Decoding and Encoding Remediation Supplement

Grade 6



GRADE 6 Core Knowledge Language Arts®

Core Knowledge®



Decoding and Encoding Remediation Supplement

GRADES 6

Core Knowledge Language Arts®

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Introduction

WELCOME!

Dear Teacher,

Welcome to the *Decoding and Encoding Remediation Supplement* for Core Knowledge Language Arts (CKLA) Grade 6. While there are many competencies required to be a successful reader able to comprehend, analyze, and synthesize what one reads, one of the key prerequisite components is the ability to automatically apply knowledge of the English letter-sound correspondences when reading unfamiliar text. You will find resources in this Supplement to help you provide additional instruction and remediation to students who enter Grade 6 with minor gaps in their code knowledge and fluency.

This Supplement is not intended for use with students who are significantly below grade level. Students in this category will need intensive individualized instruction during their entire language arts period to bring them up to grade level. It cannot be stressed enough that students in Grade 6 who perform very poorly on the Placement Assessment and/or who show signs of struggling with grade-level text need immediate attention and additional diagnostic assessment to ensure that they receive comprehensive remediation designed for students who have not successfully mastered knowledge of the English code in the early elementary grades.

This Supplement is intended for use with students who have mastered most of the letter-sound correspondences in the English language, but who lack minor specific decoding skills.

Assessment is a prerequisite first step to helping struggling readers. It is particularly important that you have a broad overview of each student's strengths and weaknesses at the very beginning of the year—or whenever a new student enters your classroom—so that you can make the best use of instructional time. A Beginning-of-Year Assessment and guidelines are included in the Grade 6, Unit 1 teacher and student materials for this purpose. For your convenience, they are also reproduced in this Supplement as Placement Assessments, which may be used at any time.

In addition, assessments are provided at the end of each section of this Supplement. You may use these assessments as both pre-tests and post-tests for each section. While you may sometimes choose not to administer a pre-test, for example, if you

have already identified a specific code knowledge gap through use of the Placement Assessment, it is strongly recommended that you always administer a post-test following any remedial instruction to document student progress—or lack thereof.

While poor code knowledge is often at the root of many reading problems, it is important to note that some students may experience reading difficulty for other reasons. For example, students for whom English is a second language may have mastered the requisite decoding skills, but may not have a sufficient understanding of the meaning of English words to make sense of what they read. Problems of this nature will need to be addressed by means other than this *Decoding and Encoding Remediation Supplement*.

OVERVIEW

How to Use this Supplement

At the beginning of the school year

It is highly recommended that you administer the Grade 6 Beginning-of-Year Assessment to all students during the first weeks of school. Detailed explanations as to administration and analysis of these assessment results are provided in the Unit 1 teacher materials for each grade and again in this Supplement.

Pay particular attention to students who may be new to your school this year and/or students who the previous year's teachers may have indicated struggled in reading grade-level text last year.

Once all students have been assessed, you may want to identify groups of students within your class who have similar code knowledge gaps. After you have identified these groups and their respective needs, refer to the Table of Contents of this Supplement to identify those specific sections of the Supplement that target the same letter-sound correspondences for which your students need additional instruction and practice.

The remedial materials in this Supplement will be most effective when used either one-on-one or in small group settings with explicit instruction provided by the teacher, an assistant teacher, or a volunteer. During any remediation activity, it is important that students have many opportunities to practice correctly reading words with the targeted skill. Practice reading should be done orally so that the teacher can immediately correct any and all errors.

The lessons in this Supplement build incrementally, meaning that mastery of the skills taught in earlier lessons is assumed and therefore a prerequisite for success in future

lessons. Said another way, while it is possible to isolate and target a specific skill, such as the decoding of words with r-controlled vowels, and provide instruction using only those specific pages from this Supplement, you will find other words included on these pages that were presented and reviewed in earlier pages of this Supplement. Therefore, use the sequence of skill instruction as presented in the Table of Contents as the order in which specific gaps should be addressed for students who have multiple gaps.

The materials in this Supplement also address a separate category of words designated here as High-Frequency Words. In CKLA Grades K–2, these words were called Tricky Words. Tricky Word instruction was integrated into instruction in the Skills Strand across all three of these early grade levels as needed in order for students to read stories independently in their student Readers.

In this Supplement, these words are called High-Frequency Words. Of far greater concern than what they are called is whether you have students in Grade 6 who do not immediately recognize these words. Additional assessment may be warranted if a student appears to have a global problem in recognizing these High-Frequency Words.

During the school year if new students enter your classroom

It is highly recommended that you administer the appropriate grade-level Placement Assessment any time during the year that a new student enters your class, in addition to asking the student to read orally from the present Reader you are using with your class. This is the most efficient way to get a quick overview of the new student's word attack skills. This Supplement may then be used if needed to bring new students up to speed with the rest of the class.

Throughout the school year with any student in your classroom

It is possible that a student who appears to perform satisfactorily on the Unit 1 Beginning-of-Year Assessment in Grade 6 may begin to exhibit reading difficulties later in the year after being placed in grade-level materials.

Careful observation of each student's daily classroom performance in reading orally, responding to comprehension questions, and/or completing activity pages may suggest general weaknesses. The additional assessment material in this Supplement should then be used to identify specific weaknesses, as well as provide specific remediation.

Students who have not mastered earlier skills will face increasing challenges with each new lesson if extra help is not provided immediately. Teachers should take advantage of the day-to-day opportunities to monitor individual student progress and should offer targeted remediation as quickly as possible.

Supplement Organization

Immediately following this overview, there are additional resources that will enable you to use the remedial materials in this Supplement more effectively. A description of the Basic and Advanced Code taught to students using CKLA materials in Grades K–2 will provide insight and context as to how phonics skills were taught in Grades K–2. A copy of the student Individual Code Chart that summarizes all the letter-sound correspondences taught in CKLA is also included. It is strongly recommended that you review this chart carefully to get a sense of the letter-sound correspondences that students were taught in K–2 and are therefore expected to know in subsequent grades.

This is followed by an explanation of types of syllables with guidance on how to chunk multisyllable words into smaller parts, in order to assist students in decoding longer words. A section on the sound and spelling of schwa is also included.

Next is a section on assessment. It includes copies of the Grade 6 Placement Assessments with directions for administration and analysis. (Keep in mind that every section of remedial materials within the Supplement also includes specific assessments of the targeted letter-sound correspondences in that section.)

Finally, a number of game board templates and directions have been included that can be used to provide additional practice in reading words with any letter-sound correspondences.

Note: Grade 6 students may be more receptive to using games for practice than completing Activity Pages

The remaining materials in the Supplement are organized by skill and letter-sound correspondence. Within each section, you will find the following:

Lesson Templates: Each lesson template models the sequence of instructional steps to be followed when re-teaching the particular skill(s) included in that section.

Word Lists: Lists of individual words with the specific letter-sound correspondences are provided. These words may be used in teaching a lesson as described in the template. Students may also be asked to simply read the word list aloud for practice and to orally use each word in a sentence. You may also use the list for dictation. Finally, the list can serve as a teacher resource when you are creating word cards for students to use with the various game templates.

Activity Pages: Students may be asked to complete these activity pages with guided instruction for practice, or they may be asked to complete the activity pages independently as an informal assessment.

Practice Sentences and Stories for Oral Reading: These short sentences and stories offer students practice at the next level of difficulty beyond simply reading lists of individual words and completing activity pages.

Games: In some sections, additional game boards for practicing specific skills are included.

Assessment: An assessment of each skill taught in the section is also included for use following instructional remediation to determine whether students have, in fact, now mastered the skill that was taught. In most sections, two versions of each section assessment are included—one evaluates students' ability to read words with the targeted letter-sound correspondences (i.e., decoding), and must be administered individually. The other assessment evaluates spelling (i.e., encoding) of the same letter-sound correspondences. Keep in mind that the ability to spell words correctly often lags behind the ability to read the words accurately.

Students who perform well on both versions of the assessment have clearly learned the targeted letter-sound correspondences and are ready to move on. Students who perform poorly on both clearly need additional intervention. Students who perform adequately on the reading version, but not as well on the spelling version are ready to move on in reading, but will benefit from additional writing and spelling opportunities. These students should especially be encouraged to use the Individual Code Chart when writing.

End-of-Section Stories: Stories that are slightly longer and more complex than those provided earlier in the section are included at the end of each section. These stories include all letter-sound correspondences targeted in the section, as well as any letter-sound correspondences from preceding sections.

The materials and pages for teaching the specific letter-sound correspondences in each section are generally, but not completely, arranged in the sequence in which they should be used. Here is a typical instructional sequence for remediating any letter-sound correspondence:

Pre-test using section Assessment (optional)

↓

Teach lesson(s) using Word Lists; have students read Word List pages

↓

Provide practice with activity pages. Some activity pages may be done with teacher guidance; others, particularly toward the end of the activity pages, should be completed independently by students.

↓

Ask students to read aloud the Practice Sentences and Stories

↓

Provide additional practice with Games

↓

Post-test using section Assessment of targeted letter-sound correspondences

↓

Ask students to read longer section Stories

THE BASIC AND ADVANCED CODE: UNDERSTANDING HOW PHONICS IS TAUGHT IN CKLA

The Core Knowledge Language Arts (CKLA) program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 2. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the **Basic Code** for each of the 44 phonemes. The Basic Code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic Code spellings may be single letters, such as these spellings and sounds: 'a' > /a/, 'e' > /e/, 'b' > /b/, 'm' > /m/. Basic Code spellings may also include digraphs, or two letters to represent a sound, such as 'ee' > /ee/, 'oy' > /oi/, 'ou' > /ou/, 'sh' > /sh/, 'th' > /th/. Other Basic Code spellings include separated digraphs, such as 'a_e' > /ae/, 'o_e' > /oe/. The chart on the next page lists the Basic Code as taught in CKLA.

In a **Basic Code Lesson**, students first learn to listen for and isolate a single sound and are then taught the spelling for that sound. Typically in this type of lesson, the teacher introduces the sound and conducts various oral language activities with students to be certain that they can identify the sound orally. The teacher then presents the spelling for that sound and models writing the spelling, as well as sounding out simple one-syllable words that use the spelling. Additional reading and writing practice opportunities for students then follow.

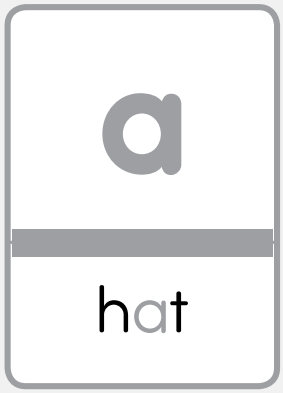
Section 1.1 of this Supplement includes templates for Basic Code Lessons, as well as needed Word Lists and practice materials. In addition, Basic Code Lesson templates are also found in Sections 1.2, 1.5, 3.1, and 3.2.

Basic Code Spellings

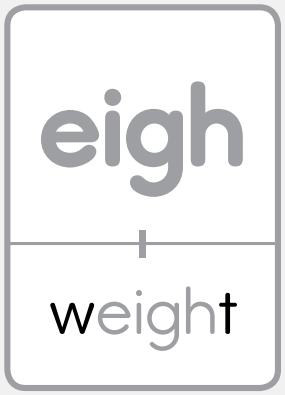
Vowel Sounds and Spellings	Consonant Sounds and Spellings
/a/ as in *hat*	/p/ as in *pot*
/o/ as in *hot*	/t/ as in *top*
/i/ as in *sit*	/d/ as in *dog*
/e/ as in *bed*	/k/ as in *cat*, *kid*
/u/ as in *but*	/g/ as in *get*
/ee/ as in *green*	/n/ as in *not*
/ae/ as in *bake*	/h/ as in *hot*
/ie/ as in *bike*	/s/ as in *sit*
/oe/ as in *broke*	/f/ as in *fat*
/ue/ as in *cute*	/v/ as in *vet*
/oo/ as in *soon*	/z/ as in *zip*
/oo/ as in *look*	/m/ as in *man*
/ou/ as in *ouch*	/b/ as in *bat*
/oi/ as in *boil*	/l/ as in *lip*
/aw/ as in *law*	/r/ as in *red*
/er/ as in *her*	/w/ as in *wet*
/ar/ as in *car*	/j/ as in *jet*
/or/ as in *for*	/y/ as in *yes*
	/x/ as in *tax*
	/ch/ as in *chop*
	/sh/ as in *ship*
	/th/ as in *thin*
	/th/ as in *them*
	/qu/ as in *quit*
	/ng/ as in *song*

The **Advanced Code** consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include 'mm' > /m/, 'ss'> /s/, 'c' > /s/, 'g' > /j/, 'ay' > /ae/, 'ey' > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare.

As each spelling alternative is taught in CKLA, the frequency with which students may expect the spelling to occur is communicated in several ways. A "power bar" on cards used to teach the spellings indicates how frequent or infrequent a spelling is. A long power bar indicates the spelling occurs frequently, while a short bar designates a rarer spelling.



The long power bar on the card above indicates that the 'a' spelling is used frequently to spell /a/, the short vowel sound.

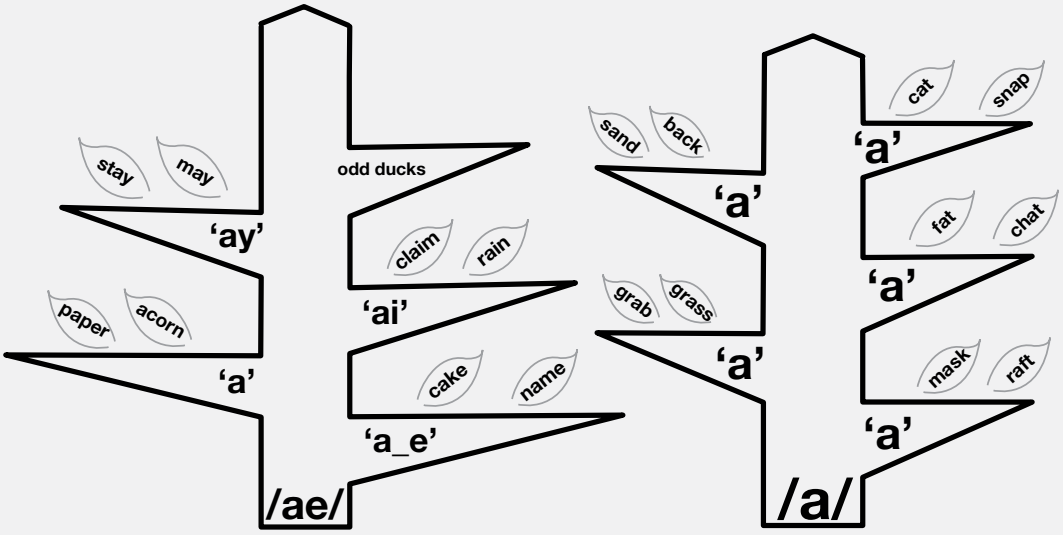


The short power bar on this card signals that the 'eigh' spelling is used infrequently to spell /ae/.

The relative frequency of spellings for any given sound is also communicated in the student Individual Code Chart, a copy of which is included at the end of this section. In this chart, the spellings for a sound are arranged in order from most to least frequent.

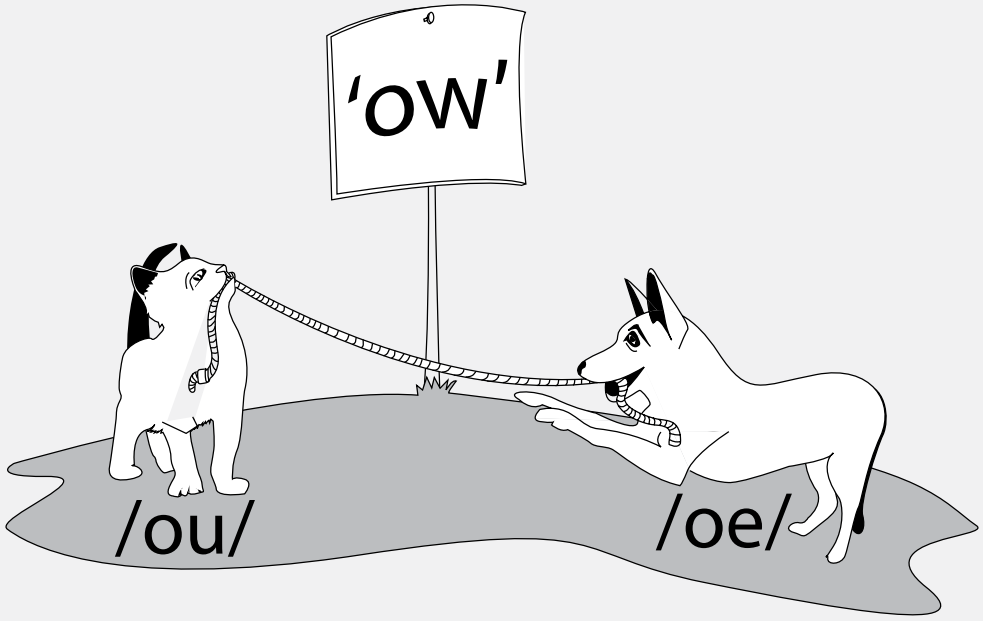
Students are introduced to and practice the **Advanced Code** in two types of lessons, **Spelling Alternative Lessons** and **Tricky Spelling Lessons**. In a **Spelling Alternative Lesson**, the teacher first reviews the Basic Code spelling that students have already learned for a particular sound. New words with different spellings for the same sound are then introduced. Students are then often asked to conduct word sorts as a way to reinforce the fact that the same sound may be spelled multiple ways. In Grades 1 and 2, teachers are also encouraged to display Spelling Trees in the classroom as yet another way to reinforce spelling alternatives. A given sound is listed on the tree trunk, with various branches standing for different spellings. Leaves with words exemplifying a spelling are placed on the appropriate branches.

The fact that there are so many spelling alternatives in the English language presents a challenge for students when they are asked to write (and spell) a word.



Spelling Alternative Lesson templates are included in the following sections of this Supplement: 2.6, 4.1, 5.1, 6.1, and 7.1.

Tricky Spelling Lessons are used to explicitly call students' attention to a spelling that can be pronounced and read more than one way. For example, 'a' can be pronounced as /a/ (*cat*), /ae/ (*paper*), /o/ (*father*), or /ə/ (*about*). It may be helpful to think of a tricky spelling as an instance in which several sounds "vie" for the student to pronounce and read the spelling a different way.

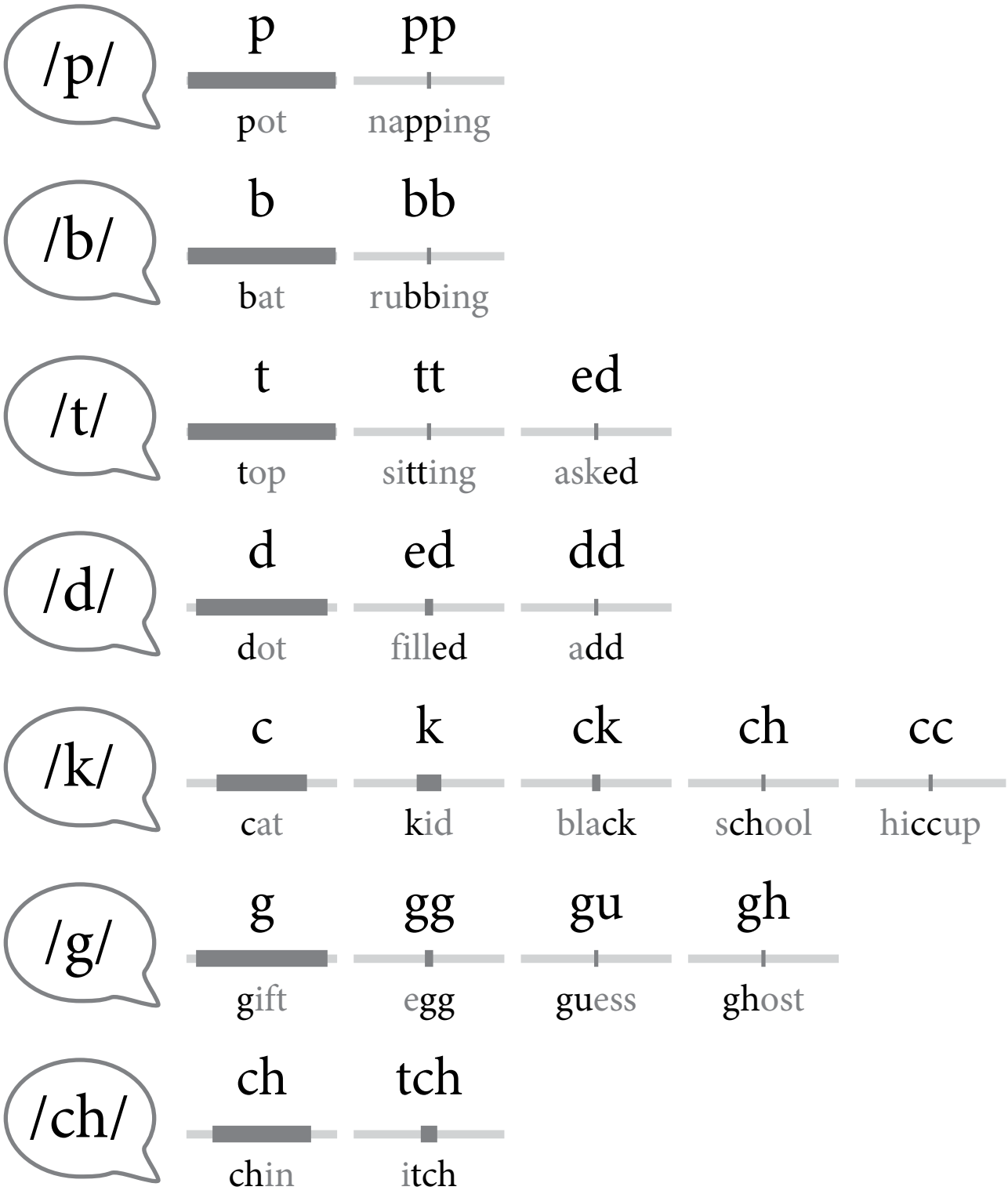


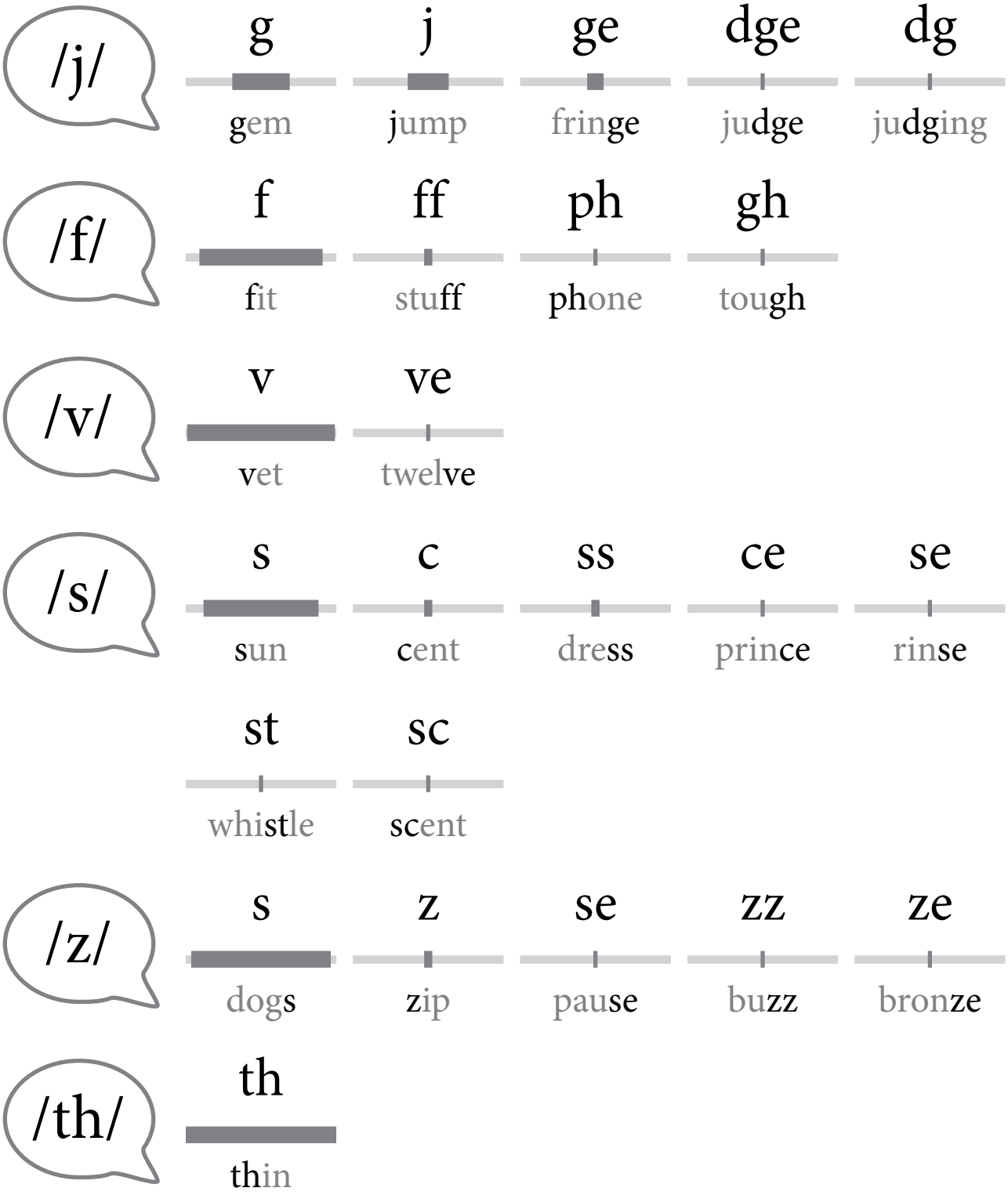
Tricky spellings present a challenge when students are asked to read unfamiliar words since it is possible to sound out and pronounce a tricky spelling multiple ways.

