.org)**

The sister site of LD Online, this site is designed specially for teachers and parents of students in grades 4–12. The site includes classroom strategies, recommended books, research, and a glossary of terms.

### **[www.interventioncentral.org](http://www.interventioncentral.org)**

This website provides resources on response to intervention and general intervention for both academics and behavior. In the academic resources section are suggestions for teaching reading comprehension, reading fluency, mathematics, writing, and study and organizational skills. The website also features descriptions of workshops that can be scheduled for schools.

**[www.centeroninstruction.org](http://www.centeroninstruction.org)**

The Center on Instruction website provides scientifically based research and information on K–12 instruction in reading, mathematics, science, special education, and English language learning. It contains links to topic-based materials, syntheses of recent research, and exemplars of best practices.

**[www.ccsso.org](http://www.ccsso.org)**

The Council of Chief State School Officers provides support and resources to support educators. The council has partnered with the National Governors Association to create a set of Common Core State Standards. The website reviews these standards and links to a website addressing them.

**[www.rtinetwork.org](http://www.rtinetwork.org)**

The RTI Network website is a program of the National Center for Learning Disabilities. This comprehensive website provides information about the basics of response to intervention: getting started, essential components, and professional development.

# GLOSSARY

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academic vocabulary	Terms associated with a specific content area or topic; language used across content areas to teach and learn skills and concepts.
activating background knowledge	Connecting prior knowledge to what is being taught.
affix	A prefix or suffix added to a base word or root that changes the word's meaning or function. Examples: <b>review</b> , <b>renting</b> .
automaticity	The ability to recognize sounds, letters, and words quickly, accurately, and effortlessly.
base word	A word to which affixes are added to change its meaning or function. Examples: <b>peaceful</b> , <b>disagree</b> .
blending	The process of combining individual sounds to decode or say a word.
breve	The diacritical mark that represents a short vowel's sound. Example: <b>căt</b> .
choral response	Students answering a question or responding to a prompt in unison.
click and clunk strategy	A strategy used in Collaborative Strategic Reading in which students monitor their comprehension during reading and implement strategies to fix "clunks," or areas in which their comprehension breaks down.

closed syllable	A syllable that ends in only one vowel and a consonant.
cloze (activity)	An activity in which a word is left out of a sentence and the student supplies the missing word.
compound word	A word composed of two or more smaller words. Frequently, the meaning of the compound word can be derived from the smaller words. Examples: football, birthday.
comprehension	The ability to understand and gain meaning from reading a passage or listening to a passage being read.
consonant blend	Two or more adjacent consonants in a word, each representing a distinct sound. Examples: <b>jump</b> , <b>stay</b> .
consonant digraph	Two adjacent letters that represent one sound. Examples: <b>ship</b> , <b>bunch</b> .
consonant- <i>le</i> syllable	A syllable that consists of a consonant followed by the letters <i>l</i> and <i>e</i> . Examples: <b>apple</b> , <b>table</b> .
context clue	A hint to the meaning of a word or phrase that is derived from text that surrounds the unknown word or phrase.
continuous consonant sound	A consonant sound that can be sustained without distortion. Examples: /l/, /m/, /s/. Nonexamples: /p/, /d/, /k/.
contraction	A word formed by combining two words and replacing one or more letters with an apostrophe. A contraction is a shortened way of saying the two separate words. Examples: wouldn't = would not; you're = you are.
decodable text	Text in which most words follow the letter-sound relationships that the reader has learned.
decoding	To read a word by sounding it out; the process of converting printed words to spoken words by applying knowledge of letter-sound relationships.
encode	To spell a word; the process of converting spoken words to printed words by applying knowledge of letter-sound relationships.

expository text	Text that presents factual information.
fluency	The ability to read quickly, accurately, smoothly, and with expression.
generalize	To apply a specific learned skill to a broader situation.
genre	A category of literature with unique characteristics. Examples: poetry, mystery, science fiction, biography, fantasy.
gist	The main idea of a section of text.
graphic organizer	A visual representation of the relationship between words, concepts, or events that is intended to enhance understanding. Examples: Venn diagram, flow chart, word web.
high-frequency word	A word that appears frequently in text and spoken language.
high-utility word	A content-specific word that is useful to know because it occurs frequently and is essential to understanding text.
homophone	A word that sounds the same as another word but has a different meaning and spelling. Examples: made and maid, past and passed.
irregular word	A word whose letters do not follow their most common sounds. Examples: <b>of</b> , <b>they</b> , <b>said</b> .
letter-sound correspondence	The ability to identify the letters of the alphabet and the sounds associated with them.
long vowel sound	A vowel sound that is the same as the name of the vowel. Examples: <b>ma</b> de, <b>Pete</b> , <b>ri</b> de, <b>ho</b> me, <b>cu</b> be.
macron	The diacritical mark that represents a long vowel's sound. Example: /ā/.
morpheme	The smallest unit of meaning of language. Example: The <b>ed</b> in <b>rented</b> indicates past tense.