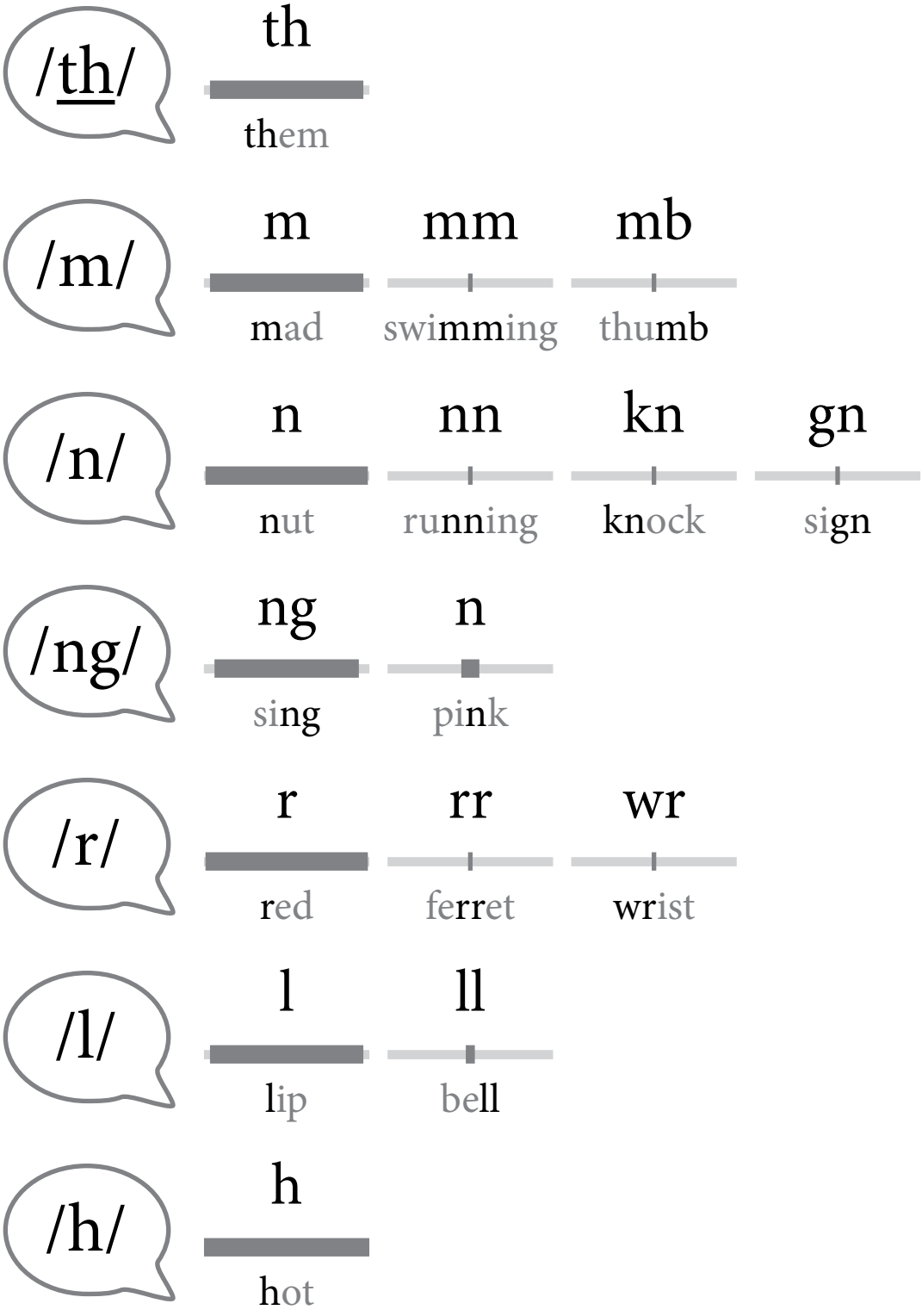
In a **Tricky Spelling Lesson**, the teacher calls explicit attention to many examples of words in which the same spelling is pronounced different ways. Students are taught to try each pronunciation that they have learned for a spelling until they recognize a particular pronunciation as a familiar word that makes sense in the context.

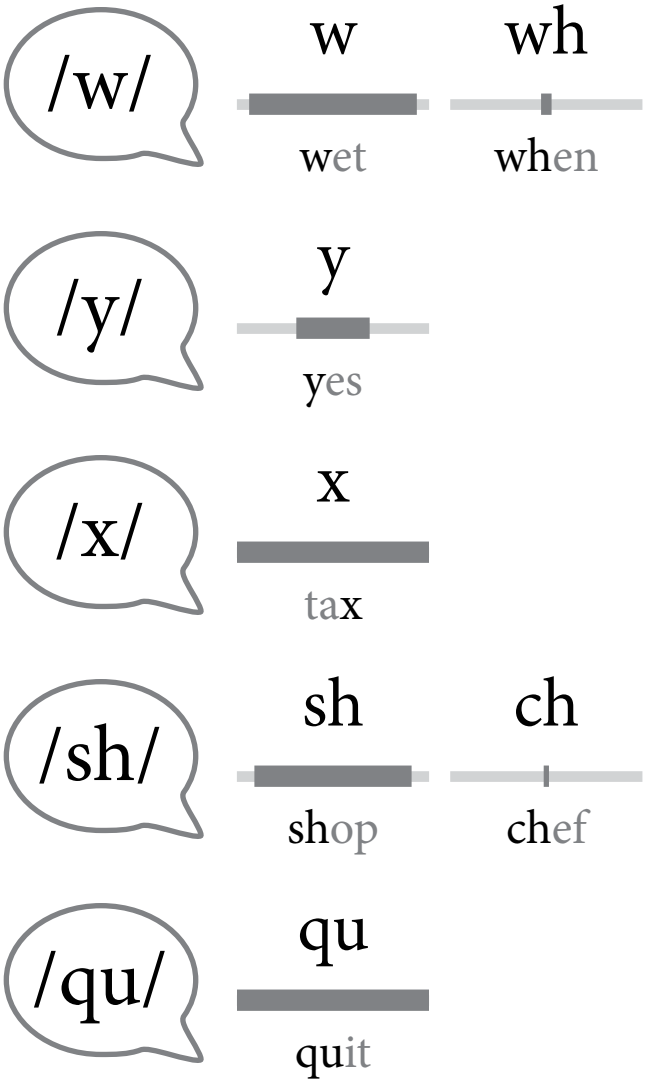
Tricky Spelling Lesson templates are included in the following sections of this Supplement: 4.1, 5.1, 6.1, and 7.1.

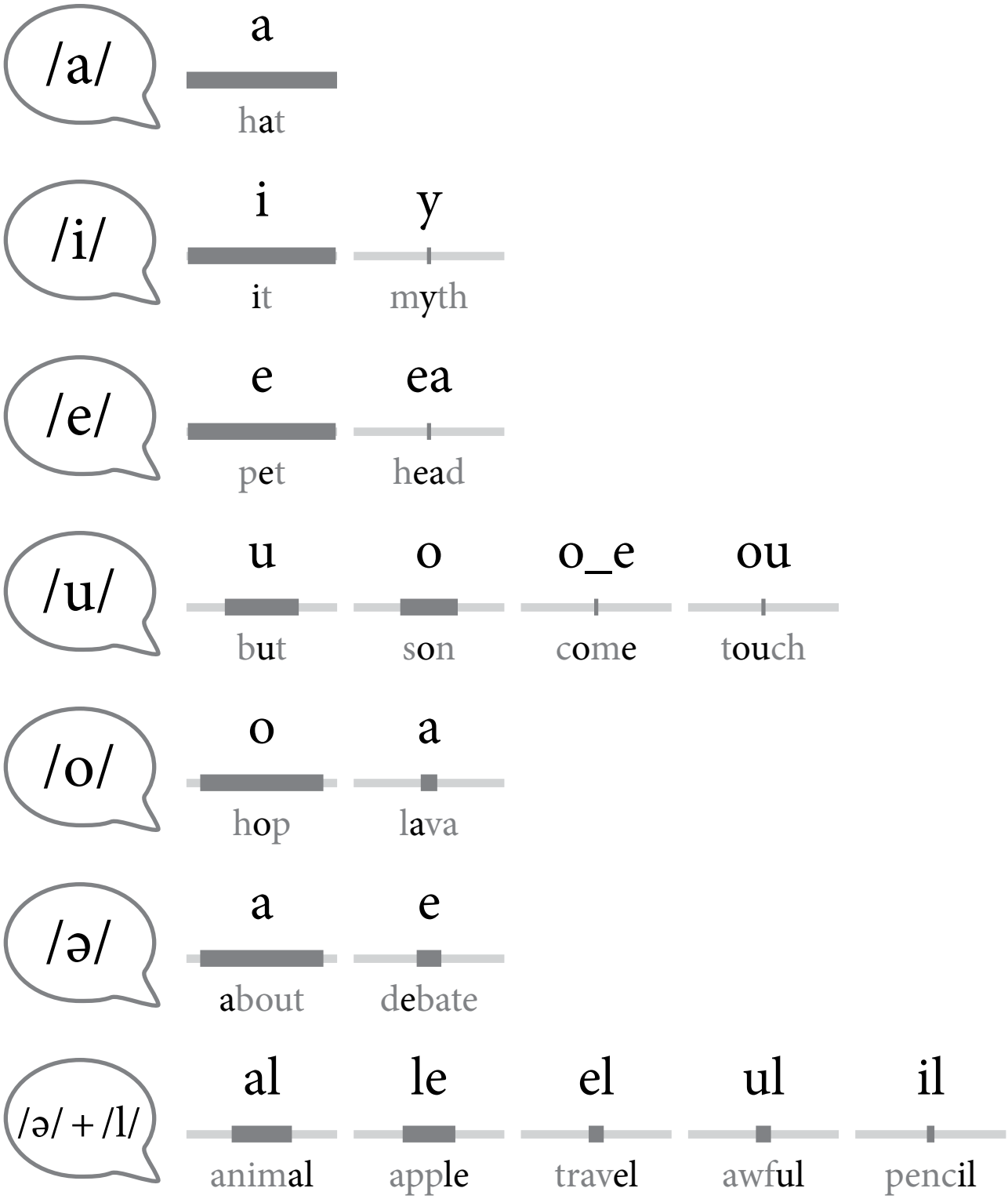
Individual Code Chart

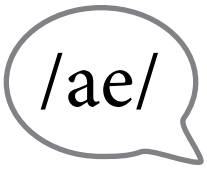



/j/
g
gem
j
jump
ge
fringe
dge
judge
dg
judging
/f/
f
fit
ff
stuff
ph
phone
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/v/
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vet
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twelve
/s/
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sun
c
cent
ss
dress
ce
prince
se
rinse
st
whistle
sc
scent
/z/
s
dogs
z
zip
se
pause
zz
buzz
ze
bronze
/th/
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lava
/ə/
a
e
about
debate
/ə/ + /l/
al
le
el
ul
il
animal
apple
travel
awful
pencil



a	a_e	ai	ay	ey
paper	cake	wait	day	hey

eigh	ea
weight	great



y	e	i	ea	ee
funny	me	ski	beach	bee

ie	ey	e_e
cookie	key	Pete



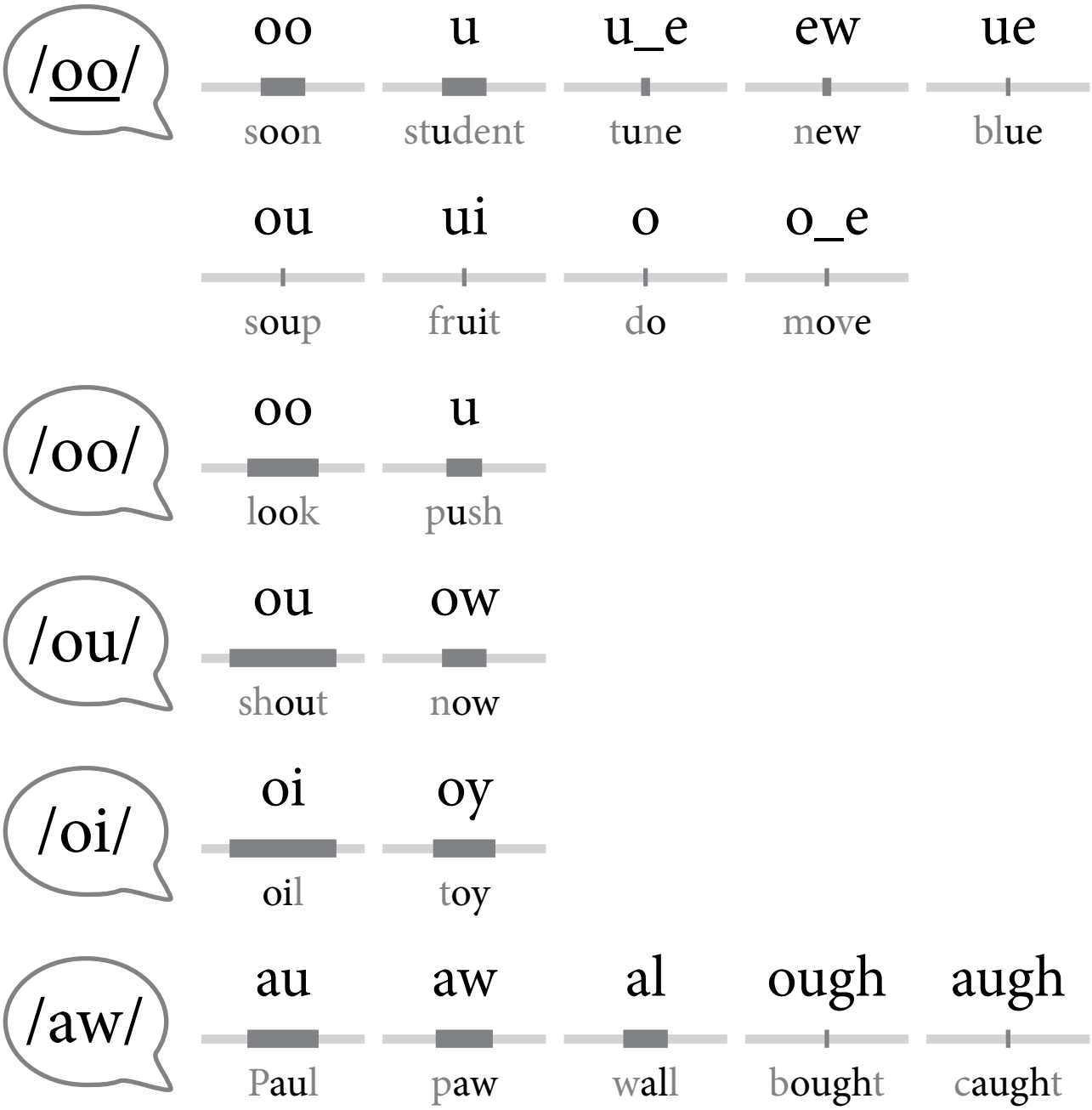
i	i_e	y	ie	igh
biting	bite	try	tie	night

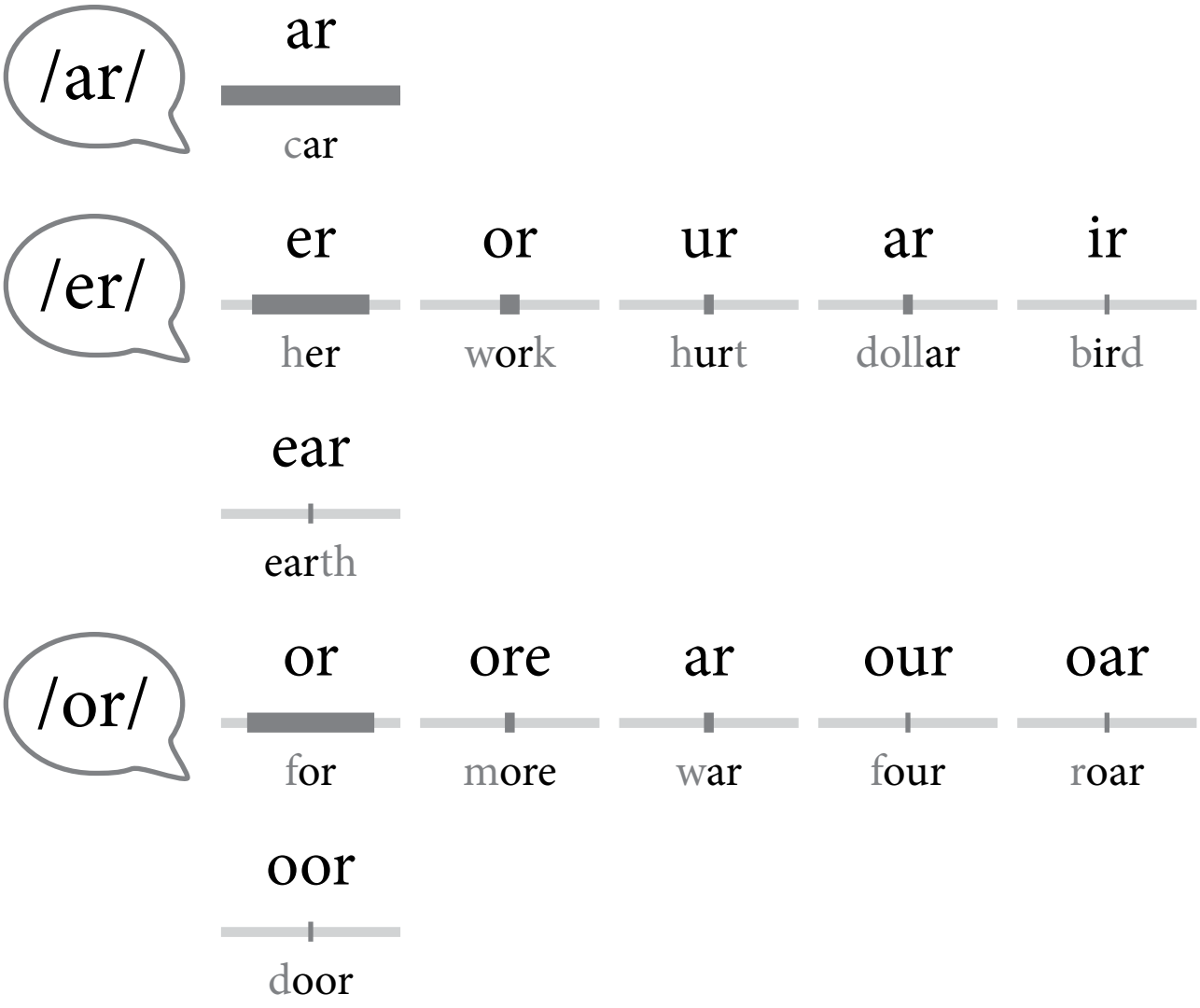


o	o_e	ow	oa	oe
open	home	snow	boat	toe



u	u_e	ue
unit	cute	cue


/oo/
oo
soon
u
student
u_e
tune
ew
new
ue
blue
ou
soup
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war
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four
oar
roar
oor
door

USING CHUNKING TO DECODE MULTISYLLABLE WORDS

Mastering the various letter-sound correspondences taught in CKLA will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk, and read parts of words—syllables—as a way to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is inserted as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Workbooks and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, CKLA introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *punt·ed*). Typically, the dot is placed immediately before the suffix. In CKLA, words that contain double-letter spellings for consonants are divided after the double-letter spelling rather than between the two consonants (e.g., *batt·ed*, *bigg·er*, *bunn·y*). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units in CKLA since Kindergarten (‘nn’ > /n/, ‘mm’ > /m/, ‘tt’ > /t/, etc.), and it is preferable to be consistent in representing these spellings in the way students have been taught to process them (i.e., as whole entities for a sound). (Ultimately as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify five different syllable types:

Note: Syllables exemplifying each type are underlined.

- ***Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a "short" vowel sound*** **(e.g., /a/, /e/, /i/, /o/, /u/:** *pad, let, tin, rod, pic·nic, fun***)**
- ***Vowel Digraph Syllables—***always associated with two vowel letters that represent a unique vowel sound: *joint*, *speak*, *proud*, *play*, *coun·sel*, *be·low*. [**The Magic 'E' Syllable (VCE)** can be considered a subtype of the Vowel Digraph Syllable. In this case, the letter 'e' at the end of a syllable, affects the pronunciation of the vowel letter that precedes it, even though it is separated from the 'e' by a consonant letter; it is always associated with a "long" vowel sound (/ae/, /ee/, /ie/, /oe/, /ue/): *cake*, *mis·take*, *Pete*, *stam·pede*, *like*, *home*, *mule*.]
- ***R-Controlled Syllables*****:** *art, ar·tist, fe·ver, clerk, girl, fort, curb, tur·nip*
- ***Open Syllables (V or CV)—always associated with a "long" vowel sound*** **(e.g., /ae/, /ee/, /ie/, /oe/, /ue/:** *a·pron, me, com·pre·hend, hi, fi·nal, go, fu·ture***)**
- ***Consonant –LE Syllables (C –LE):*** *sim·ple, puz·zle, raf·fle, ca·ble, ri·fle*

In CKLA, one additional syllable type is designated:

- ***Schwa Syllables:*** *a·bout, hos·pit·al, ben·e·fit, app·e·tite, e·mo·tion*

Note: The consonant –LE syllable is also a schwa syllable, but in CKLA it is distinguished separately because of the way this spelling is chunked when dividing words into syllables.

To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for you as you use the CKLA materials. It is necessary, however, for students to become fluent readers of longer words in increasingly complex text. If they are able to visually parse certain spelling patterns as syllable chunks, they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling patterns they encountered in one-syllable words in Kindergarten.

Two closed syllables in a word are divided as follows:

- When two different consonants stand between two vowels, we divide the syllables between the consonants, creating one or more closed syllables.

ad · mit	*nap · kin*	*trum · pet*

- For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is done because the double-letter spellings have been taught as single-spelling units in CKLA since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

traff · ic	*muff · in*	*happ · en*

- When there are three consonants between two vowels, in general, the first consonant is divided so it goes with the first vowel and the other two consonants with the second vowel.

mon · ster	*con · tract*	*pil · grim*

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:

magnet	
mag	
	net
magnet	

In Grade 1, students encountered other two-syllable words with various combinations of the magic 'E' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

tar · get	*for · get*	*es · cape*	*ig · loo*	*scoun · drel*	*char · coal*

In Grade 2, students were introduced to more challenging multisyllable words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:

pu · pil	*vi · rus*	*mo · ment*

unit	
u	
	nit

However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student's oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

cam · el	*mel · on*	*pun · ish*

lemon	
lem	
	on

In Grade 2, students were also introduced to consonant –LE syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in consonant –LE, it is divided in front of the consonant, creating a first syllable that may be open, closed, or even r-controlled, depending on the other spellings in the word:

ban · gle	*twin · kle*	*sta · ble*	*cra · dle*	*tur · tle*

simple	
sim	
	ple

In the latter part of Grade 2, students were introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include ‘a’, ‘e’, ‘al’, ‘il’, ‘el’, and ‘tion’. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

a · bout	*de · pos · it*	*med · al*	*e · vil*	*nick · el*	*lo · tion*

As noted earlier, the consonant –LE syllable is actually a schwa syllable, but it is identified separately because of the way this spelling is chunked when dividing words into syllables.

- Finally, while students encountered some simple root words and affixes in Grade 1, throughout the entire year of Grade 3 instruction (and in Grade 6) they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly.

pre · tend	*non · sense*	*tri · cy · cle*	*re · peat*	*self · ish*	*sad · ness*	*help · less*

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten–Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

SOUND AND SPELLING OF SCHWA

In order to teach the concept of /ə/ well, you will need to first understand it yourself.

English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound linguists call schwa (/ə/). This happens in many English words. More than 3,000 of the 25,000 words in the CKLA database (about 13%) have at least one syllable in which the vowel sound is reduced to /ə/.

The exact pronunciation of /ə/ varies somewhat from word to word and also from region to region. In many words, and in many parts of the United States, /ə/ sounds very much like the sound /u/. For example, in the word *about*, the unstressed /ə/ sound in the first syllable sounds a great deal like /u/. In the word *America*, both the first and the last vowel sounds are unstressed, and both sound a great deal like /u/. In some regions of the United States, many speakers use an /u/-like /ə/ sound in words such as *along*, *balloon*, *debate*, *benefit*, and *telephone*.

However, for certain words, and/or for speakers in certain parts of the country, /ə/ may sound a little more like /i/. How do people in your region pronounce the word *benefit*? Do they pronounce the second vowel sound more like /u/ or /i/? What about *telephone*? Do people where you live say /tel*u*foen/? Or does the spoken word sound more like /tel*i*foen/? What about *debate*? Does the local pronunciation sound more like /du*baet/ or /di*baet/? Neither pronunciation is more correct than the other. These are all examples of natural variation or dialect. All of these examples contain a reduction to /ə/.

Spelling the Schwa Sound

Words that contain the schwa sound represent a significant spelling challenge since there are so many possible spellings for this sound. Some of the most frequent spellings are listed below with sample words:

‘a’ *about*, *China*, *around*, *aloud*, *acquire*

‘e’ *benefit*, *decay*, *appetite*, *severe*, *Tennessee*

‘al’ *final*, *normal*, *hospital*

‘le’ *apple*, *fable*, *crackle*

‘el’ *angel*, *chapel*, *nickel*

‘ul’ *awful*, *consul*

‘il’ *pencil*, *stencil*, *evil*

‘ion’ *emotion*, *determination*, *tension*, *revision*

Grade 6 Placement Assessments

OVERVIEW

The primary focus of the Placement Assessment is to gauge students' reading abilities using the different level assessments provided in the Reading Comprehension, Word Reading in Isolation, and Fluency Assessments. Taking the time to assess students is crucial in ensuring their success as readers this school year. The assessment will help you determine which students have the knowledge and skills needed to profit from grade-level instruction and which students need, instead, to be regrouped to an earlier point in the CKLA program.

Scoring and Placement

Details about how to interpret your students' scores for placement are provided at the end of this section.

If the Placement Assessment indicates that a student is not ready for grade-level instruction, it is imperative that the student be regrouped to get instruction that matches his or her current reading ability and needs.

There is a good spot in the CKLA materials for every reader (and for non-readers, as well), but the beginning of the current grade level is not the place for students with very limited code knowledge and reading ability or for students who rely on picture clues, whole word recollection, and/or guessing instead of reading by blending.

Core Knowledge Language Arts K–2 Experience

To accurately place students in reading groups, it is helpful to have a basic overview of the K–2 CKLA program.

The following chart provides a broad overview of the phonics skills taught in Grades K–2. Note that each grade level provides for review of basic skills at the start of the year. It is important to note that Grade 3 instruction included a review of phonics skills taught in K–2; no new phonics skills were introduced after Grade 2. Students who did not do well with Grade 3 materials and/or may not have been taught phonics skills in the early grades will likely need to be regrouped to receive CKLA instruction at a level

other than the current grade level. **Note**: The Grade 6 materials do not include specific phonics instruction or review; spelling lessons include information about the sound-spellings of words but students do not learn or practice specific letter-sound correspondences as part of spelling instruction.

Core Knowledge Language Arts K–2 Experience

Kindergarten	**Grade 1**	**Grade 2**
Units 1 and 2 Purely Oral Phonemic Awareness		
Units 3–5 One-to-one letter-sound correspondences, CVC words with "short" vowel sounds like *cat*, *dog*, *bed*		
Unit 6 Consonant Clusters, CCVC words like *flag*, CVCC words like *dust*, CCVCC words like *blast*		
Unit 7 Consonant sounds written with digraph spellings, e.g., 'sh', 'ch', 'th', 'ng'		
Units 8 and 9 Tricky Words, double-letter spellings like 'ss', 'ff ', 'ck'	Unit 1 Review of CVC, CCVC, CVCC, CCVCC words; Tricky Words	
Unit 10 Basic code spellings for /ee/ spelled 'ee', /ae/ spelled 'a_e', /oe/ spelled 'o_e', /ie/ spelled 'i_e', and /ue/ spelled 'u_e'; Tricky Words	Unit 2 Basic code spellings for /ee/ spelled 'ee', /ae/ spelled 'a_e', /oe/ spelled 'o_e', /ie/ spelled 'i_e', and /ue/ spelled 'u_e'; Tricky Words	
	Unit 3 Basic code spellings for vowel sounds /o͞o/, /oo/, /ou/, /oi/, and /aw/; Tricky Words	
	Unit 4 Basic code spellings for r-controlled vowel sounds (/er/, /ar/, /or/), past-tense endings, two-syllable words; Tricky Words	**Grade 2**
	Unit 5 Common spelling alternatives for consonant sounds, e.g., 'tch' for /ch/, 'g' for /j/, 'wr' for /r/; Tricky Words	Unit 1 Review of basic code spellings for /a/, /i/, /e/, /o/, /u/ and all consonant sounds; spelling alternatives for /s/, /j/, /w/, /r/, /n/; tricky spellings 'c', 'g', 'n'
	Unit 6 Common spelling alternatives for consonant sounds, e.g., 'c' for /s/, 'kn' for /n/, 'wh' for /wh/	Unit 2 Review of basic code spellings for /ae/, /ee/, /ie/, /oe/, /ue/, /o͞o/, /oo/, /ou/, /oi/, /er/, /or/, /ar/; spelling alternatives for /ee/, /ou/, /oi/
	Unit 7 Spelling alternatives for long vowel sounds, e.g., 'ai' and 'ay' for /ae/, 'o', 'oe', and 'oa' for /oe/	Unit 3 Spelling alternatives for /ae/, /oe/, /ie/, /ue/, and /aw/; tricky spellings 'a', 'o', 'i'
		Unit 4 Spelling alternatives for: /er/, /i/, /ie/, /oe/, /ee/, and /aw/; tricky spellings 'e', 'ow'
		Unit 5 Spelling alternatives for /u/ and /ə/, tricky spellings 'a', 'e', 'o', 'o_e', and 'ou'
		Unit 6 Spelling alternatives for /er/, /o/, /ə/, /k/, /f/

READING COMPREHENSION ASSESSMENTS

The reading comprehension questions pertaining to these texts are aligned to the Common Core State Standards (CCSS) and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, require deep analysis. Thus, each item might address multiple standards. In general, the selected-response items address Reading standards and the constructed-response item addresses Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.

The texts used in the Reading Comprehension Assessments for both Grade 6 have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts Supplement to Appendix A, "New Research on Text Complexity" (www.corestandards.org/resources). All selections fall within the Common Core Grade Band.

Assessment Day 1

LESSON AT A GLANCE	TIME	MATERIALS
Beginning-of-Year-Assessment		
Reading Comprehension Assessment	90 min	Activity Pages A.1, A.2

ADVANCE PREPARATION

Beginning-of-Year (BOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.

BEGINNING OF YEAR ASSESSMENT

- The primary purpose of the BOY Assessment is to determine students' preparedness for Grade 6 CKLA instruction.
- During the first day of the three-day assessment, all students will complete the Reading Comprehension Assessment (Activity Page A.1) independently. It includes three passages and corresponding comprehension questions. After students complete this portion of the assessment, use the BOY Assessment Summary (Activity Page A.2), which you will have collected from students, to analyze each student's performance. Please score the Reading Comprehension Assessment prior to Day 2 of the BOY Assessment, as you will use the scores to determine which students should complete the Word Reading in Isolation Assessment.
- Beginning on Day 2 of the BOY Assessment, all students will work independently on the Grammar Assessment.
- In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment (to students who scored 10 or fewer on the Reading Comprehension Assessment, or between 11–13, as time allows). Administer the Fluency Assessment to all students.
- The Word Reading in Isolation Assessment uses Activity Page A.3 (Scoring Sheet for student responses), as well as the Word Reading in Isolation Assessment located in the Assessment Day 2 lesson. A Word Reading in Isolation Analysis and a Word Reading in Isolation Remediation Guide have been included in the Assessment Day 2 lesson.
- The Fluency Assessment uses Activity Pages A.2 and A.4 (which you will have collected from students), as well as the Fluency Assessment text "The Hare with Many Friends," located in the Teacher Resources section of the Teacher Guide. You will use Activity Page A.4 (Beginning-of-

Year Fluency Assessment Recording Copy) to create a running record while students read the fluency passage. Activity Page A.2 (Beginning-of-Year Assessment Summary) includes a Fluency Assessment Scoring Sheet.

- Beginning on Day 3 of the BOY Assessment, all students will complete the morphology assessment. You will continue to pull students individually to administer the Word Reading in Isolation Assessment and the Fluency Assessment.

Reading Comprehension Assessment — 90 minutes

Have students work independently to complete the Reading Comprehension Assessment on Activity Page A.1. After you have scored the assessment, record individual scores on each student's BOY Assessment Summary (Activity Page A.2).

The texts used in the Reading Comprehension Assessment—"A Midsummer Night's Dream" (literary text), "The Reformation" (informational text), and "Native Americans" (informational text)—have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts Supplement to Appendix A, "New Research on Text Complexity" (www.corestandards.org/resources). All selections fall within the Common Core 4th–6th Grade Band.

The reading comprehension questions pertaining to these texts are also aligned to the CCSS and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might address multiple standards. In general, the selected-response items address Reading standards, and the constructed-response items address Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper-and-pencil format.

Item Annotations and Correct Answers

* To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)	Standards
1 *Literal*	C	RL.6.1
2 *Part A* *Literal*	He gives Bottom the head of a donkey; he turns himself invisible as he chases and pinches the workmen.	RL.6.1, W.6.1
2 *Part B* *Evaluative*	D	RL.6.1, RL.6.2, RL.6.5, W.6.1
3 *Part A* *Inferential*	C	RL.6.4, RL.6.5, L.6.5
3 *Part B* *Evaluative*	Bottom does not know that Puck has changed his head to the shape of a donkey's head. The phrase "make an ass of me" is humorous because his head has actually been turned into a donkey's head and he acts like a fool—both are meanings of the word *ass*.	RL.6.4, RL.6.5, L.6.5, W.6.4, W.6.9.a

Item	Correct Answer(s)			Standards
4 *Evaluative*	The first creature Titania sees upon waking is Bottom. She appears to fall in love with him, despite the fact that he has the head of a donkey.			RL.6.3, RL.6.5, W.6.4, W.6.9.a
5 *Part A* *Inferential*	A			RL.6.2
5 *Part B* *Evaluative*	Answers will vary but should summarize in students' own words the events that support the theme. Sample answer: In the beginning of the passage, Puck tricks Bottom by turning his head into a donkey's head, while Bottom doesn't realize it has happened. Titania is tricked when Oberon sprinkles a love potion into her eyes and she falls in love with Bottom.			RL.6.2, W.6.4, W.6.9.a
6 *Part A* *Inferential*	C			RI.6.4, L.6.4
6 *Part B* *Inferential*	The author is portraying Luther as thoughtful and questioning. Since he thinks carefully about his own beliefs, it makes sense that he later thinks about and questions the Church's beliefs and practices.			RI.6.5, W.6.4, W.6.9.b
7 *Part A* *Literal*	B			RI.6.6
7 *Part B* *Evaluative*	The author presents facts about Martin Luther's life and role in the Reformation without presenting opinions or trying to persuade.			RI.6.1, RI.6.6, W.6.4, W.6.9.b
8 *Inferential*	Answers will vary but should explain that an indulgence is something the Church grants to guarantee a good afterlife.			RI.6.4, W.6.4
9 *Evaluative*	Answers will vary, but students should understand that the Church had considerable power over people's lives during the time of Martin Luther. As the text states, most Christians of the time accepted the Church's teachings unquestionably—in part because they believed their afterlife depended on it.			RI.6.2, RI.6.3, W.6.4,W.6.9, L.6.1
10 *Literal*	"Columbus's voyage triggered what some call an Age of Discovery."			RI.6.1
11 *Literal*	At first, Europeans thought they had landed in the West Indies because they thought North America was part of Asia. Thinking they had landed in the Indies, they called the indigenous people "Indians."			RL.6.1, W.6.4, W.6.9.b
12 *Evaluative*	The author provides evidence that Inca and Aztec empires fell quickly to Spanish conquerors, many being wiped out between 1492 and the end of the 1500s.			RI.6.8, W.6.4, W.6.9.b
13 *Literal*	A			RI.6.5
14 *Literal*	Aztec or Mayan	Spanish	quickly conquered or died or disease	RI.6.3
	Powhatan or Wampanoag	English	sometimes cooperated with settlers	

Item	Correct Answer(s)	Standards
15 *Part A* *Inferential*	D	RI.6.2
15 *Part B* *Evaluative*	Sample answer: The author states that changes occurred for Native Americans as a result of contact with Europeans beginning in 1492. The author then details how Aztec and Mayan populations fell quickly to Spanish soldiers and disease. The author explains that change happened more slowly for populations in North America, which was settled by Europeans who sometimes cooperated with indigenous people, though this was not always the case.	RI.6.2, W.6.4, W.6.9.b

Reading Comprehension Assessment Analysis

Students who answered 10 or fewer questions correctly out of 15 total questions appear to have **minimal preparation** for Grade 6. Administer the Word Reading in Isolation Assessment and the Fluency Assessment to these students to gain further insight as to possible weaknesses. These students may have fairly significant skills deficits and may not be ready for Grade 6. Carefully analyze their performance on the Reading Comprehension Assessment, the Word Reading in Isolation Assessment, and the Fluency Assessment to determine whether students need to be regrouped to an earlier point of instruction in the CKLA grade level materials.

Students who answered 11–13 questions correctly out of 15 total questions appear to have **adequate preparation** for Grade 6. As time permits, administer the Word Reading in Isolation Assessment and Fluency Assessment to these students. Use results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings that may require targeted remediation.

Students who answered 14–15 questions correctly out of 15 total questions appear to have **outstanding preparation** for Grade 6. You do not need to administer the Word Reading in Isolation Assessment or Fluency Assessment to these students.

The following chart provides an overview of how to interpret students' scores.

Reading Comprehension Assessment Analysis	
Number of Questions Answered Correctly	**Interpretation**
10 or fewer	Student appears to have minimal preparation for Grade 6; administer Word Reading in Isolation Assessment and Fluency Assessment on Day 2 or Day 3.
11–13	Student appears to have adequate preparation for Grade 6; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment.
14–15	Student appears to have outstanding preparation for Grade 6; do not administer Word Reading in Isolation Assessment or Fluency Assessment.

NAME: _____

DATE: _____

Beginning-of-Year Assessment—Reading Comprehension

You will read three selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Finally, you will read the third selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Passage 1: from the Core Knowledge Core Classic adaptation of *A Midsummer Night's Dream*, by William Shakespeare

1 The moonlight shone on the hidden bower where Titania, the fairy queen, lay asleep. Into this part of the wood walked Peter Quince and his fellow workmen, eager to rehearse their play.

2 "Here's a marvelous convenient place for our rehearsal!" cried Quince. As the workmen walked around, each muttering his lines, and some making grand gestures with their hands and arms—especially Bottom—a grinning fairy looked down upon them.

3 "What hempen homespuns have we swaggering here?" said Puck. At this moment, Bottom strutted by, and Puck could not resist a little magical mischief. With a wink, he gave Bottom the head of a donkey!

4 When Bottom turned back to his fellow workmen, they screamed in horror and ran. Puck laughed and, invisible, he zipped after them, pinching their arms and legs.

5 "Why do you run away?" cried Bottom, who was unaware that his head had been transformed. "I see what you are up to," said Bottom. "You mean to make an ass of me, to frighten me! Well, I am not afraid! I will walk up and down here and sing."

6 Bottom sang so loudly that he woke the fairy queen. Titania emerged from her bower and saw the donkey-headed man. The juice of the little purple flower did its magic. She cried out, "What angel wakes me from my flowery bed?" Then she wrapped her arms around Bottom and whispered into his large donkey ear, "I love you. Go with me, and I will give you fairies to attend upon you."

7 With fairies flitting about him, Bottom followed the queen to her bower.

Questions 1–5 pertain to Passage 1: A Midsummer Night's Dream, by William Shakespeare.

1. Why do Peter Quince and the workmen enter the woods?
   A. to sing some songs
   B. to awaken Titania
   C. to practice a play
   D. to play a trick on Puck

The following question has two parts. Answer Part A, and then answer Part B.

2. **Part A:** What does Puck do to demonstrate that he has magical powers?

   _____

   _____

   Part B: What do these actions reveal about Puck's point of view in the play?
   A. He wants to be helpful.
   B. He resents the workmen.
   C. He wants to be in the play.
   D. He likes to cause mischief.

The following question has two parts. Answer Part A, and then answer Part B.

3. **Part A:** A *pun* is a play on words—the humorous use of a word to suggest two or more of its meanings. Which line from the text contains a pun?
   A. *The moonlight shone on the hidden bower where Titania, the fairy queen, lay asleep.*
   B. *Puck could not resist a little magical mischief. With a wink, he gave Bottom the head of a donkey!*
   C. *"I see what you are up to," said Bottom. "You mean to make an ass of me, to frighten me!"*
   D. *She cried out, "What angel wakes me from my flowery bed?"*

Part B: How does this pun create humor in the text?

4. In an earlier scene, Titania's husband, Oberon, sprinkles magic juice into her eyes that will make her to fall in love with the first being she sees when she wakes. Explain what events happen as a result of this action.

The following question has two parts. Answer Part A, and then answer Part B.

5. **Part A:** A theme is an idea or topic that recurs throughout a text. What is a theme in the passage?

   A. trickery

   B. honesty

   C. friendship

   D. disagreement

   Part B: In your own words, summarize the events that support the theme.

Passage 2: *The Reformation*

1 Martin Luther sparked the Reformation, a movement that brought about great religious and political changes. As a young boy growing up in Germany, he could not have known that he would be responsible for such change.

2 Martin Luther was born into a relatively wealthy German family. His father prospered in the copper mining business. His family had enough money to send him to good schools and eventually to the University of Erfurt, one of the best universities in Germany. Luther was an excellent student and earned two degrees. In 1505 CE, at age 21, he decided to pursue a third degree, in law. But six weeks later he had a sudden change of heart.

3 What happened? As Luther later told the story, he was walking home one night when a terrible storm came. Thunder boomed and lightning blazed across the sky. Suddenly a bolt of lightning struck dangerously close, knocking Luther to the ground. As the storm raged around him, the terrified Luther vowed that if he survived, he would give his life to God and become a monk.

4 Luther did survive. True to his promise, but much to his father's dismay, he stopped studying law and entered the Augustinian monastery in Erfurt.

5 Like most Christians of his time, Luther initially accepted what the Church taught—the only way into heaven was to do good works, aid the poor, confess his sins, and follow its teachings. But during the years Luther spent in the monastery at Erfurt, he had a lot of time to read the Bible. He pondered biblical passages—as well as his own beliefs. Like most people of this age, Luther wanted to ensure for himself a place in heaven. He began to question, however, the Church's teachings with regard to what people had to do to make that happen. He also questioned the role of priests in people's lives. His views were a direct challenge to the Church in Rome.

6 After several years, Luther was transferred from Erfurt to a monastery at Wittenberg. There Luther attended the University of Wittenberg. He earned an advanced degree in biblical theology and became a teacher at the university.

7 Luther was a gifted teacher and a powerful speaker. As he continued teaching, he struggled to come to a clearer understanding of his own beliefs and how they differed from Church teachings. He was angered by practices within the Church that he thought were corrupt. In 1517 CE, an event took place that changed Luther's life and ultimately European history.

8 At that time, the Church raised money by issuing indulgences. People believed that indulgences could speed up their journey to heaven and shorten the amount of time they spent in purgatory, a place people believed their souls went before reaching heaven.

9 The practice of issuing indulgences in exchange for money became intolerable for Luther when he heard about a Dominican friar named John Tetzel. Tetzel not only issued indulgences, he proclaimed that as soon as a coin was received by the Church, a soul was released from purgatory. It was essentially saying you could buy the way of a soul into heaven.

10 Outraged, Luther decided to act. He composed a list of 95 objections to the practice of issuing indulgences and sent it in a letter to his superiors. In addition, on October 31, 1517 CE, Luther nailed a copy of this list, later called his Ninety-Five Theses, to the door of the church at the University of Wittenberg. This action was an open invitation to discuss and debate his point of view.

Questions 6–9 pertain to Passage 2: "The Reformation."

The following question has two parts. Answer Part A, and then answer Part B.

6. **Part A:** Read the sentences from paragraph 5. Based on what you know about Martin Luther's years in the monastery at Erfurt, what does the word *pondered* mean?

> But during the years Luther spent in the monastery at Erfurt, he had a lot of time to read the Bible. He pondered biblical passages—as well as his own beliefs.

A. spoke the truth about something

B. ignored the consequences of something

C. thought deeply about something

D. mocked or made fun of something

Part B: How does this detail help explain why Martin Luther later challenged some of the Church's practices?

_____

_____

_____

The following question has two parts. Answer Part A, and then answer Part B.

7. **Part A:** What is the author's purpose in this text?

A. to present an opinion about Martin Luther's ideas about the Church

B. to inform the reader about Martin Luther's role in the Reformation

C. to entertain the reader with stories about Martin Luther's life

D. to persuade the reader to agree with Martin Luther's ideas

Part B: What clues in the text indicate this purpose?

8. Using your own words, explain what the word *indulgence* means in the text.

9. Why might some people have been afraid to support Martin Luther's ideas? What can you infer about the power of the Catholic Church in Europe during Martin Luther's lifetime? Use evidence from the text to support your answer.

Passage 3: *Native Americans*

1 The year 1492 CE is a notable date in history—especially American history. Christopher Columbus sailed from Spain in that year to look for a passage to Asia, because that is what he thought he would find across the Atlantic Ocean. Instead, he bumped into a new continent. Columbus's voyage triggered what some call an Age of Discovery. He was just one of many, many explorers from Spain, England, France, and other European countries to travel across the Atlantic.

2 At first, the Europeans did not know what to call this land. Some called it the West Indies, because they thought it was part of Asia. Later, they named it the Americas, after an Italian explorer named Amerigo Vespucci, who figured out it really was a new continent—or, more precisely, two new continents: North and South America. Many Europeans simply referred to it as the New World because it was not on any of their maps and everything seemed strange and new to them. For Europeans, this New World promised not only new lands but also incredible riches: gold, silver, sugar, tobacco, lumber, animal furs, and a host of other resources. European nations sent armies to fight over these riches, and they sent settlers to harvest them.

3 As you probably know, Columbus was not the first person to find the Americas. European explorers and settlers encountered people everywhere they went. These were the original, or "native," people of the Americas because they had lived on this land before anyone else. Some Europeans called them Indians, although they were not really in the Indies at all. The name stuck, and that is why you hear the term *American Indian* today.

4 Beginning in 1492 CE, many things began to change for the indigenous peoples of North and South America. For some, the change came quickly. This was especially true in places such as Mexico and Peru, where the Aztec and Inca empires ruled. Their civilizations fell quickly to Spanish conquerors. The Spanish brought their powerful guns, steel swords, and horses. They (and all other Europeans) also brought diseases against which the native peoples had no natural defenses. By the end of the 1500s, Spanish soldiers and diseases wiped out many groups of people from Mexico through South America.

5 Change was more gradual for Native Americans in the part of North America that later became the United States. Although the early Spanish explorers built several settlements north of Mexico, they did not conquer all of this land. However, the Spanish were not the only Europeans interested in the Americas. The English, French, Portuguese, and Dutch also crossed the ocean in search of riches. They, too, sent explorers, and soon they built settlements and colonies of their own.

6 The English settled at Jamestown, Virginia, where they built a fort in 1607 CE. There, Captain John Smith met Pocahontas and her tribe, the Powhatan. A few years later, in 1620 CE, the Pilgrims landed at Plymouth Rock. They interacted with the Wampanoag people, including a man named Tisquantum, also known as Squanto, who helped them learn to survive. The Pilgrims were grateful to Squanto for his help. According to some historical records, the Pilgrims and Native Americans came together for a meal to share the bounty of their harvest. Today we remember and celebrate this meal as Thanksgiving.

7 As with the story of Columbus, the story of Thanksgiving is only a fragment of a much larger story about Native Americans and the impact Europeans had on their world. Unfortunately, the themes of the Thanksgiving story—such as cooperation, friendship, and gratitude—are not common in the history of relations between Native Americans and Europeans.

Questions 10–15 pertain to Passage 3: "Native Americans."

10. Write a sentence from paragraph 1 that describes one effect of Christopher Columbus's arrival in the Americas.

11. Why did Europeans began to call the original people of the Americas "Indians"? Use details from the text to support your answer.

12. In paragraph 4, the author states that "change came quickly" for some indigenous people in North and South America after Europeans arrived. Explain what evidence, if any, the author provides in the paragraph to back up this claim.