multisyllabic	Containing more than one syllable.
narrative	A type of text that tells a story or sequence of events.
nonsense word	Nonwords that students use their phonic knowledge to decode and encode accurately. Examples: trum, ribfot.
open syllable	A syllable containing only one vowel and ending in a vowel sound; the vowel sound usually is long. Examples: hi, <b>music</b> .
past tense	A verb tense that indicates action that took place in the past. Examples: looked, ran.
predict	To anticipate what will be learned or what will happen in a text, based on background knowledge or previewing.
prefix	A word part added to the beginning of a root or base word that changes the word's meaning. Examples: <b>un</b> load, <b>trans</b> port.
preview	A strategy in which a reader scans a text before reading to activate background knowledge and form a prediction.
prior knowledge	Knowledge gained from previous experience and learning.
prosody	Reading with appropriate expression, rhythm, and intonation.
<i>r</i> -controlled vowel	A vowel whose sound is influenced by an <i>r</i> that immediately follows it. Example: <b>harm</b> vs. <b>ham</b> .
root	A Greek or Latin unit of meaning to which affixes are added to form words. A root differs from a base word in that it is not a word on its own. Examples: <b>dem</b> (from the Greek <b>demos</b> , which means "people"): <b>democracy</b> , <b>epidemic</b> ; <b>pac</b> (from the Latin <b>pax</b> , which means "peace"): <b>pacify</b> , <b>pacifist</b> .
scaffold	A temporary support that allows a student to accomplish a task that he or she otherwise would not be able to accomplish; scaffolding is gradually reduced as a student gains mastery. Examples: modeling and guided practice.

schwa	The vowel sound that often occurs in unstressed syllables and that often is represented by the following symbol: ə.
segmenting	To break apart words into individual sounds or word parts.
short vowel sounds	The initial vowel sounds heard in the following examples: <b>ant</b> , <b>e</b> ducation, <b>i</b> nch, <b>o</b> ctopus, <b>u</b> p.
sight words	A word that one is able to read instantly.
sound options	The sound differences that a letter combination represents in different words. Example: <b>trout</b> vs <b>soup</b> .
spelling options	The spelling differences for the same sound in different words. Example: /ā/ in <b>flame</b> , <b>raid</b> , and <b>spray</b> .
stop consonant	A consonant sound that is distorted if not said quickly. Examples: /t/, /g/, /b/ vs. /m/, /s/, /f/.
suffix	A word part added to be end of a root or base word that changes the word's meaning. Examples: <b>lively</b> , <b>planted</b> .
syllable	A unit of pronunciation containing one vowel sound. Examples: fan–tas–tic.
syllable stress (accent)	The emphasis put on a particular syllable in a word. Examples: <b>ba</b> con, <b>ap</b> artment, <b>be</b> gin.
syllable type	A category of syllables by predictable spelling patterns and pronunciation. Examples: consonant- <b>le</b> , vowel-consonant- <b>e</b> , open, and <b>r</b> -controlled.
synonym	A word whose meaning is similar to another word. Examples: messy, sloppy; try, attempt.
think-aloud	A technique in which the teacher verbalizes the thought process of a reader using instructional strategies. Example for previewing text: "The title of the section is <b>Earthquakes</b> , and there's a picture of a street with a huge crack in the middle. Once, on TV, I saw a building that crumbled during an earthquake. I think we are going to learn about what happens during an earthquake."

unvoiced sound	A sound whose production does not make the vocal cords vibrate. Examples: /s/, /f/.
vocabulary	The knowledge of words and word meanings; types of vocabulary include receptive (words we hear and read) and productive (words we say and write).
voiced sound	A sound whose production makes the vocal cords vibrate. Examples: /z/, /m/, /g/.
vowel	A sound that is produced with unobstructed air passing through the mouth.
vowel-consonant- <b>e</b> syllable	A syllable with a vowel followed by a consonant and a silent <b>e</b> ; the first vowel usually makes its long sound, and the final <b>e</b> is silent. Examples: <b>flute</b> , <b>pine</b> , ape.
whole word	A word that is formed when word parts are put together. Example: punish + ing = <b>punishing</b> .
word recognition	The ability to identify a word in print.
word sort	An activity in which words are categorized according to common features.
word study	A comprehensive approach to word-reading instruction in which the student learns the phonics, structure, spelling, and meaning of words.
word web	A graphic organizer that illustrates the relationship among words.

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