13. Read the following passage from paragraph 6.

> The English settled at Jamestown, Virginia, where they built a fort in 1607 CE. There, Captain John Smith met Pocahontas and her tribe, the Powhatan. A few years later, in 1620 CE, the Pilgrims landed at Plymouth Rock.

What text structure is used in the passage?

A. sequence of events

B. compare and contrast

C. problem and solution

D. main idea and details

14. The text presents the idea that some Native American groups fared better than others when they interacted with Europeans for the first time. Complete the chart for two different contrasting groups.

Name of Native American group	European nation they encountered	What happened to them as a result

The following question has two parts. Answer Part A, and then answer Part B.

15. **Part A:** What is the central idea of the text?

A. Christopher Columbus's arrival in the Americas sparked the Age of Discovery.

B. Spanish soldiers and diseases wiped out many Native American populations.

C. Some Native Americans and Europeans in North America were able to cooperate.

D. The arrival of Europeans brought many changes to Native American populations.

Part B: In your own words, summarize the important details in the text that support the central idea.

Beginning-of-Year Reading Comprehension total _____ of 15 points.

To receive a point for a two-part question (i.e., 2, 3, 5, 6, 7, 14, and 15), students must correctly answer both parts of the question.

NAME: _____

DATE: _____

Grade 6 Beginning-of-Year Assessment—Summary

Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
12/15	_____/15

Word Reading in Isolation Assessment (if administered)

List the missed letter-sound correspondences and syllabication errors in the spaces below:

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

Other Notes:

_____

_____

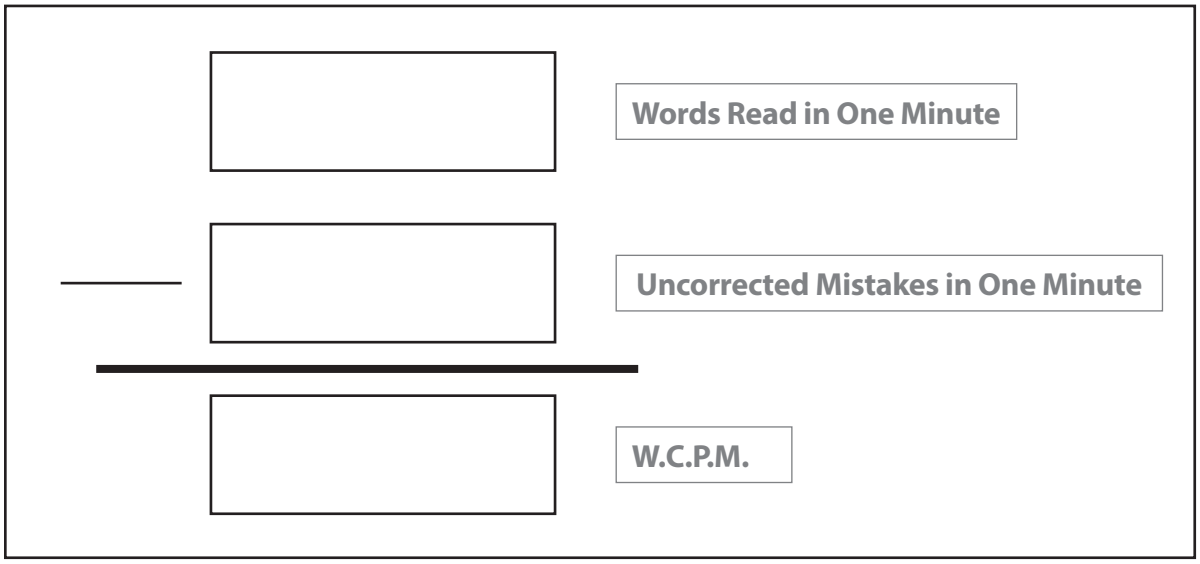
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Fluency Assessment Scoring Sheet



Percentile	Fall W.C.P.M.
90	166
75	139
50	110
25	85
10	61
Comprehension Questions Total Correct _____/4	

Recommended Placement (check one)

_____ CKLA Grade 6

_____ An earlier point of instruction in the CKLA grade-level materials

Assessment Day 2

LESSON AT A GLANCE	TIME	MATERIALS
Beginning-of-Year-Assessment		
Grammar Assessment	45 min	Activity Page A.5
Beginning-of-Year-Assessment		
Word Reading in Isolation Assessment; Fluency Assessment	Ongoing	Activity Pages A.2, A.3, A.4; stopwatch

ADVANCE PREPARATION

Beginning-of-Year (BOY) Assessment

- Please plan to have supplemental reading material available for students to select from and read independently as they finish the BOY Assessment.

BEGINNING OF YEAR ASSESSMENT

- During the second day of the three-day assessment, all students will complete the Grammar Assessment independently. It includes 55 items assessing knowledge of parts of speech, sentence elements (subject/predicate), verb tenses, subject-verb agreement, conjunctions, prepositions, interjections, and punctuation. After students complete this portion of the assessment, enter their scores on the Grammar Assessment Scoring Sheet, in this lesson, making additional copies if needed. Benchmark results for individual students are not included for the Grammar Assessment.
- Begin to administer the Word Reading in Isolation Assessment, based on students' performance on the Reading Comprehension Assessment, and administer the Fluency Assessment to all students.

Grammar Assessment — 45 minutes

Have students work independently to complete the Grammar Assessment on Activity Page A.5. Enter all student scores into the Grammar Assessment Scoring Sheet.

Grammar Assessment Scoring Sheet

Skill	Subject-Predicate	Subject-Predicate	Compare/Contrast Words & Phrases	Compare/Contrast Words & Phrases	Compare/Contrast Words & Phrases	Action and Linking Verbs	Action and Linking Verbs	Action and Linking Verbs	Action and Linking Verbs	Subject-Verb Agreement: Present Tense	Subject-Verb Agreement: Present Tense	Subject-Verb Agreement: Present Tense	Subject-Verb Agreement: Present Tense	Subject-Verb Agreement: Present Tense	Subject-Verb Agreement: Present Tense	Subject-Verb Agreement: Present Tense	Commas-Items in a Series	Commas-Items in a Series	Subject-Verb Agreement: Past Tense	Subject-Verb Agreement: Past Tense	Subject-Verb Agreement: Past Tense	Subject-Verb Agreement: Past Tense	Subject-Verb Agreement: Past Tense	Subject-Verb Agreement: Past Tense	Subject-Verb Agreement: Past Tense
Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Student																									

Grammar Assessment Scoring Sheet

Skill	Prepositions	Prepositions	Correlative Conjunctions	Correlative Conjunctions	Interjections	Interjections	Pronouns	Pronouns	Pronouns	Pronouns	Pronouns	Pronouns	Pronouns	Pronoun Antecedents	Pronoun Antecedents	Pronoun Antecedents	Pronoun Antecedents	Commas:-Introductory Element	Commas:-Introductory Element	Commas:-Introductory Element	Shifts in Verb Tense	Shifts in Verb Tense	Transitional Words and Phrases	Transitional Words and Phrases	Commas: Yes/No, Direct , Tag	Commas: Yes/No, Direct , Tag	Commas: Yes/No, Direct , Tag	Titles	Titles	Titles
Question	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
Student																														

Word Reading in Isolation Assessment — Ongoing

- Begin to administer the Word Reading in Isolation Assessment individually to all students who scored 10 or fewer on the Reading Comprehension Assessment and to students who scored between 11–13, as time permits, to gain further insight as to possible weaknesses.
- This section of the BOY Assessment assesses single-word reading to identify the specific letter-sound correspondences a student may have not yet mastered.

Administration Instructions

- Locate the Word Reading in Isolation Assessment in this lesson. Students will read from this copy.
- Cover all of the words before calling a student to complete the assessment.
- Tell the student they will read words aloud to you and that it is important to do their best reading.
- Uncover the first row of words by moving the paper down.
- As the student reads a word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Assessment Scoring Sheet (Activity Page A.3). Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, place a check mark above the word.
- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the scoring sheet.
- Administer the Fluency Assessment after completing this section, and continue administering these two individual assessments as time permits, throughout Day 2 and Day 3, to the remaining students.

Word Reading in Isolation Analysis

The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger their preparation is for Grade 6. A Word Reading in Isolation Analysis sheet and Remediation Guide are located in this lesson.

The number of words read correctly indicates the following:

- Students who score 30 or fewer words out of 45 correctly appear to have **minimal preparation** for Grade 6.
- Students who score 31–35 out of 45 words correctly appear to have **adequate preparation** for Grade 6.
- Students who score 36–45 out of 45 words correctly appear to have **outstanding preparation** for Grade 6.

After scoring the assessment, you might find it helpful to determine which letter-sound correspondences students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the Syllabication Analysis.

Score required to meet benchmark of 80%						
Phonemes						
consonants						**totals**
/b/	/d/	/f/	/g/	/h/		168/210
/j/	/k/	/l/	/m/	/n/		
/p/	/r/	/s/	/t/	/v/		
/w/	/x/	/y/	/z/	/ch/		
/sh/	/th/	/th/	/ng/	/qu/		
Vowels						106/134
/a/	/e/	/i/	/o/	/u/		37/47
/ae/	/ee/	/ie/	/oe/	/ue/		25/31
/ə/	/oo/	/oo/	/aw/	/ou/		22/28
/oi/	/ar/	/er/	/or/	/aer/	/ə/+/l/	22/28
Syllabication (words with 2 or more syllables)						
Closed Syllable/short						39/49
Open Syllable/long						13/17
Magic E and Digraph Syllable						21/26
R-Controlled Syllable						16/20
ə Syllable						7/9
–le Syllable						4/4

Word Reading in Isolation Remediation Guide

Write the names of students who missed questions under each header. This will help you determine what kind of remediation is needed.

Refer to the table of contents in the *Decoding and Encoding Remediation Supplement*, which is a free online guide that can be downloaded from the Core Knowledge Foundation website, www.coreknowledge.org/free-resource/ckla-ancillary-materials-sixth-grade/. to locate information about specific phonemes and syllabication for remediation purposes.

Phonemes—consonants (item numbers in parentheses)		
/b/ (1e, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 13b)	**/d/ (1a, 1d, 2d, 3b, 3d, 4d, 5a, 7e, 8a, 8e, 9c, 10b, 10e)**	**/f/ (1b, 4c, 4d, 5e, 6c, 6e, 13d)**
/g/ (4e, 6d, 13a)	**/h/ (9b)**	**/j/ (1c, 12c, 12d)**
/k/ (2c, 2e, 3a, 3d, 3e, 5c, 5d, 6a, 6d, 8c, 9a, 10a, 10d, 10e, 11b, 11d, 12a, 13c)	**/l/ (1b, 1d, 1e, 2d, 2e, 3c, 4d, 5a, 5e, 6e, 7c, 9c, 9e, 10a, 12a)**	**/m/ (2c, 4a, 9a, 9b, 11b, 12b, 13c, 13e)**
/n/ (1c, 2c, 2e, 4e, 5c, 5d, 6d, 7a, 8b, 8c, 9b, 9d, 10b, 11e, 12d, 12e)	**/p/ (1e, 5b, 6b, 6c, 7e, 9c, 10c, 11c, 11d, 12c)**	**/r/ (2a, 3b, 3c, 3e, 4b, 4c, 5b, 5c, 5d, 6a, 7d, 7e, 11b, 11d, 12c, 13a, 13c)**
/s/ (1a, 1b, 1e, 2c, 2e, 3d, 4a, 5d, 6c, 7b, 7e, 9e, 10a, 10b, 10d, 11a, 11d, 12b, 12d, 12e, 13e)	**/t/ (1a, 1b, 1d, 2b, 2d, 3c, 4b, 4c, 4e, 5c, 5d, 6a, 8a, 8c, 8d, 11e, 12a, 12b, 12c, 13c, 13e)**	**/v/ (1d, 2a, 4a, 7d, 7e, 8e, 10b)**
/w/ (2b, 6a, 9d, 9e, 10e, 11a, 11c)	**/x/ (1c, 7b)**	**/y/ (7a, 13d)**
/z/ (3a, 3e, 5a, 7b, 9a, 10d, 13b)	**/ch/ (6b, 10e, 11a)**	**/sh/ (2b, 12b)**

Phonemes—consonants (item numbers in parentheses)		
/th/ (1e, 9e, 13d)	**/th/ (7c)**	**/ng/ (7a, 9d, 11d, 11e)**
/qu/ (6e)		

Phonemes—vowels (item numbers in parentheses)		
/a/ (1b, 8b, 9a, 12a, 12b)	**/e/ (1a, 5d, 7b, 9e, 10d)**	**/i/ (1c, 3b, 5a, 6c, 6d, 6e, 7a, 7e, 8a, 8c, 9d, 11a, 11d, 11e, 12c, 12d, 13a, 13b, 13c, 13e)**
/o/ (1c, 2a, 2b, 3c, 5c, 6a, 6e, 11c)	**/u/ (1d, 2b, 2c, 4a, 8c, 10e, 11b, 12b, 13c)**	**/ae/ (1d, 1e, 4b, 4c, 6a, 10c, 12a)**
/ee/ (1a, 3c, 4e, 5b, 5c, 6b, 6c, 7d, 13c)	**/ie/ (2d, 6e, 7b, 7d, 12e)**	**/oe/ (2a, 5e, 7c, 8e, 13e)**
/ue/ (3a, 8c, 9b, 12a)	**/ə/ (1c, 2d, 3a, 4b, 4e, 9a, 9b, 10b, 12e)**	**/oo/ (2c, 3e, 7e, 8b, 8e, 13d)**
/oo/ (9c, 10e)	**/aw/ (1b, 8a, 8d)**	**/ou/ (2e, 10a)**

/oi/ (10b, 10c)	/ar/ (4a, 12c, 13b)	/er/ (1e, 4c, 5a, 6a, 6c, 6d, 7a, 7b, 8e, 9e, 10c, 11c)
/or/ (3d, 4d, 9d, 10d)	**/aer/ (4e, 5b)**	**/ə/ + /l/ (2e, 3b, 4a, 4b, 5e, 11d, 13a, 13d, 13e)**

Syllabication (words with 2 or more syllables; item numbers in parentheses)		
closed Syllable/short (1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4e, 5a, 5c, 5d, 6a, 6c, 6d, 6e, 7a, 7b, 7e, 8a, 8b, 8c, 9a, 9b, 9d, 9e, 10b, 10d, 10e, 11c, 11d, 11e, 12a, 12b, 12c, 13a, 13b, 13c, 13e)	**open Syllable/long (1a, 2a, 3c, 4e, 5b, 6b, 6c, 6e, 7d, 8c, 8e, 9b, 10c, 12a, 13c, 13e)**	**Magic E and Digraph Syllable (1b, 1d, 1e, 2c, 2d, 2e, 3a, 4a, 4b, 4c, 5c, 5e, 6a, 6b, 7b, 7e, 8a, 8b, 8e, 10b, 10c, 10e, 12a, 12e, 12d)**
r-controlled Syllable (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)	**ə Syllable (1c, 2d, 2e, 3a, 4a, 4b, 5e, 9a, 12e, 13d)**	**–le Syllable (3b, 11d, 13a, 13e)**

Beginning-of-Year (BoY) assessment

Word Reading in Isolation Assessment					
1.	steady	asphalt	oxygen	dovetail	birthplace
2.	bravo	washtub	consume	delight	council
3.	accuse	riddle	trolley	scoreboard	cruise
4.	marvelous	betrayal	freighter	floored	guarantee
5.	blizzard	prairie	concrete	crescent	bowlful
6.	breakwater	peachy	spiffier	gherkin	qualify
7.	yearning	exercise	loathe	ivory	disprove
8.	audit	baboon	continue	taught	overdue
9.	chasm	human	pulled	warning	worthless
10.	scowl	avoidance	paperboy	courses	woodchuck
11.	switch	crumb	whopper	sprinkle	knitting
12.	calculate	mustache	partridge	singe	assign
13.	wriggle	bizarre	recommit	youthful	mistletoe

Fluency Assessment — Ongoing

- Begin to administer the Fluency Assessment individually to all students.
- This section of the BOY Assessment assesses students' fluency in reading, using the selection "The Hare with Many Friends" (literary text) located in the Teacher Resources section of the Teacher Guide.

Administration Instructions

- Turn to the student copy of "The Hare with Many Friends" in this lesson. Students will read from this copy.
- Using the Recording Copy of "The Hare with Many Friends" (from students' Activity Page A.4) for each student, you will create a running record as you listen to each student read orally.
- Explain that the student will read a selection aloud while you take some notes. Encourage the student not to rush and to read at their regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy of the text using the following guidelines:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an "X" above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an "SC."
Teacher-supplied words	Write a "T" above the word (counts as an error).

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark the student's place in the text at that point. Allow the student to finish reading the selection aloud.
- Assess the student's comprehension of the selection by asking them to respond orally to the following questions:

1. ***Literal*** Why did the hare become frightened?

   » The hare became frightened because she heard some hounds approaching.

2. ***Inferential*** Why did the hare think the horse and the other beasts would help her?

   » The hare thought the horse and the other beasts would help her because they were her friends.

3. ***Literal*** Why didn't the goat help the hare?

   » The goat was afraid his back would hurt if he took the hare upon it.

4. ***Inferentia***l What would be a good moral for this story?

   » Answers will vary. Possible responses include "It is best to rely on oneself" or "The one who has many friends has no friends."

- Continue administering the Fluency Assessment as time permits, throughout Day 2 and Day 3.
- You may score the assessment later, provided you have kept running records and marked the last word students read after one minute elapsed.

Guidelines for Fluency Assessment Scoring

Use one Fluency Assessment Scoring Sheet for each student taking the assessment. The Fluency Assessment Scoring Sheet appears in each student's BOY Assessment Summary (Activity Page A.2).

To calculate a student's W.C.P.M. (Words Correct per Minute) score, use the information you recorded on the Recording Copy, and follow these steps. You may wish to have a calculator available.

1. Count Words Read in One Minute. This is the total number of words that the student read or attempted to read in one minute. It includes words that the student read correctly as well as words that the student read incorrectly. Write the total in the box labeled Words Read in One Minute.
2. Count the Uncorrected Mistakes in One Minute. You noted these in the running record. They include words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the scoring sheet. (A mistake that the student self-corrects is not counted as a mistake.)
3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from the Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 6 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms for Grade 6 obtained by Hasbrouck and Tindal (2017). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the fall of Grade 6 and a student scored 120 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

Oral Reading Fluency Norms for Grade 6

Percentile	Fall W.C.P.M.	Winter W.C.P.M.	Spring W.C.P.M.
90	185	195	204
75	159	166	173
50	132	145	146
25	112	116	122
10	89	91	91

The Hare with Many Friends

A hare was very popular with the other beasts, who all claimed to be her friends. But one day she heard the hounds approaching and hoped to escape them by the assistance of her many friends. So she went to the horse, and asked him to carry her away from the hounds on his back. But he declined, stating that he had important work to do. "I am confident," he whinnied, "that your other friends will come to your aid."

The hare then applied to the bull, and hoped that he would drive away the hounds with his horns. The bull snorted, "I am very sorry, but I have an appointment with a lady; but I feel sure that your friend the goat will do what you want."

The goat, however, feared that his back would hurt if he took her upon it. The ram, he was certain, was the proper friend to apply to.

So the hare went to the ram and asked him for help. The ram grunted, "Another time, my dear friend. I don't like to interfere, as hounds have been known to eat sheep as well as hares."

As a last resort, the hare then applied to the calf, who regretted that he was unable to help her, as he did not like to take the responsibility upon himself, as so many other animals had declined the task.

By this time the hounds were quite near, and the hare took to her heels and luckily escaped.

NAME: _____

DATE: _____

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
1	steady /sted*ee/ closed * open	asphalt /as*fawlt/ closed *digraph	oxygen /ox*ij*ən/ closed * closed * closed	dovetail /duv*tael/ digraph *digraph	birthplace /berth*plaes/ r-controlled * digraph
2	bravo /brov*oe/ closed * open	washtub /wosh*tub/ closed * closed	consume /kun*soom/ closed * digraph	delight /də*liet/ ə * digraph	council /koun*səl/ digraph * ə
3	accuse /ə*kuez/ ə * digraph	riddle /rid*əl/ closed * –le	trolley /trol*ee/ closed * open	scoreboard /skor*bord/ r-controlled * r-controlled	cruise /krooz/
4	marvelous /mar*vəl*us/ r-cont. * ə * digraph	betrayal /bə *trae*əl/ ə * digraph * ə	freighter /fraet*er/ digraph * r-controlled	floored /flord/	guarantee /gaer*ən*tee/ r-cont. * closed * open
5	blizzard /bliz*erd/ closed * r-controlled	prairie /praer*ee/ r-controlled * open	concrete /kon*kreet/ closed * digraph	crescent /kres*ent/ closed * closed	bowlful /boel*fəl/ digraph * ə
6	breakwater /braek*wot*er/ digraph * closed * r-controlled	peachy /peech*ee/ digraph * open	spiffier /spif*ee*er/ closed * open * r-cont.	gherkin /ger*kin/ r-controlled * closed	qualify /quol*if*ie/ closed * closed * open
7	yearning /yern*ing/ r-controlled * closed	exercise /ex*er*siez/ closed * r-cont. * digraph	loathe /loeth/	ivory /ie*vree/ open * open	disprove /dis*proov/ closed * digraph

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
8	audit /aw*dit/ digraph *closed	baboon /bab*oon/ closed * digraph	continue /kun*tin*ue/ closed * closed * open	taught /tawt/	overdue /oe*ver*doo/ open * r-cont. * digraph
9	chasm /kaz*əm/ closed * closed	human /hue*mən/ open * closed	pulled /poold/	warning /worn*ing/ r-controlled * closed	worthless /werth*les/ r-controlled * closed
10	scowl /skoul/	avoidance /ə*void*əns/ ə * digraph * closed	paperboy /pae*per*boi/ open * r-cont. * digraph	courses /kors*ez/ r-controlled * closed	woodchuck /wood*chuk/ digraph * closed
11	switch /swich/	crumb /krum/	whopper /wop*er/ closed * r-controlled	sprinkle /spring*kəl/ closed * –le	knitting /nit*ing/ closed *closed
12	calculate /kal*kue*laet/ closed * open * digraph	mustache /mus*tash/ closed * closed	partridge /par*trij/ r-controlled * closed	singe /sinj/	assign /ə*sien/ ə *digraph
13	wriggle /rig*əl/ closed * –le	bizarre /biz*ar/ closed *r-controlled	recommit /ree*kum*it/ open * closed * closed	youthful /yooth*fəl/ digraph * ə	mistletoe /mis*əl*toe/ closed * –le * open

NAME: _____

DATE: _____

Beginning-of-Year Fluency Assessment

Recording Copy

The Hare with Many Friends

A hare was very popular with the other beasts, who all claimed to be her friends. 16
But one day she heard the hounds approaching and hoped to escape them by the 31
assistance of her many friends. So she went to the horse, and asked him to carry 47
her away from the hounds on his back. But he declined, stating that he had 62
important work to do. "I am confident," he whinnied, "that your other friends 75
will come to your aid." 80

The hare then applied to the bull, and hoped that he would drive away the hounds 96
with his horns. The bull snorted, "I am very sorry, but I have an appointment with 112
a lady; but I feel sure that your friend the goat will do what you want." 128

The goat, however, feared that his back would hurt if he took her upon it. The ram, 145
he was certain, was the proper friend to apply to. 155

So the hare went to the ram and asked him for help. The ram grunted, "Another time, 172
my dear friend. I don't like to interfere, as hounds have been known to eat sheep as 189
well as hares." 192

As a last resort, the hare then applied to the calf, who regretted that he was unable 209
to help her, as he did not like to take the responsibility upon himself, as so many 226
other animals had declined the task. 232

By this time the hounds were quite near, and the hare took to her heels and luckily 249
escaped. 250

Word Count: 250

NAME: _____

DATE: _____

Beginning-of-Year Grammar Assessment

Read and answer each question.

For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.

1. Gutenberg did not truly invent moveable type.

2. Tribes of the Great Basin built domed houses called wigwams.

Read each pair of sentences about the beginning of printing in Europe. If the information in the pair of sentences is similar, rewrite the two sentences using a transition word or phrase that compares the two sentences. If the information in the pair of sentences is different, combine the sentences using a word or phrase that contrasts the two sentences.

Words and Phrases That Compare	Words and Phrases That Contrast
in the same way	on the other hand
similarly	however
just as	by contrast
also	instead

3. Plentiful, affordable books opened the door to a whole new world of learning and ideas. Some people did not like this turn of events.

_____

_____

_____

4. Gutenberg didn't make much money from his new printing process. His invention did change the world.

5. The Internet revolutionized how people communicated in the second half of the 20th century. Gutenberg's printing press revolutionized communication in the 15th and 16th centuries.

For each of the following sentences, identify the subject by circling it. Then identify the verb. If it is an action verb, underline it with a straight line. If it is a linking verb, underline it with a wiggly line.

6. Demetrius ran into the clearing.

7. Helena was amazed.

8. Oberon and his sprite hurried away.

9. Helena and Demetrius were by this time awake.

Use the information provided in the "Subject" and "Verb" columns of the following chart to fill in the "Agreement in the Present Tense" column so the subject and verb are in agreement in the present tense.

Subject	Verb	Agreement in the Present Tense
I	to be	10.
the water	to look	11.
the musicians	to sing	12.
she	to hear	13.
they	to laugh	14.
you	to be	15.

Write a complete sentence for any of the subject-verb agreement statements you created in the chart.

16. _____

_____

_____

For each of the following items in a series, write a complete sentence using commas correctly.

hot day bright sun cool lemonade

17. _____

_____

_____

strawberries bananas apples

18. _____

_____

_____

Use the information provided in the "Subject" and "Verb" columns of the following chart to fill in the "Agreement in the Past Tense" column so the subject and verb are in agreement in the past tense.

Subject	Verb	Agreement in the Past Tense
Johann Gutenberg	to have	19.
Native Americans	to be	20.
Helena	to sleep	21.
I	to be	22.
we	to have	23.
he	to think	24.

Write a complete sentence for any of the subject-verb agreement statements you created in the chart.

25. _____

_____

_____

Use the correct preposition from the word box to complete each sentence. Then write the function (place, time, or partner) in the box below the preposition.

out	with	before	in

26. Ignatius was born _____ 1491, the year _____ Christopher Columbus sailed for the New World.

27. The Pilgrims interacted _____ the Wampanoag people.

For each pair of words, write a sentence using the correlative conjunctions correctly.

28. *either/or*

_____

_____

_____

29. *both/and*

_____

_____

_____

Underline the interjection in each sentence. Then write the type of interjection on the line that follows, strong or mild.

30. Wow! This pizza tastes delicious!

    Type: _____

31. Well, it looks like we'll be late for dinner.

    Type: _____.

For each word provided in "Column 1: Word(s)," write one correct pronoun in "Column 2: Pronoun."

Column 1: Word(s)	Column 2: Pronoun
Queen Isabella	32.
the books	33.
Jenna and I	34.
grandma	35.
Johann Gutenberg	36.
my aunt and uncle	37.

Select one row from the chart, and write two sentences. The first sentence should use the noun in "Column 1: Word(s)" as the subject, and the second sentence should use the pronoun in "Column 2: Pronoun" as the subject.

38. _____

_____

_____

_____

Fill in the blanks with the correct pronoun antecedent from the box.

her	his	its	their

39. Lysander opened _____ eyes, which were no longer clouded by the fairy charm.

40. Copernicus and Galileo proposed a new view of the solar system, with the sun and not Earth at _____ center.

41. Lysander and Demetrius praised Helena's charms and vowed _____ love for her.

42. Great Granny told _____ grandchildren to gather around the rocking chair for a story.

Add a comma in the appropriate place for each of the following sentences.

43. Oh what a beautiful sunset.

44. Yes I like chocolate ice cream.

45. Well I'm not sure that's a good idea.

Read each set of sentences. If the verb tenses are the same and correct, put a ✓ (check mark) on the line. If there is an inappropriate shift in verb tense, put an X on the line. Rewrite the sentence(s) marked with an X with the correct verb tense(s).

46. _____ Oberon soon found Titania and quietly spied on her. He will listen as the fairy queen sighs to donkey-headed Bottom.

    Rewrite sentence(s), if needed:

    _____

    _____

47. _____ Red Cloud was both a warrior and a peacemaker. He believed that the Lakota needed to accept that they were part of the United States.

    Rewrite sentence(s), if needed:

    _____

    _____

Fill in the blanks with the best transitional words or phrases that help make the sentences flow together.

48. Thunderbird and Killer Whale fought for many days. (In other words/At last) _____, Killer Whale knew he could not win, and he swam away.

49. Learning to read and write became something more people wanted to do. (As a result/On the other hand) _____, the demand for books increased.

Insert a comma in the correct place in the following sentences.

50. Yes I think the garden is very beautiful.

51. Bethany will you please clean your room this afternoon?

52. You'll help me make dinner tonight won't you?

Circle the correct way to write the following titles.

53. Chapter "Setting the Stage for Reform" Setting the Stage for Reform

54. Book "A Changing Landscape" *A Changing Landscape*

55. Work of art Leonardo da Vinci's Leonardo da Vinci's
Mona Lisa *Mona Lisa*

Beginning-of-Year Grammar Assessment total _____ of 55 points.

Assessment Day 3

LESSON AT A GLANCE	TIME	MATERIALS
Beginning-of-Year-Assessment		
Morphology Assessment	45 min	Activity Page A.6
Beginning-of-Year-Assessment		
Word Reading in Isolation Assessment; Fluency Assessment	Ongoing	Activity Pages A.2, A.3, A.4; stopwatch

ADVANCE PREPARATION

Beginning-of-Year (BOY) Assessment

- Please plan to have supplemental reading material available for students to select from and read independently as they finish the BOY Assessment.

BEGINNING OF YEAR ASSESSMENT

- During the third day of the three-day assessment, all students will complete the Morphology Assessment, independently. It includes 18 items assessing knowledge of the prefixes *il–*, *ir–*, *inter–*, *im–*, *in–*, *ex–*, *en–*, *post–*, and *fore–*; suffixes *–ness*, *–ist*, *–tion*, and *–sion*; and roots *tract*, *vac*, *serv*, *cred*, and *mem*, all of which were taught in CKLA prior to Grade 6. Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.
- For the remainder of the class period, allow students time to complete the Reading Comprehension Assessment (Activity Page A.1) they began on Day 1, if needed.
- Continue to administer the Word Reading in Isolation Assessment and the Fluency Assessments, as described on Day 2.

Morphology Assessment — 45 minutes

Have students work independently to complete the Morphology Assessment on Activity Page A.6. Record all student scores into the Morphology Assessment Scoring Sheet.

Morphology Assessment Scoring Sheet

Skill	Question	Student																								
Prefix *il–*	1																									
Prefix *ir–*	2																									
Prefix *inter–*	3																									
Root *tract*	4																									
Suffix *–ness*	5																									
Root *vac*	6																									
Prefix *im–*	7																									
Prefix *in–*	8																									
Prefix *ex–*	9																									
Root *serv*	10																									
Prefix *en–*	11																									
Suffix *–ist*	12																									
Root *cred*	13																									
Prefix *post–*	14																									
Suffix *–tion*	15																									
Suffix *–sion*	16																									
Root *mem*	17																									
Prefix *fore–*	18																									

Interpreting Beginning-of-Year Assessment Scores

You should use the results of three assessments to determine students' preparedness for Grade 6 CKLA instruction: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment. Please refer to the Grade 6 Beginning-of-Year Assessment Summary (Activity Page A.2), and consider students' performance on these three assessments, in combination.

It is most **challenging to analyze results for students** with ambiguous or borderline scores. In particular, you may have some students who are right on the border between being strong enough readers to benefit from Grade 6 instruction and not having adequate preparation. This might include students who answered most questions correctly on one story of the Reading Comprehension Assessment but not other stories, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment or Fluency Assessment.

In analyzing results from the **Reading Comprehension Assessment**, be aware that some students may not be strong test-takers. They may struggle to answer the questions even if they read the selection and understood it. You may wish to have students with borderline scores read the selection(s) aloud to you and then discuss it with you so you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the **Word Reading in Isolation Assessment**, remember that not all poor scores are the same.

Students who have difficulty reading one-syllable words may have a major problem reading the words or spellings in question and need intensive remediation beyond what can likely be provided in a Grade 6 classroom.

Benchmark results for individual students are not included for the Grammar Assessment or the Morphology Assessment. You should use the results of the Grammar Assessment and the Morphology Assessment to determine the extent to which students (or your class) may benefit from a review certain grammar and morphology skills taught in CKLA prior to Grade 6.

NAME: _____

DATE: _____

Beginning-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. If something is *illegal*, what does that mean?
   A. It is hard to read.
   B. It is against the law.
   C. It is not real.
   D. It does not make sense.

2. If someone is behaving *irresponsibly*, describe how that person is behaving.

   _____

   _____

   _____

3. If you travel from an _____ airport, you can take a flight to another country.
   A. intentional
   B. internal
   C. international
   D. intermediate

4. If the dentist *extracts* a tooth from your mouth, the dentist is _____.
   A. putting in another tooth
   B. protecting the tooth
   C. cleaning the tooth
   D. pulling out the tooth

5. Which of the following words with the suffix –*ness* means the state of containing nothing?

   A. darkness

   B. emptiness

   C. laziness

   D. drowsiness

The following question has two parts. Answer Part A, and then answer Part B.

6. **Part A:** Which of the following roots means "to empty"?

   A. *mem*

   B. *vac*

   C. *serv*

   D. *tract*

   Part B: Choose the word with the root that means "to empty," and write a sentence using the word.

   A. memorize

   B. vacant

   C. reserve

   D. distract

7. It is _____ to accept a favor without saying thank you.
   A. impolite
   B. immobile
   C. polite
   D. mobile

8. 8. The music was practically _____ because the volume was turned so low.
   A. audible
   B. complete
   C. inaudible
   D. incovmplete

9. If you are *extinguishing* a fire, you are _____.
   A. enjoying the fire
   B. putting the fire out
   C. starting the fire
   D. making the fire bigger

The following question has two parts. Answer Part A, and then answer Part B.

10. **Part A:** What does the root *serv* mean?
   A. to save or protect
   B. to remember or recall
   C. to draw or pull
   D. to empty or release

   Part B: Write a sentence using the word *preserve*. Make sure the sentence demonstrates the meaning of the word.

_____

_____

_____

11. Which example demonstrates the meaning of the word *enforce*?
    A. explaining a math problem to a classmate
    B. meeting a friend in a store unexpectedly
    C. helping someone become more confident
    D. making sure people follow the rules or laws

12. If someone is an *artist*, what does that person do?
    A. appreciates art
    B. destroys art
    C. creates art
    D. enjoys art

13. A person with *credentials* is _____.
    A. not wealthy
    B. wealthy
    C. not believable
    D. believable

14. Circle the correct prefix to add to the root word in the following sentence.

im–	*in–*	*post–*	*fore–*

In the _____game interview, the football coach explained why his team had lost so badly.

15. The _____ of Earth causes day and night.

A. rotation
B. rotate
C. cancel
D. cancellation

16. I'm not sure what to make for dinner tonight. Could you help me make a _____?

A. decide
B. decision
C. revise
D. revision

17. Which of the following words with the root *mem* means "a written description of past experiences"?

A. memento
B. memorable
C. memoir
D. memorize

18. Explain what the following statement means:

The weather *forecast* calls for rain and chilly temperatures.

_____

_____

_____

Beginning-of-Year Morphology Assessment total _____ of 18 points.

To receive a point for a two-part question (i.e., 6 and 10), students must correctly answer both parts of the question.

Grade 6 Fluency Assessments

OVERVIEW

In addition to assessing student knowledge of individual letter-sound correspondences, it is also important to assess the fluency with which students read. Measures of reading fluency typically take into account both the accuracy and rate at which students read. Reading fluently requires automaticity in decoding text. The extent to which students are not able to decode quickly, accurately, and automatically will impact their understanding of what they read.

Fluency can be assessed easily by providing students with grade-level text that they have not previously read or practiced, asking them to read the text aloud. The teacher notes both the time required to read the passage and any errors made while reading aloud.

The Fluency Assessment portion of the Placement Assessment should give you an understanding of where students coming into your classroom at any point in the school year are in terms of their ability to read fluently and with prosody. Fluency Assessment passages and procedures are provided at the end of each section of this Supplement beginning with Section 3.

It is normal for students to show a wide range in fluency and in Words Correct Per Minute (W.C.P.M.) scores. However, a major goal for all students in Grade 6 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms for each grade level obtained by Hasbrouck and Tindal (2017).

Students who perform below the 50th percentile on Fluency Assessments may benefit from specific remediation designed to improve fluency. When using the following tables, be sure to take into account the time of the year in which the student is assessed. While it is beyond the scope of this Supplement to provide detailed suggestions for improving fluency, the following best practices are highly recommended:

- Model fluent reading for students by reading passages aloud with expression, demonstrating how to use punctuation as a guide for pauses.
- Provide opportunities for students to re-read passages, after corrective feedback on any decoding errors has been provided. Pairing students for partner reading and using Reader's Theater are both strategies that can be used to encourage re-reading. Occasional choral reading may also be effective.

Oral Reading Fluency Norms for Grade 6 from Hasbrouck and Tindal (2017)

Percentile	Fall W.C.P.M.	Winter W.C.P.M.	Spring W.C.P.M.
90	185	195	204
75	159	166	173
50	132	145	146
25	112	116	122
10	89	91	91

Teachers should refer to the separate Grade 6 CKLA Online Fluency Packet *here* for specific selections that can be used to measure fluency at this grade level.

Game Directions and Templates

OVERVIEW

Struggling readers need repeated practice decoding and reading specific letter-sound correspondences in words. Reading the Word Lists included in this Supplement will provide some practice, but often additional practice will be necessary. Most students will find it more enjoyable to practice reading words when a game format is provided.

Games also provide an opportunity for differentiated instruction. Students who need practice reading words with different letter-sound correspondences may still play the same game, with each student having his own specific deck of word cards to be read as part of the game. Use the Word Lists in each section of this Supplement to create card decks for your students.

Directions are provided for each game, followed by templates for the game boards and word cards.

Word Block

- Use the provided grid and template word cards or create a grid of equal-size squares on a poster board and two sets of square cards with a word written on one or both sides. The cards should fit into the squares on the grid. Each set of cards should either be a different color or the words should be a different color to differentiate between players.
- Working in pairs, have students take turns drawing a card from their pile and then reading the word on the card. If the student correctly reads the card, he/she may place it in any square on the grid.
- The object of the game is to try to get five cards in a straight line (horizontally or vertically) before the other player. Students can use their cards to block an opponent from getting five in a row, as well as try to get five of their own cards in a row.

Moon Shot

- Use the provided game board or create a similar playing board on a poster board.
- Gather tokens or playing pieces for each player.
- Then create three sets of cards using the templates:
  - Word Cards
  - Good to Go Cards
  - Problem Cards
- You will also need to provide some kind of small marker or token as playing pieces for each student.
- Have students take turns drawing word cards. If a student reads the word card correctly, then he/she can draw a Good to Go Card and follow the directions on the card. If a student does not read the word correctly, then he/she will draw a card from the Problem pile and follow the directions on that card.
- The first student to make it to the "moon" is the winner.

Roll, Flip, Read

- Create a set of cards for each player (see template) that has a word to be read on one side and a number on the other side.
- Call out a number at random and have each student take turns finding a card with that number on it in his/her stack. The student then reads the card aloud. If the word is read correctly, the student may then roll a die. The number the die lands on is the number of points the student receives.
- The student with the most points is the winner.
- An alternate way to play that does not involve a die is for each card to have a pre-assigned point value based on the difficulty of the word.

Race Against the Clock

- Create a set of word cards for each player (see template). Assign each word a point value based on the difficulty of the word; you may want to assign 1 point for one-syllable words, 2 points for two-syllable words, 3 points for three-syllable words, and so on.

- Each player gets a preset time limit to attempt to read as many words as possible within the time. Students get points for the words they read correctly and get no points for words they get wrong or skip.
- The student with the most points is the winner.

Crazy Eights Variation

- Create a deck of word cards. Each word should be one of four colors (suits) and there should be an equal number of each color.
- Give each player five cards to start. Put the rest of the deck in the middle and flip the top card over next to the deck. This face-up card becomes the discard pile.
- Taking turns, each student can either play a card that is the same color or that starts with the same letter as the card at the top of the discard pile. To be able to play a card, a student must correctly read the card or he/she loses a turn.
- If a student does not have a card that is either the same color or that starts with the same letter as the top card of the discard pile, then he or she can draw from the deck. If there are no more cards left in the deck, shuffle the discard pile and that becomes the new deck.
- The first student to run out of cards is the winner.
- You may also wish to include *skip*, *draw 1*, *draw 2*, *draw 3*, and *reverse* cards.

Journey Through Space

- Using the card templates, create a set of cards as follows. Write one word on each card. Some cards will only have words; others may have words with an alien symbol or comet symbol (see card templates).
- Place all of the cards in a container. Pass the container around, having each student draw a card and read the word aloud. If he or she reads the word correctly, then he/she gets to keep the card. If he/she does not read the word correctly, he/she places the card back into the can. If a student correctly reads a word on a card with an alien symbol, he/she can take a card from another player. If a student correctly reads a word on a card with a comet symbol, he/she gets a second turn.
- The student with the most cards at the end of the game wins.

Flip

- Using the card template, create a set of cards for each player that has a word to be read on one side and a number on the other side.
- To play, either call out a number or have the student roll a die (or dice) and then read the word that corresponds to the number rolled. If the student reads the word correctly, then have him or her "flip" the word (turn the card over).
- The first student to flip all of the words is the winner.

Checkers

- Use the provided checkerboard and checkers template or a store bought checkerboard with a set of checkers. Using the provided card template, create a set of word cards for each student.
- The rules are the same as regular checkers except that in order to make a move, the student must first draw and read a word card correctly. If the student reads the card correctly, then he/she may make a move. If he/she misreads the word, the turn is lost.
- The first player to take all of the other player's pieces is the winner.

Race to the Top

- Make a set of word cards for each player.
- Each student gets his/her own ladder and a set of word cards. Students flip over a card and if he/she reads the word correctly, he/she can move his/her marker up a space; if he/she misreads a word, he/she falls down a rung.
- The first player to reach the top is the winner.

Over the Rainbow

- Create a set of clue envelopes for each player. Each envelope should contain a card with either a word or instructions on it. Make as many envelopes as there are spaces from the start place to the pot of gold.
- To play, have each student take turns opening his first clue. The student opens the first clue and does what the clue says (e.g., read these words); if he/she completes the task correctly, then he/she can move on the board to the next space, where he/she will receive the next clue.
- The first student to reach the pot of gold wins.

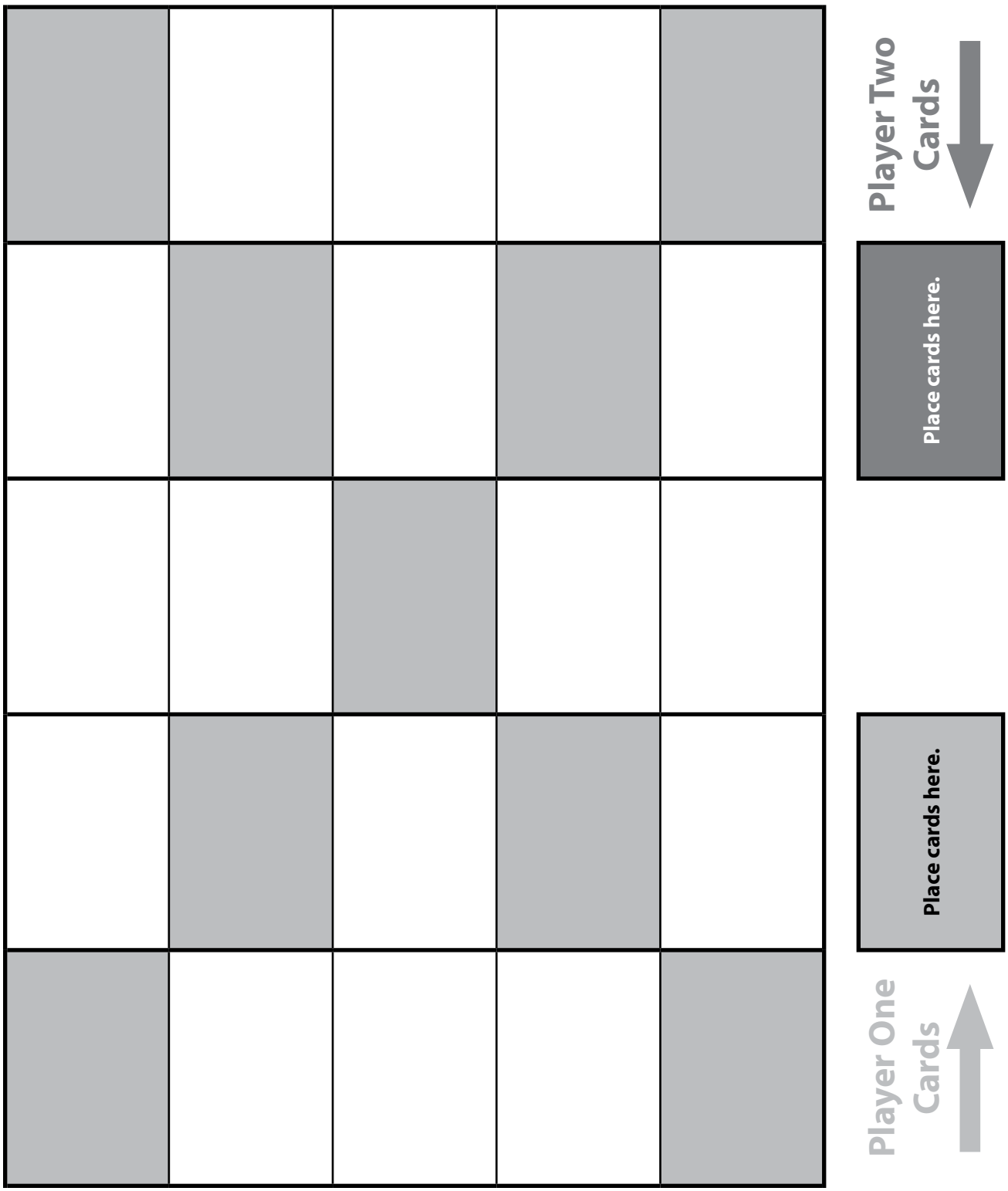
Swim to the Finish

- Make a copy of the template game board.
- Each student should write his/her name at the top of a column or "swim lane."
- Pick out a word for a student to read aloud. If the student reads the word correctly, then he/she may place a check mark in one of the squares of his/her "swim lane." If a student does not read the word correctly, he/she may not check a square.
- Each student gets only one chance to read a word during his/her turn. Regardless of whether the student reads his/her word correctly, play then moves to the next student.
- The first person to reach the end of the pool wins.

Baseball

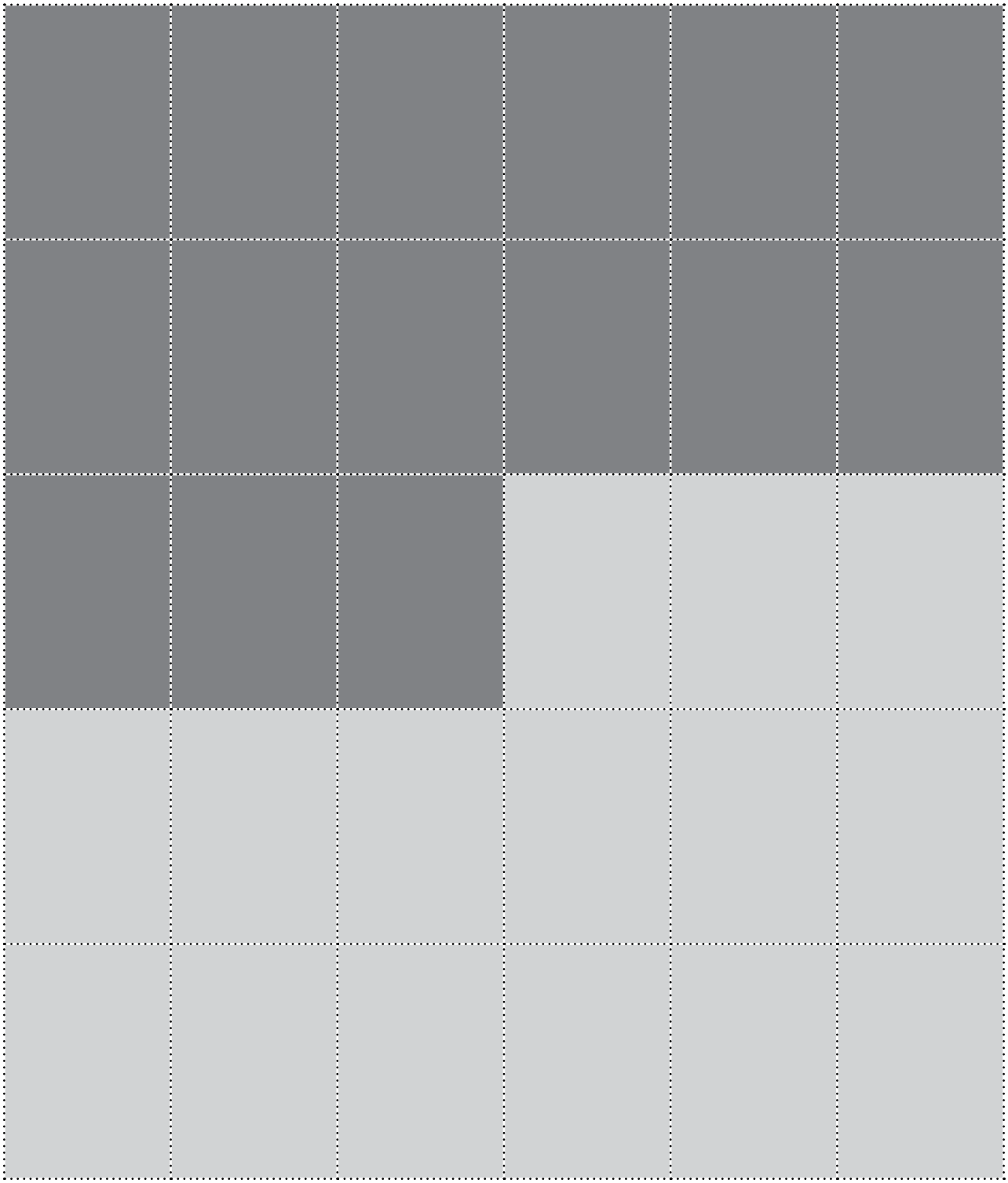
- Write target words on cards. You may wish to also assign value to the card based on the difficulty of the word (e.g., base hit, double, triple, homerun, etc.).
- Use the game board template with playing pieces or draw a baseball diamond similar to the template on the board/chart paper.
- Divide the group into two teams, having one team come to the front of the room and line up in front of the board.
- Each team takes a "turn at bat" as follows. Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a "hit," or move the playing piece from home to first base (if using the provided template). This player should go to the back of the team's line, while the next player comes forward to read the next card. If he/she reads the word correctly, draw a line or move the playing piece from first to second base. Play continues in this way so that each time a player reads a word correctly, a line is drawn or the playing piece is moved to the next base. If the fourth player reads the word correctly, draw a line or move the playing piece from third base to home plate and mark "1 run" for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
- As in the actual game of baseball, any "players left on base" when a word is misread do not count or add to the score.
- The team with the most points at the end of the game wins.

WORD BLOCK

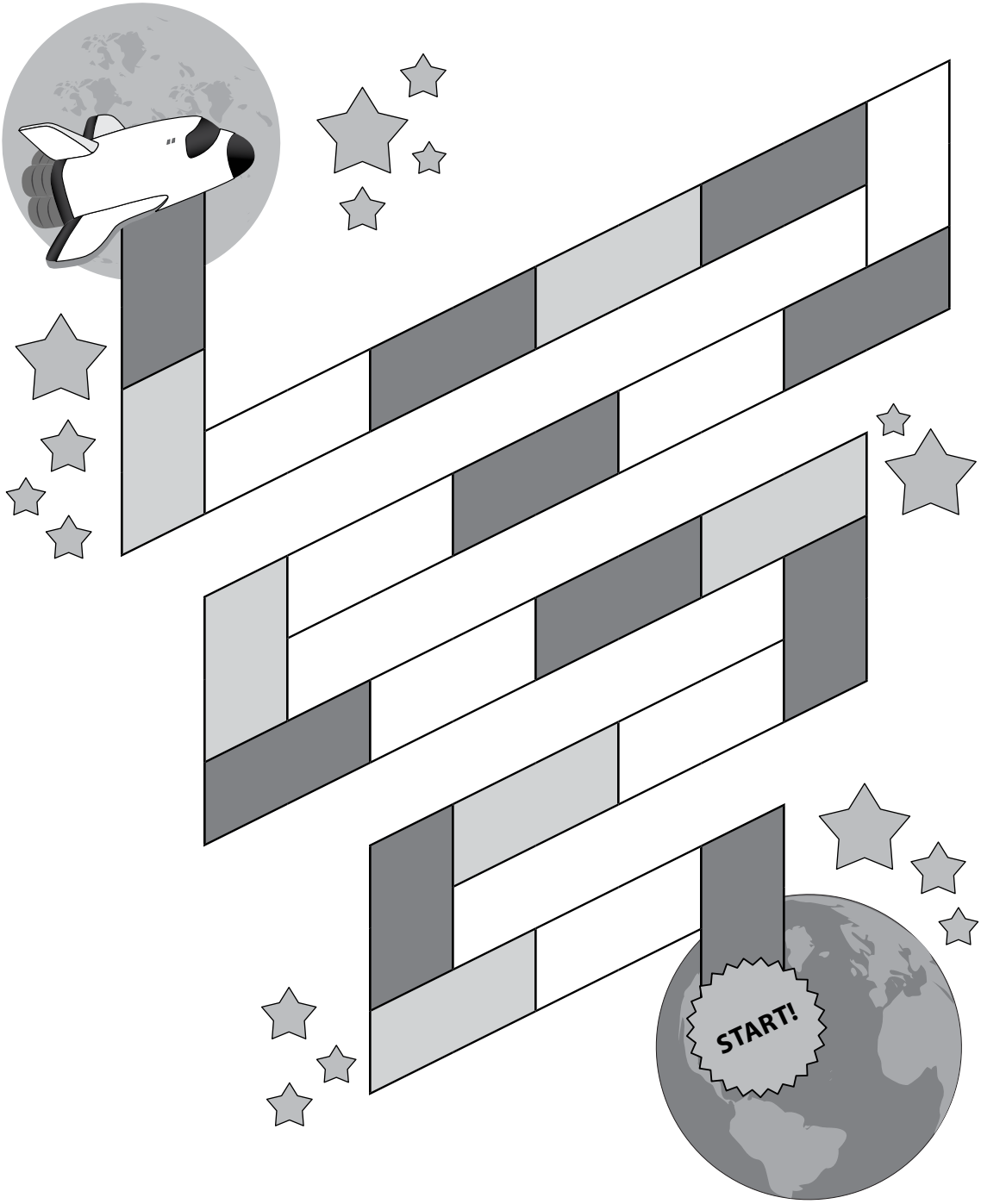

Player Two Cards
Place cards here.
Place cards here.
Player One Cards

WORD BLOCK: TEMPLATE FOR WORD CARDS

Copy template and then write different words on each card, according to the letter-sound correspondences students need to practice. Then cut cards apart.

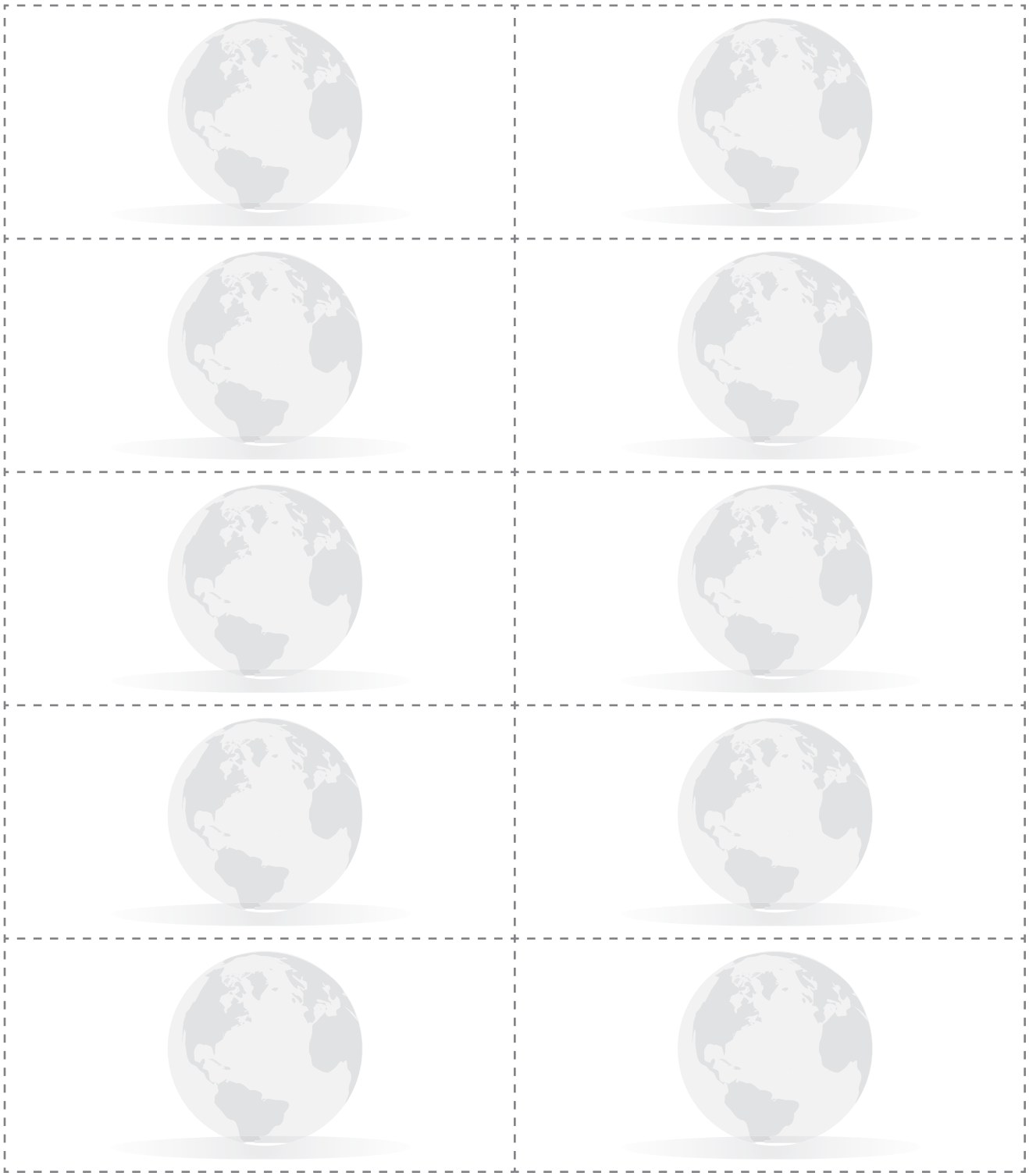


MOON SHOT



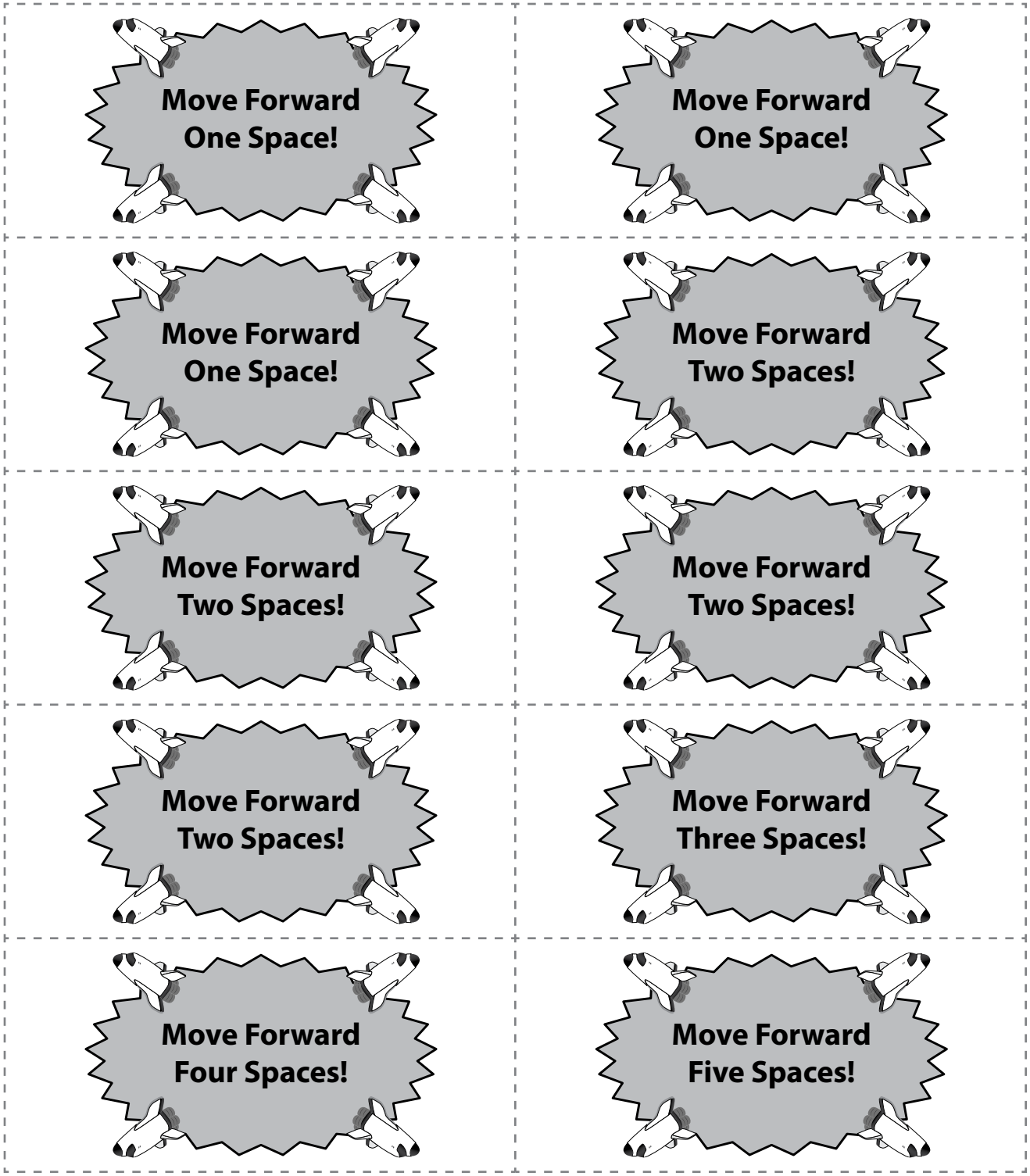
MOON SHOT: TEMPLATE FOR WORD CARDS

Copy the template several times and then write different words on the cards for different students. Cut out the cards.



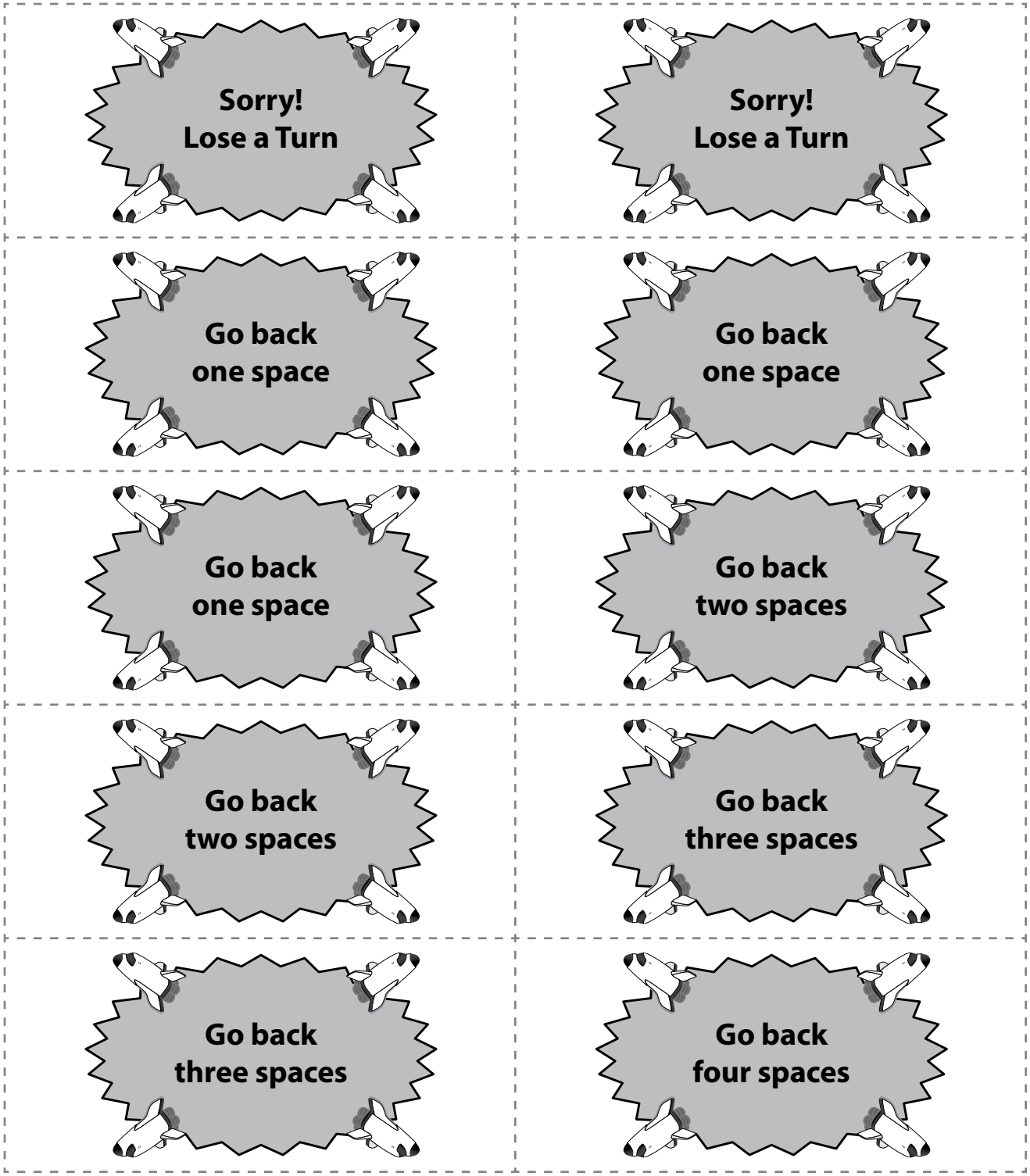
MOON SHOT: GOOD TO GO CARDS

Copy the template and cut out the cards.



MOON SHOT: PROBLEM CARDS

Copy the template and cut out the cards.



ROLL, FLIP , READ: WORD CARD TEMPLATE

Copy one template for each student. Cut out cards and write words on the back of each card.

1	2
3	4
5	6
7	8
9	10

RACE AGAINST THE CLOCK: WORD CARD TEMPLATE

Copy template several times and write words on each card. Also write a point value based on the difficulty of the word. Cut out the cards.

CRAZY EIGHTS VARIATION: WORD CARD TEMPLATE

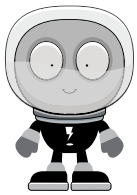
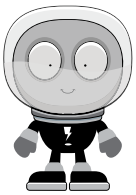
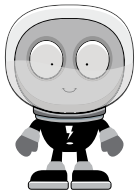
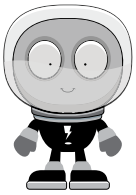
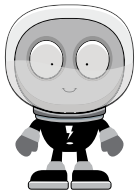
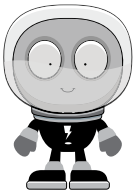
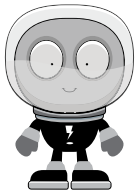
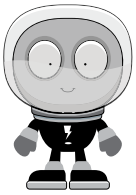
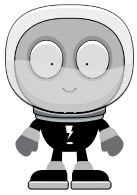
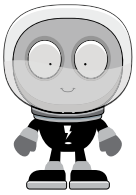
Copy template several times on four different colors of paper. Write words on each card; cut out the cards.

JOURNEY THROUGH SPACE: WORD CARD TEMPLATE

Copy the template several times and write words on each card. Cut out the cards.

JOURNEY THROUGH SPACE: STEAL A CARD

Copy the template several times and write words on each card. Cut out the cards.

Steal a Card 	**Steal a Card** 
Steal a Card 	**Steal a Card** 
Steal a Card 	**Steal a Card** 
Steal a Card 	**Steal a Card** 
Steal a Card 	**Steal a Card** 

JOURNEY THROUGH SPACE: SECOND TURN

Copy the template several times and write words on each card. Cut out the cards.

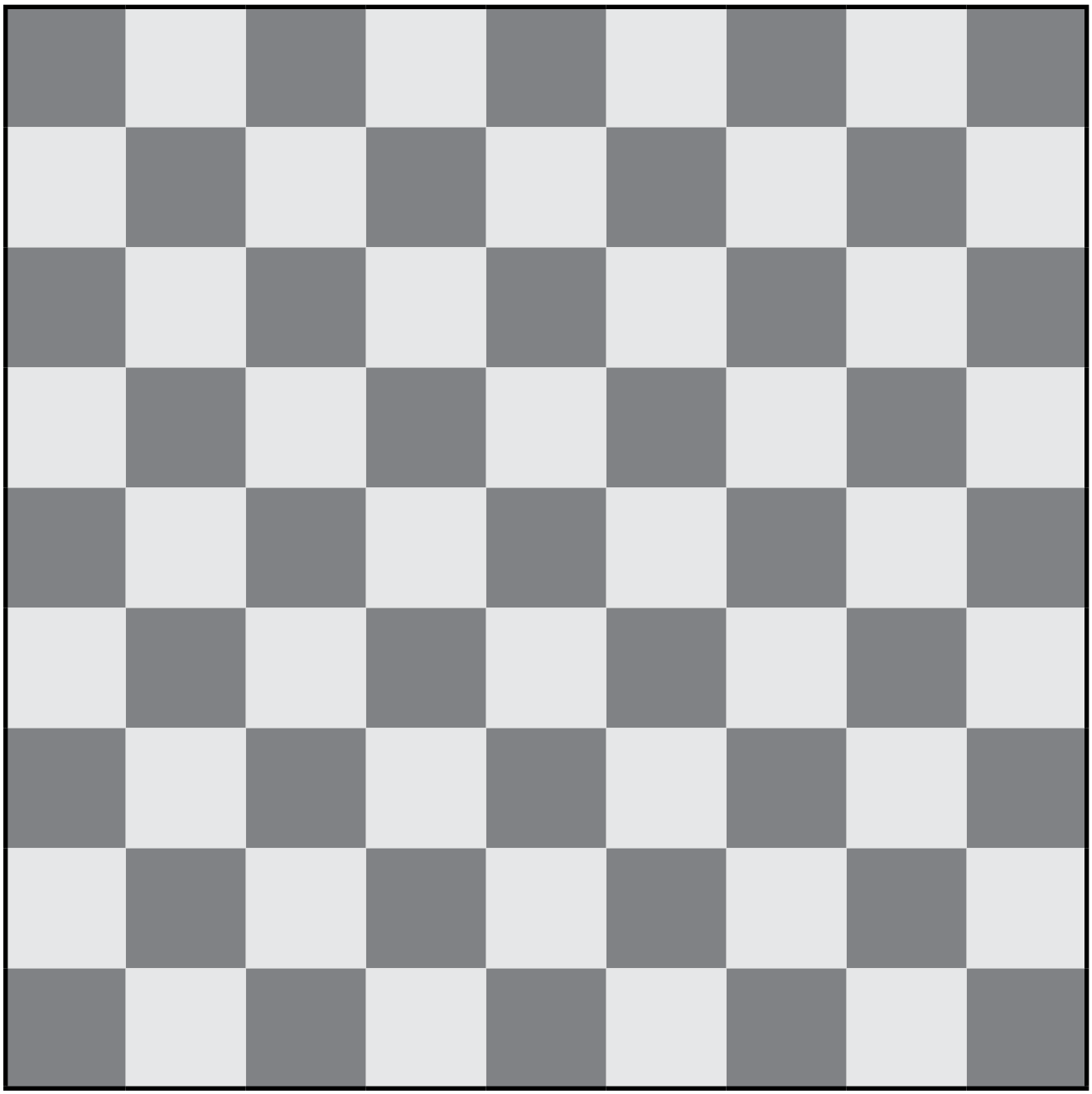
Take Another Turn 	**Take Another Turn** 
Take Another Turn 	**Take Another Turn** 
Take Another Turn 	**Take Another Turn** 
Take Another Turn 	**Take Another Turn** 
Take Another Turn 	**Take Another Turn** 

FLIP: WORD CARD TEMPLATE

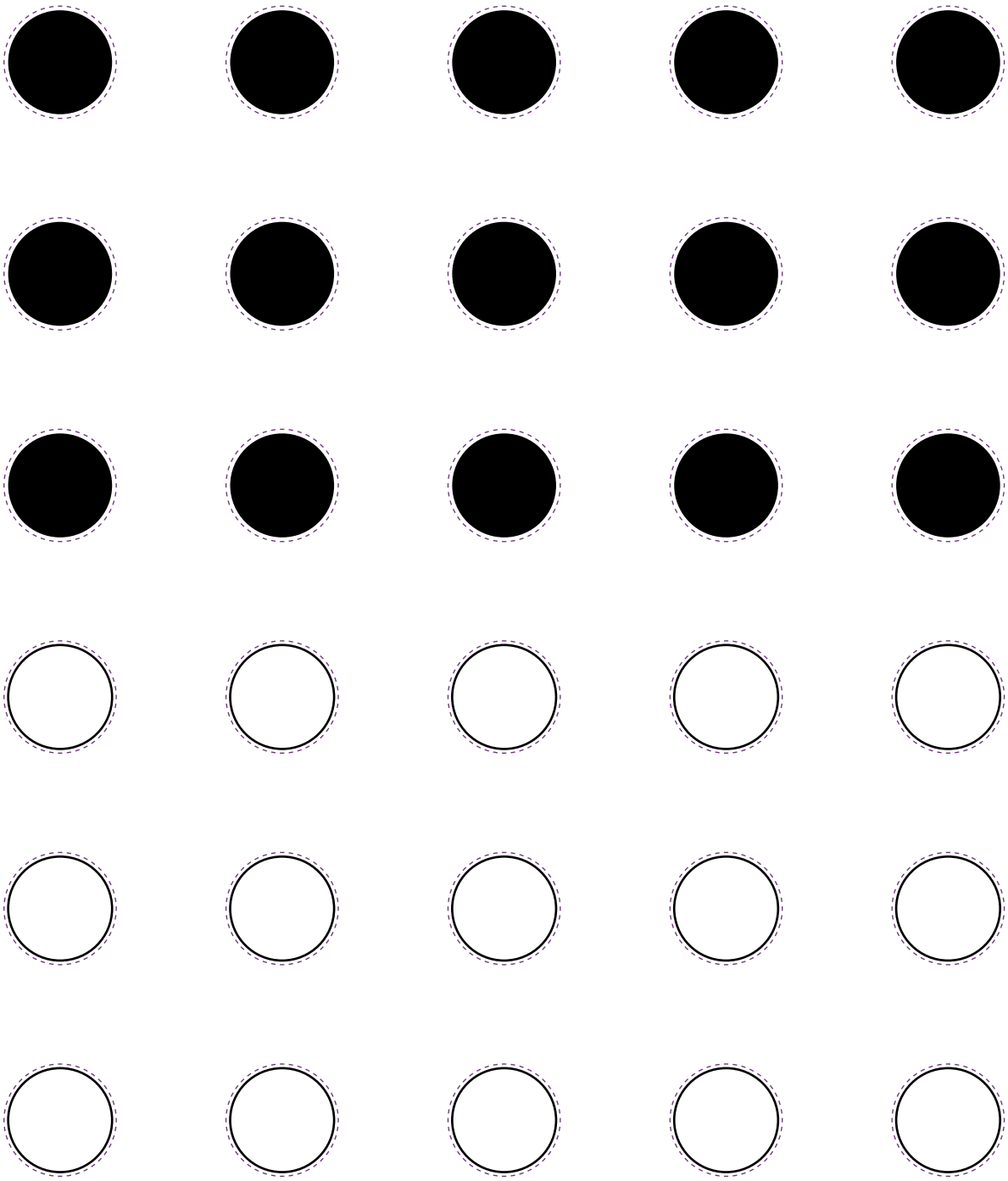
Copy a template for each student and then write words on the back of each card. Cut out the cards.

1	2
3	4
5	6
7	8
9	10

CHECKERS



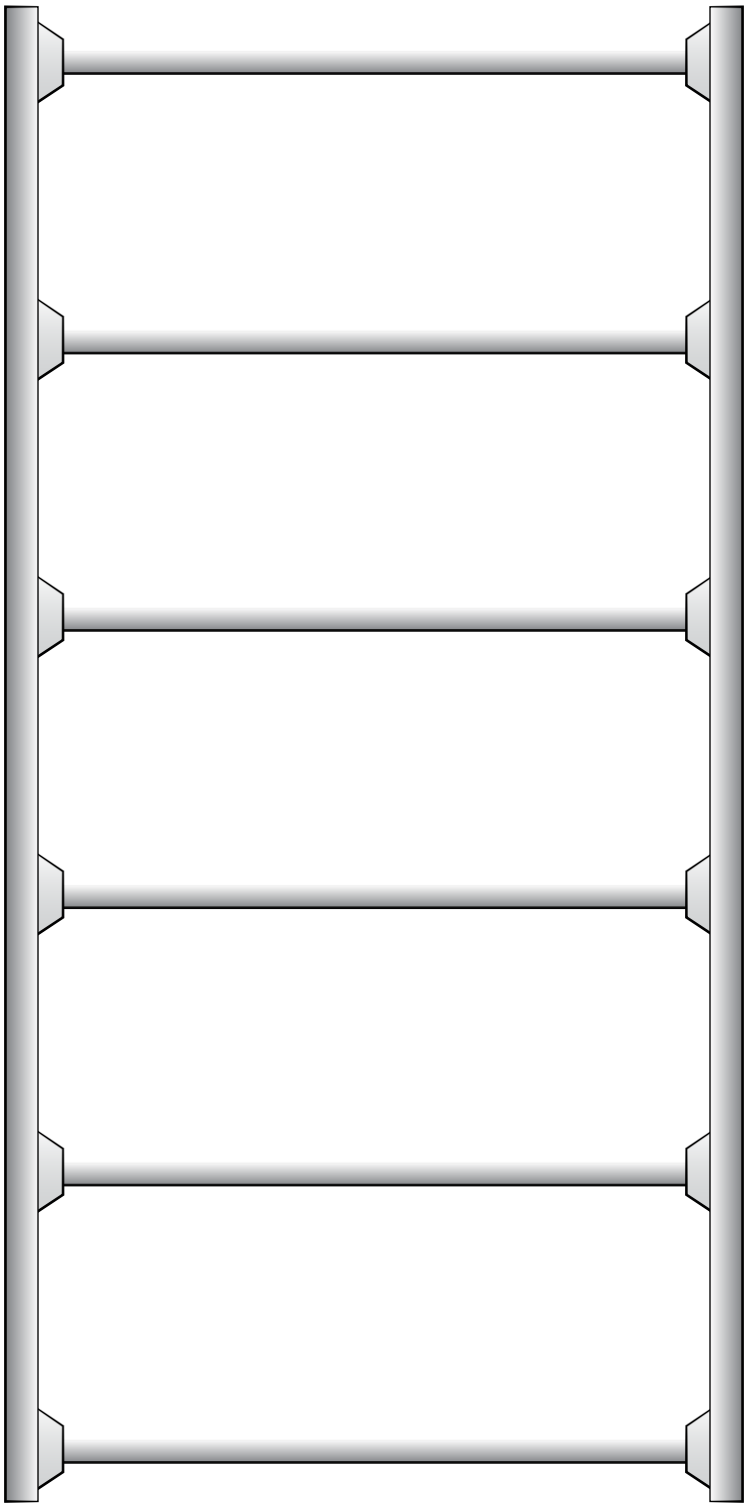
CHECKERS: PIECES



CHECKERS: WORD CARD TEMPLATE

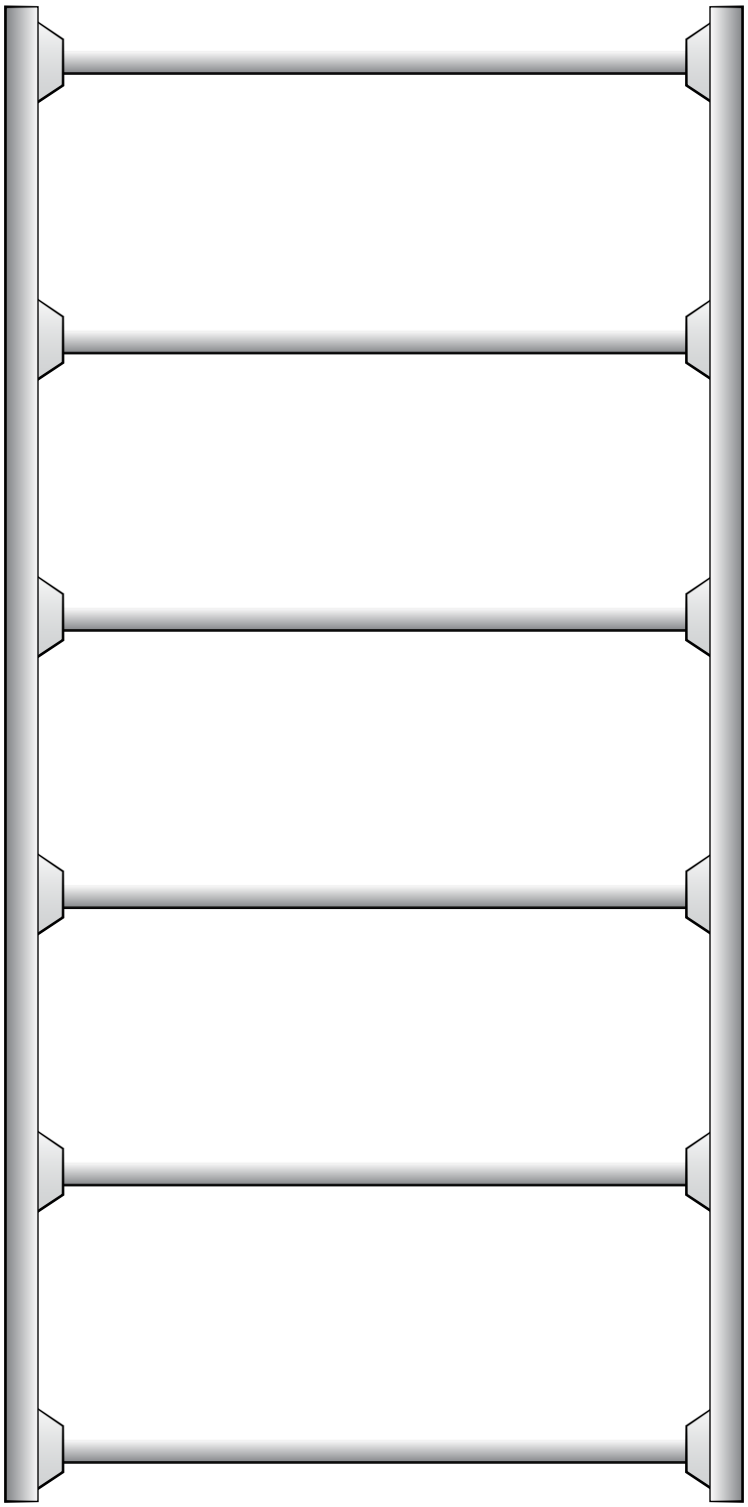
Copy template several times and write words on each card. Cut out the words.

RACE TO THE TOP



Player 1

RACE TO THE TOP

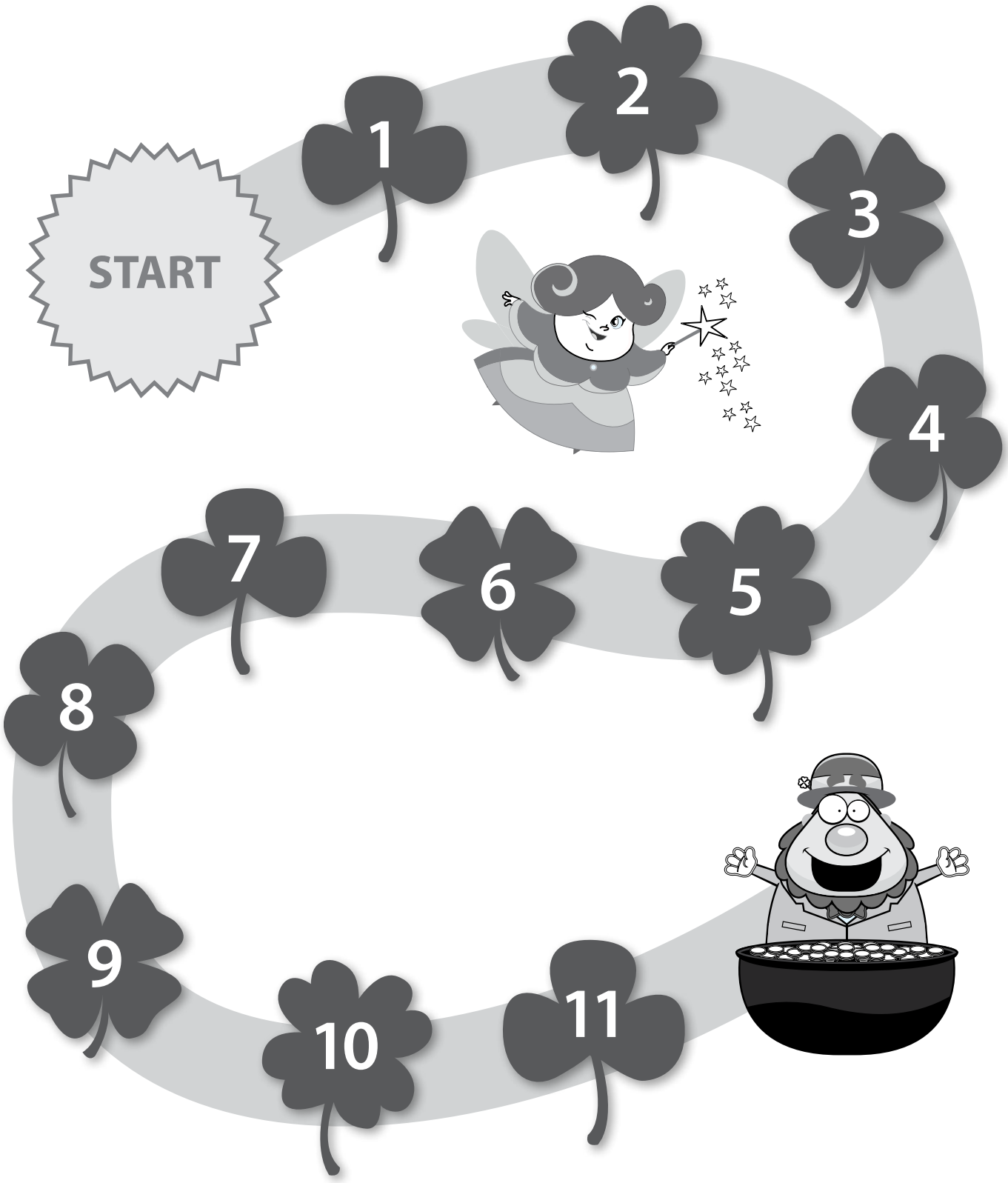


Player 2

RACE TO THE TOP: WORD CARD TEMPLATE

Copy template several times and write words on each card. Cut out the words.

OVER THE RAINBOW

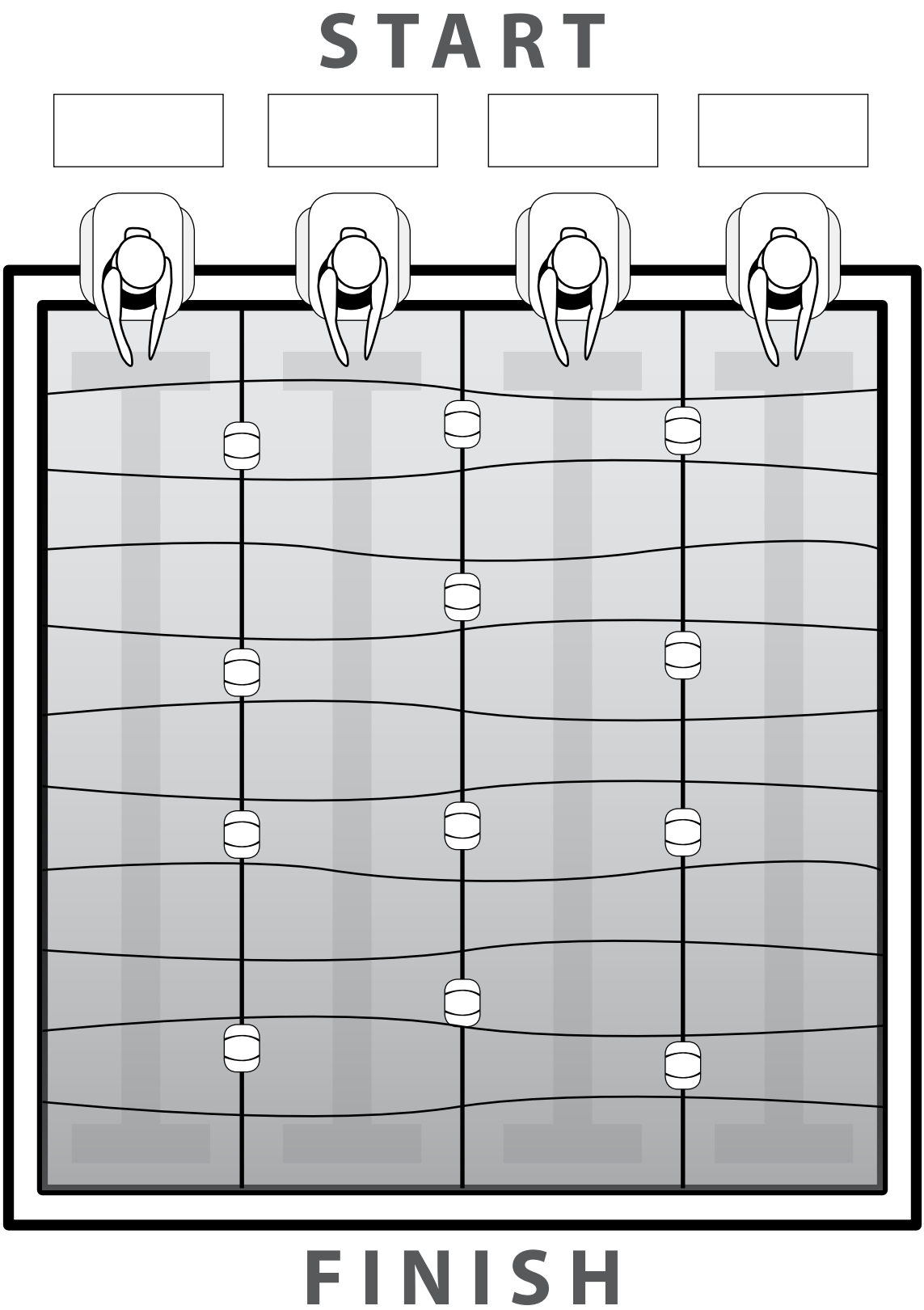


OVER THE RAINBOW: WORD CARD TEMPLATE

Copy template several times and write words or clues on each card. Cut out the words.



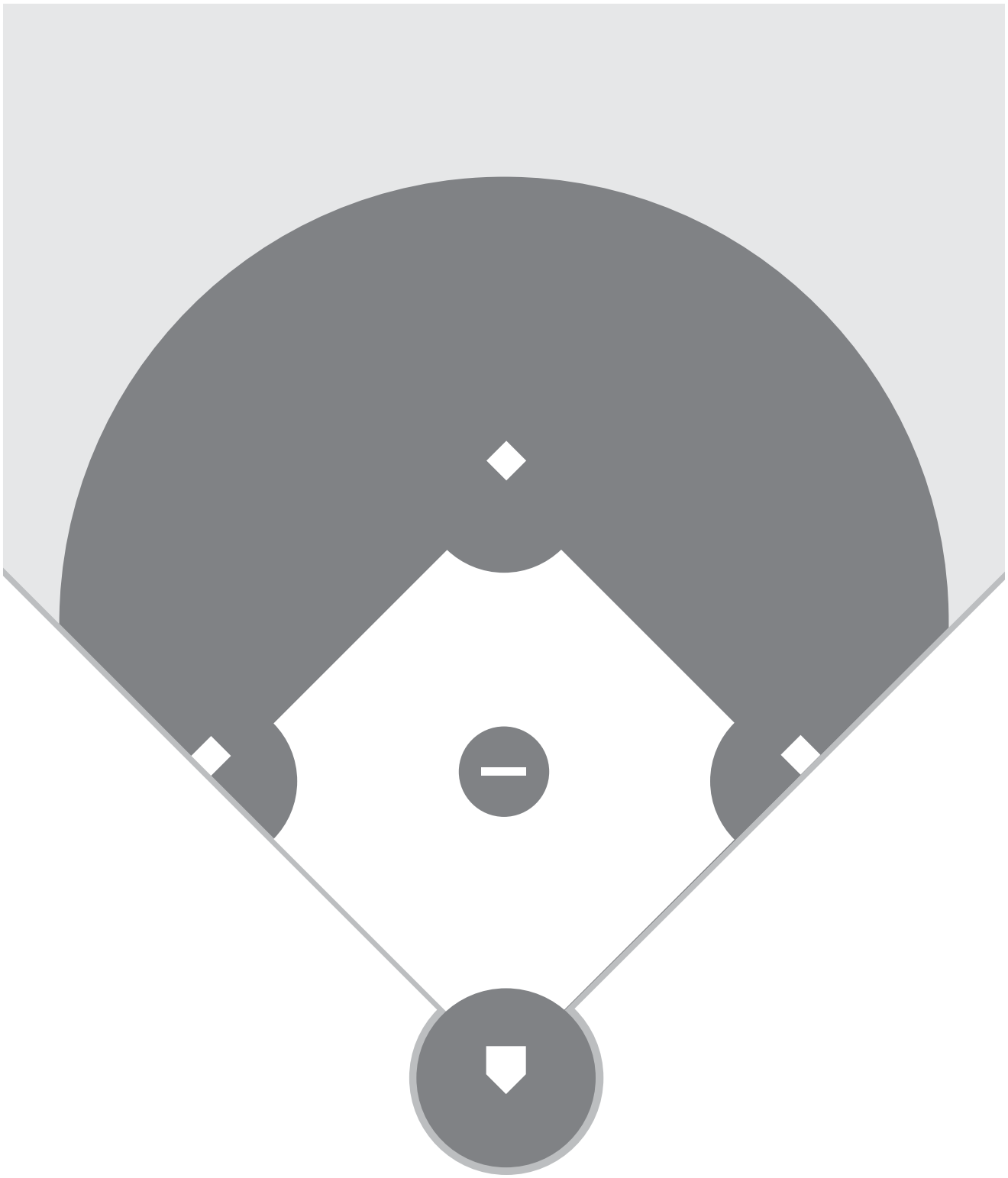
SWIM TO THE FINISH



SWIM TO THE FINISH: WORD CARD TEMPLATE

Copy template several times and write words on each card. Cut out the words.

BASEBALL GAME



BASEBALL GAME: WORD CARD TEMPLATE

Copy template several times and write words on each card. Cut out the words.

Section 1

One-Syllable Short Vowel Words

Past Tense with *–ed*

Basic High-Frequency Words

Section 1.1

CVC and CVC Plurals

CVC AND CVC PLURALS: LESSON TEMPLATES

Sample Lesson Template
Basic Code: Consonant and Short Vowel Sound Spellings

Focus: Sound Spelling	Instructions	Materials
Warm-Up	Working in a small group, show students Spelling Cards for known sound spelling strengths. Say the sound and have students repeat or have students say the sound as you show them the Spelling Card.	Spelling Cards
Teaching	Show students the Spelling Card for the new sound to be taught. Tell students the sound. Have students repeat. Tell students different words with the targeted sound in the beginning, middle, and end of the words. Have students repeat the words. Repeat the words and ask students where the target sound is. Have students use their finger to draw an outline around this spelling on the Individual Code Chart.	new Spelling Cards Individual Code Chart
Guided Practice	Ask students to give words with the target sound. Ask students to write decodable words with the target sound.	dry-erase boards and markers *or* paper and pencil
Independent Practice	Students read words with targeted sound. Students can read lists of words or phrases with targeted sound More proficient students can read connected decodable text with targeted sound.	materials in this section of the Supplement

Note: You may print the Spelling Cards provided in the Resources section of this Supplement on card stock. Alternatively, you may use index cards to create your own Spelling Cards as needed.

Sample Remedial Lesson
Basic Code: 'f ' > /f/

Focus: 'f ' > /f/	**Instructions**	**Materials**
Warm-Up	Show students previously reviewed Spelling Cards and have them tell the sound each letter represents. If additional practice is still needed, show the card and say the sound of each letter, having students repeat each sound.	previously taught Spelling Cards
Teaching	Show the picture of the sound /f/, i.e., 'f '. Tell students the sound of the letter 'f '. Tell students you will say and they will hear words with the /f/ sound in the beginning of the word. Say the words *fat*, *fig*, *fun*. Say each word again and have students repeat each word after you. Have students use their finger to draw an outline around the spelling 'f' on the Individual Code Chart.	Spelling Card 'f ' > /f/ Individual Code Chart
Guided Practice	Have students number their paper from 1–6 and then draw three horizontal lines for each row. Tell students that you will say a word with three sounds. Have them write the spelling for each sound on the line. Focus on the /f/ sound. Dictate words one at a time: *fig*, *fat*, *fun*, *fit*, *fin*, *fan*. To check spelling, ask students to orally spell the word while you write the word on the board/chart paper.	paper and pencil board/chart paper

Sample Remedial Lesson
Basic Medial Vowel Sounds

Focus: Medial Vowel Sounds	**Instructions**	**Materials**
Warm-Up	Explain to students that you will say words and that you want them to segment and blend the words into sounds. Use one of the blending motions (e.g., shoulder, elbow, wrist, or tapping). 1. *cat* /k/ /a/ /t/ 2. *bat* /b/ /a/ /t/ 3. *bet* /b/ /e/ /t/ 4. *tan* /t/ /a/ /n/ 5. *ten* /t/ /e/ /n/ 6. *Ben* /b/ /e/ /n/	
Teaching	Explain to students that the sounds /i/, /e/, and /a/ are made with the mouth open. Explain that to make the /i/ sound, we open our mouth just a little bit and gently push air out. To make the /e/ sound, we open our mouth a bit more and gently push air out. To make the /a/ sound, we open our mouth even more and gently push air out. Repeat the progression /i/, /e/, /a/ several times and have students put their hand under their chins so they can feel their mouths opening wider with each new sound. As they make each sound, have students use their finger to draw an outline around the appropriate spelling on the Individual Code Chart. Say the following words and ask students to identify the vowel sound they hear in the middle: *sit*, *pet*, *mat*, *net*, *rest*, *sat*, *cat*, *flick*, *peg*, *pig*. Display the appropriate Spelling Card as students refer to the Individual Code Chart.	Spelling Cards 'i', 'e', 'a' Individual Code Chart
Guided Practice	Give students letter cards 'i', 'e', 'a'. Say the following words and have students show the card for the sound they hear: *pet*, *pat*, *met*, *miss*, *bit*, *bat*, *net*, *nit*, *bet*, *sat*, *sit*, *end*, *and*, *in*, *fin*, *fan*.	letter cards with 'i', 'e', 'a' written on them for each student

Note: Information about blending motions can be found in the Resources section of this Supplement. Also, letter cards are different from Spelling Cards. Spelling Cards show individual sound spellings for sounds listed on the Individual Code Chart. Letter cards simply have letters written on them for students to use to create words. You can create letter cards on index cards, sticky notes, or other material that meets your needs.

Sample Remedial Lesson
CVC Words

Focus: CVC Words	Instructions	Materials
Warm-Up	Oral blending: Explain to students that you will say sounds and that you want them to blend the sounds into words. Use one of the blending motions (e.g., shoulder, elbow, wrist, or tapping). /f/ /o/ /g/ - *fog* /f/ /i/ /g/ - *fig* /b/ /i/ /g/ - *big* /m/ /a/ /sh/ - *mash* /k/ /a/ /sh/ - *cash* /ae/ /p/ /s/ - *apes* /b/ /ee/ /z/ - *bees* Present students the letter cards 'm', 'a', 't', 'd', 'o', 'c', 'g', 'i' and have them say the sound for each letter. If students are having difficulty with the sounds, say the sound and have them repeat.	letter cards or magnetic letters 'm', 'a', 't', 'd', 'o', 'c', 'g', 'i'
Guided Practice	Tell students that you will read words together. Use letter cards to spell a word. Model for students by touching each letter and saying its sound. The word 'm', 'a', 't' would be /m/ /a/ /t/. Then, blend the sounds into a word and read the word while running your finger under the letters from left to right. Do several more samples and have students do some with you. Have them help you make up words and read them.	letter cards
Independent Practice	Have students use the letter cards to form words. They can use the words you presented or their own. They can also make up words. Have students read their words to you individually.	individual letter cards for each student

Note: You may use this lesson template to work with plurals as well. You may wish to note how for some words, *–s* is added to make a plural; for other words (those that end with 's', 'sh', 'ch', 'x', and 'z'), *–es* is added to make a plural. In addition, point out that sometimes, 's' > /s/ and 'es' > /es/; other times 's' > /z/ and 'es' > /ez/.

CVC AND CVC PLURALS: WORD LISTS

NAME: _____

DATE: _____

1.1.1 WORD LIST

a	**m**	**t**

at	mat	tat	am	tam

NAME: _____

DATE: _____

1.1.2 WORD LIST

d	**a**	**m**	**t**

ad	at	mat
tat	mad	am
tad	dad	dam

NAME: _____

DATE: _____

1.1.3 WORD LIST

o	**d**	**a**	**m**	**t**

dot	tot	at	ad	dad
mat	tat	mad	mom	dam

mad mom

NAME: _____

DATE: _____

1.1.4 WORD LIST

c	**o**	**d**	**a**	**m**	**t**

cat	cot	tot	dad
cod	mom	mat	at
mad	tat	doc	mom

mad cat

NAME: _____

DATE: _____

1.1.5 WORD LIST

g	**c**	**o**	**d**	**a**	**m**	**t**

got	god	dog	cat
cot	tot	dad	mom

mad at mom

NAME: _____

DATE: _____

1.1.6 WORD LIST

i	**g**	**c**	**o**	**d**	**a**	**m**	**t**

it	got	dot	dig
god	dog	cat	cot
dad	mom	tag	dim

got it	dad did it	dig it

NAME: _____

DATE: _____

1.1.7 WORD LIST

n	**i**	**g**	**c**	**o**	**d**	**a**	**m**	**t**

not	it	in	on
an	and	can	cat
got	did	dig	mom
dad	man	tan	tin

mom and dad	cat on cot	dog and cat

NAME: _____

DATE: _____

1.1.8 WORD LIST

h	**n**	**i**	**g**	**c**	**o**	**d**	**a**	**m**	**t**

hot	not	it	hit
in	on	had	him
an	and	can	cat
ham	hog	hat	hid
did	dig	mom	dad
man	tan	tin	got

hit it	not ham	hot dog

NAME: _____

DATE: _____

1.1.9 WORD LIST

s	**h**	**n**	**i**	**g**	**c**	**o**	**d**	**a**	**m**	**t**

sad	mad	sit	sat
not	hot	it	its
tot	in	gas	had
him	cat	can	hat
hid	did	hog	dad
mom	tan	cod	sod

sit on it	tan dad	gas can

NAME: _____ **1.1.10** WORD LIST

DATE: _____

f	**s**	**h**	**n**	**i**	**g**	**c**	**o**	**d**	**a**	**m**	**t**

fog	fig	mad	sit
sat	it	if	fit
fat	hot	not	had
in	fin	fan	dad
him	sad	did	hat
mom	tan	cod	fig

fat cat	not mad	sit on it

NAME: _____

DATE: _____

1.1.11 WORD LIST

v	**f**	**s**	**h**	**n**	**i**	**g**	**c**	**o**	**d**	**a**	**m**	**t**

van	vat	if	it
fat	hot	not	tan
fog	mom	mad	sit
in	fan	had	him
hat	dad	did	sad

man in van	hot vat	fan him

NAME: _____

DATE: _____

1.1.12

WORD LIST

z	**v**	**f**	**s**	**h**	**n**	**i**	**g**	**c**	**o**	**d**	**a**	**m**	**t**

zig	zag	vat	van	mad
had	dad	did	sad	in
if	it	fat	hot	fog
fit	not	dig	sit	dot

fat cat	hot van	zig zag

NAME: _____

DATE: _____

1.1.13 WORD LIST

p	**z**	**v**	**f**	**s**	**h**	**n**	**i**	**g**	**c**	**o**	**d**	**a**	**m**	**t**

pig	pad	zig	pin
had	pop	pip	did
sad	mom	zag	vat
pat	nap	if	it
not	dip	top	van
mad	vet	sit	in

hop on pop	fat pig

NAME: _____ **1.1.14** WORD LIST

DATE: _____

e	**p**	**z**	**v**	**f**	**s**	**h**	**n**	**i**	**g**	**c**	**o**	**d**	**a**	**m**	**t**

pet	pig	zig	had
did	sad	mom	zag
vat	met	if	it
not	dip	pop	set
mad	vet	ten	sit
in	get	top	map
men	net	hen	end

mad dad	hot pot
sad man	get hot
pig in pen	dog and cat
hop on pop	did not
tin can	pig pen
mom and dad	get hot
sit on top	top end
ten men	bet on it
dad did it	up on top

NAME: _____

DATE: _____

1.1.15 WORD LIST

b	**e**	**p**	**z**	**v**	**f**	**s**	**h**	**n**
i	**g**	**c**	**o**	**d**	**a**	**m**	**t**	

bag	pig	pet	bad	zig
van	had	met	set	bed
did	sad	end	mom	bit
vat	mad	hen	not	pop
bet	dad	tab	vet	ten
bat	beg	men	top	map

bad cat	get in bed
in bed	bit him
big bag	big fan

NAME: _____ **1.1.16** WORD LIST

DATE: _____

l	**b**	**e**	**p**	**z**	**v**	**f**	**s**	**h**
n	**i**	**g**	**c**	**o**	**d**	**a**	**m**	**t**

leg	bag	end	pig	bad
lot	sad	beg	pet	man
did	had	bat	mom	let
vat	dad	lid	not	log
bet	led	hen	vet	ten
men	set	met	lip	map

fat lip	ten men	let him in

NAME: _____

DATE: _____

1.1.17 WORD LIST

u	**l**	**b**	**e**	**p**	**z**	**v**	**f**	**s**	**h**
n	**i**	**g**	**c**	**o**	**d**	**a**	**m**	**t**	

nut	bet	leg	but
up	us	sun	cut
bed	lot	cut	fun
bus	mud	man	cup
bug	let	mob	tip
top	log	bat	led
tag	got	mug	fib
lip	map	lid	hug

big bug	red rug

NAME: _____

DATE: _____

1.1.18

WORD LIST

w	**u**	**l**	**b**	**e**	**p**	**z**	**v**	**f**	**s**
h	**n**	**i**	**g**	**c**	**o**	**d**	**a**	**m**	**t**

wet	nut	fin	but
up	us	win	sun
zip	bed	lot	wig
cut	fun	wag	bus
mud	tan	cup	sip
bug	let	rob	wit

bad wig	big cup	wet dog

NAME: _____

DATE: _____

1.1.19 WORD LIST

j	**w**	**u**	**l**	**b**	**e**	**p**	**z**	**v**	**f**	**s**
h	**n**	**i**	**g**	**c**	**o**	**d**	**a**	**m**	**t**	

job	jet	wet	jam
but	up	us	jug
win	jog	sun	but
fed	wig	cut	fun
bus	mud	cup	pad
bug	tip	tub	log
led	bat	dot	lip
bag	lot	mug	sip
bun	end	jab	leg

NAME: _____ **1.1.20** WORD LIST

DATE: _____

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

yes	jet	job	wet
jam	yet	fun	cub
yam	jug	pad	lid
mug	log	hot	us
sun	cut	up	but
yap	win	sip	bed
hug	fit	tub	wig
bus	mud	cup	led

not yet	yes man
fun map	big mug
wet wig	bad job
hot sun	big jet

NAME: _____

DATE: _____

1.1.21

WORD LIST

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

six	box	sob	fax
mug	log	but	us
ax	sun	dog	fox
up	yes	fix	mix
jet	job	wet	hug
wax	mom	yet	fun
ox	dot	nix	mix
tug	vet	sip	wig
bus	mad	cap	led

NAME: _____ **1.1.22** WORD LIST

DATE: _____

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

kid	lip	job	kin
kit	hid	had	bad
mad	sat	mom	mix
dad	bat	hat	sad

tap him	big kid
get mom	sad dad
fix it	tax man
hot wax	bad hat

CVC Fast Reads

To help students distinguish between /i/ and /e/, have them work in pairs to practice reading these words. Let each student read through the list once without timing. Then, ask students to time each other as they read the lists. If a reader makes a mistake, he or she must start over at the beginning. Have students do multiple readings to try to improve their time.

red	hit	big	led
let	pen	fin	did
rid	get	hen	hit
vet	sit	set	bet
hex	fix	six	mix
	beg	bit	

Student Name	**#1** _____	**#2** _____
1st Read	**Untimed**	**Untimed**
2nd Read		
3rd Read		
4th Read		
5th Read		

Plurals with *–s*

cats	dots	hats	maps
caps	pets	bats	cups
rats	jets	pups	nuts
hips	lips	huts	sets
mats	pots	lots	tops

NAME: _____

DATE: _____

Plurals with *–s*

dogs	cans	rags	rugs
moms	dads	legs	hogs
hams	fans	bugs	tags
pens	pals	jobs	kids
bags	beds	ribs	logs

Plurals with *–s*

caps	pads	pigs	cans
hats	hits	hugs	hens
bats	beds	bugs	bins
cats	cuts	pots	pans
wigs	pins	tops	taps

NAME: _____

DATE: _____

Plurals with *–s*

dogs	jugs	rags	rugs
moms	dads	legs	hogs
hams	fans	bugs	kits
pens	pals	jobs	kids
bags	beds	ribs	logs

NAME: _____

DATE: _____

Plurals with *–s*

pots	pads	pigs	pans
hats	hits	hugs	hens
bats	beds	bugs	bins
cats	cuts	cans	cups

NAME: _____

DATE: _____

1.1.29 WORD LIST

Plurals with *–es*

dishes	boxes	foxes
glasses	wishes	benches
branches	ranches	dresses

CVC AND CVC PLURALS: ACTIVITY PAGES

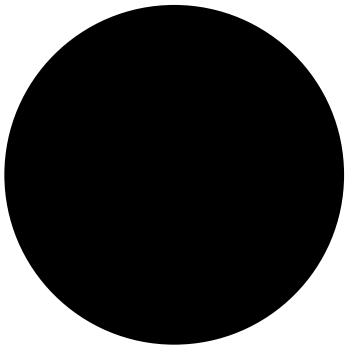
NAME: _____

DATE: _____

1.1.30 ACTIVITY PAGE

Write each word under its matching picture.

cap	cat	dad
~~dot~~	pot	mop



dot











NAME: _____

DATE: _____

Write each word under its matching picture.

pan	cot	dad
~~pod~~	pin	nap







pod _____ _____







_____ _____ _____

NAME: _____

DATE: _____

Write each word under its matching picture.

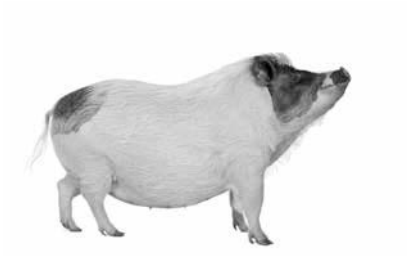
~~fin~~	hand	gift
hog	sand	fan



fin











NAME: _____

DATE: _____

1.1.33 ACTIVITY PAGE

Write each word under its matching picture.

map	dig	pit
~~ham~~	mop	fist



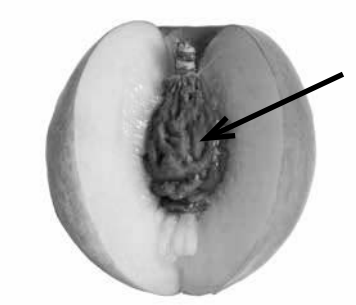




ham _____ _____ _____







_____ _____ _____

NAME: _____

DATE: _____

Write each word under its matching picture.

1. bed





_____ _____ _____

2. cab





_____ _____ _____

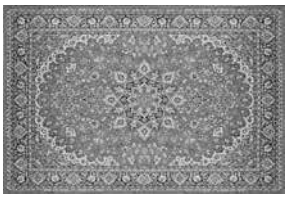
3. vet





_____ _____ _____

4. rug





_____ _____ _____

NAME: _____

DATE: _____

Write each word under its matching picture.

tub	bug	rat
nuts	sun	wig







_____ _____ _____







_____ _____ _____

NAME: _____

DATE: _____

Write each word under its matching picture.

1. yes





_____ _____ _____

2. yam





_____ _____ _____

3. jet





_____ _____ _____

4. jog





_____ _____ _____

NAME: _____

DATE: _____

Write each word under its matching picture.

1. box





_____ _____ _____

2. mix





_____ _____ _____

3. kid





_____ _____ _____

4. six

6




_____ _____ _____

NAME: _____

DATE: _____

1.1.38 ACTIVITY PAGE

Fill in the blanks.

ducks	dishes	fans
cans	ribs	bugs

1. "Quack, quack," said the _____.
2. _____ bit Ben on his legs.
3. He kept his things in six tin _____.
4. When it gets hot, we set up _____.
5. Kevin was scrubbing the _____.
6. Dad was munching on a big rack of _____.

Section 1.2

CVCC and CCVC and Simple Consonant Spelling Alternatives

CVCC AND CCVC CONSONANT CLUSTERS: LESSON TEMPLATE

Sample Lesson Plan
Initial and Final Consonant Clusters

Focus: Consonant Clusters	Instructions	Materials
Warm-Up	Gather letter cards 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f ', 'v', 's', 'z', 'p', 'b', 'y', 'x', 'i', 'e', 'a', 'u', and 'o'. Show students each card, one at a time. Say two sounds. Have students say the correct sound. Alternatively, have students repeat the sound after you say each one or say the sound as you flash the card.	letter cards 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f ', 'v', 's', 'z', 'p', 'b', 'y', 'x', 'i', 'e', 'a', 'u', 'o'.
Teaching	Place letter cards 'i', 'a', 'o', 'n', 't', 'd', 'c', 's', 'p', 'b', 'l', 'r', and 'h' in a middle row on a table. Move the 'i', 'a', and 'o' on top and the remaining consonants along the bottom. Review the sounds for each card by pointing and saying the sound. Have students repeat the sounds. Move the 'b', 'a', 't' cards to the center of the table to spell *bat*. Read the word, and then ask them to read the word. Remove the 'a' card and add the 'i' card. Say, "If that was *bat*, what is this?" Ask a student to read the word. Continue making words, including two consonants at the beginning or the end of a word. For example, go from *sit* to *spit*, telling students that you have two consonants in the beginning of the word that each make a sound. Sound out /s/ /p/ /i/ /t/ and then read it. Continue with the word chain and remind them each time there is a consonant cluster, each letter makes a sound.	letter cards 'i', 'a', 'o', 'n', 't', 'd', 'c', 's', 'p', 'b', 'l', 'r', 'h'
Guided Practice	Give students paper and pencil. Tell them you are going to say some words. Explain that each word will be similar to the previous word but one sound will be different. Tell them to write each word you say. As you say the word, hold up one finger for each sound. Ask students to count the sounds and draw a line for each sound on their paper. For two sounds, they should draw two lines: __ __. Once they draw the lines, ask them to write the letters those sounds make. Have them read the word back to you.	paper and pencil

Focus: Consonant Clusters	Instructions	Materials
Independent Practice	Write the following phrases on the board/chart paper. Have students read them. 1. bulb in lamp 2. soft plum 3. slid on sled 4. mom in pants 5. jump in pond 6. snug in bed 7. red stamp 8. dad naps 9. rat in nest 10. lost hat	phrases on board/chart paper

CVCC AND CCVC CONSONANT CLUSTERS: WORD LISTS

NAME: _____

DATE: _____

Initial Consonant Clusters

blob	bled	brim	bred
clam	clap	clip	club
crab	crib	crop	drag
drip	drop	drug	drum
flag	flap	flat	flip
flop	frog	glad	grab
grin	grim	grip	grub
grit	plan	plop	plot
plug	plum	plus	scab
scum	skid	skin	skip
slam	slap	sled	slid
slip	slop	slug	snag
snap	snip	spin	spit
stab	stem	step	stop
swim	swam	trim	trot

Final Consonant Clusters

just	must	dust	last
past	fast	vast	cast
test	best	rest	west
nest	cost	list	mist
band	land	hand	sand
tend	send	bend	went
bent	sent	tent	hunt
help	next	felt	belt
back	fact	kept	held
mask	desk	task	risk
milk	silk	camp	lamp
jump	pump	bump	film
left	lift	soft	gift
sift	pest	mend	bunt
meld	ask	lump	rent

NAME: _____

DATE: _____

Mixed Review: Initial and Final Consonant Clusters

plant	stand	steps	spent
spend	crops	slept	print
spots	crust	craft	grant
tests	trust	pants	tasks
lists	trips	frost	masks
twist	clips	twins	split
slant	blast	sips	stamp

CVCC AND CCVC CONSONANT DIGRAPHS: LESSON TEMPLATES

Intervention Lesson Template
Digraphs (*chop*, *ship*, *sing*)

Focus: Digraphs	Instructions	Materials
Warm-Up	Gather Spelling Cards of sounds previously taught (Spelling Cards representing the two letters that make up the digraph should be included). Show students each card. Say the sounds. If students have learned digraphs, ask for the sound of the digraphs. Show them two letters and ask them to tell you the sound of the digraph. Alternatively, have students repeat the sound after you say each one or say the sound as you flash the card.	previously taught Spelling Cards
Teaching	Show students the two letters that make up the targeted digraph. Draw a square, a triangle, and a house (triangle on top of square) in a row on the board. Point to each shape and ask students what it is (a square, a triangle, and a house). Explain that a square by itself is a square and a triangle by itself is a triangle, but a square with a triangle on top is something completely different: a house. Write the first letter of the target digraph under the square you drew. Ask for the sound it makes. Write the second letter of the targeted digraph under the triangle. Ask for the sound it makes. Write the targeted digraph under the house. Tell students the sound made by the digraph. Explain that each letter individually makes a sound, but together they make one unique sound. Show students the targeted consonant digraph Spelling Card and tell them the sound. Have students repeat the sound. Tell students different words with the targeted sound at the beginning and end of words. Have students identify target sound. Have students use their finger to draw an outline around the appropriate spelling on the Individual Code Chart.	board/chart paper consonant digraph Spelling Card(s) Individual Code Chart
Guided Practice	Dictate words with target sound. Instruct students to draw a line for each sound they hear, then write each word, putting one sound on each line. For example, the word *think* would take up four lines, /th/ /i/ /ng/ /k/. Remind students that the digraphs go on one line. Repeat the exercise for as many words as you can fit into your time frame.	paper and pencil
Independent Practice	Read words that have the target digraph sound and other digraphs previously taught. Have students write words they find with digraphs.	materials in this section of the Supplement

Intervention Lesson Template
Consonant Digraph /th/

Focus: Consonant Digraph /th/	**Instructions**	**Materials**
Warm-Up	Gather letter cards 's', 'h', 'c', 't', 'n', 'g', 'sh', 'ch', 'th', and 'ng'. Show students a card. Say two sounds. Have students say the correct sound. Repeat with each card. Alternatively, have students repeat the sound after you say each one or say the sound as you flash the card.	letter cards 's', 'h', 'c', 't', 'n', 'g', 'sh', 'ch', 'th', 'ng'
Teaching	Show the picture of the sound /th/ ('th') on the Spelling Card. Tell students the sound and have them repeat it. Say the following words in which students will hear the /th/ sound at the beginning of the word: *thumb*, *thanks*, *theft*, *think*, *thin*, *thrust*. Have students repeat each word as you say it. Help them realize that the sound is at the beginning of the word. Repeat the process with words that end in /th/: *path*, *cloth*, *fifth*, *bath*, *math*, *tenth*, *moth*. Have students use their finger to draw an outline around the 'th' spelling on the Individual Code Chart. Say a /th/ word. Have students identify where they hear the sound, at the beginning or the end of the word.	Spelling Card 'th' > /th/ Individual Code Chart
Guided Practice	Have students write the spelling for /th/. Dictate the words listed above. Instruct students to draw a line for each sound they hear and then write each word, putting one sound on each line. For example, the word *think* would take up four lines, as follows /th/ /i/ /ng/ /k/. Remind students that the /th/ in the word *think* makes one sound. Repeat the exercise for as many words as you can fit into your time frame.	paper and pencil
Independent Practice	Give students a word list for digraph 'th'. Have students practice reading the words. Then, have them underline the /th/ sound in each word. Listen to individual students read to determine student progress and next steps in intervention, if necessary.	Word list for digraph 'th' *or* Activity Page 1.2.6

CVCC AND CCVC CONSONANT DIGRAPHS: WORD LISTS

NAME: _____

DATE: _____

Digraph ‘ch’

chop	chip	chips	champ
chat	chest	such	much
hunch	lunch	bunch	brunch
rich	inch	pinch	punch
stench	French	ranch	bench

NAME: _____

DATE: _____

Digraph ‘sh’

ship	shop	shot	shut
shift	shelf	shed	fish
wish	dish	fresh	brush
hush	cash	flash	dash
splash	rash	crash	trash

NAME: _____

DATE: _____

Digraph 'th'

thin	thud	thump	theft	thrust
with	fifth	sixth	tenth	moth
cloth	thank	path	bath	math

NAME: _____

DATE: _____

Mixed Review: Digraphs

that	this	them	then
than	thus	this fish	that fish
this moth	that moth	this brush	that brush
this bench	that bench	this path	that path

NAME: _____

DATE: _____

Digraph 'qu'

quiz	quit	quilt
squid	squint	quits
quest	squints	quests

Mixed Review: Digraphs

this quiz	that quiz
this quilt	that quilt
Quit it!	Quit that!

NAME: _____

DATE: _____

Digraph ‘ng’

long	song	strong	ring
king	wing	sing	thing
things	bring	swing	spring
string	hang	bang	sang
ding	fangs	hung	lungs
sting	stung	song	sling

NAME: _____

DATE: _____

Mixed Review: Digraphs

shop	chat	chin	long
path	quiz	thing	quit
strong	king	thin	with
ship	song	gong	rich
wish	wing	such	much
chop	this	splash	crash

NAME: _____

DATE: _____

Mixed Review: Digraphs

bad song	pop quiz
ding dong	ten ships
fresh fish	pinch an inch
strong king	long song
sing that song	bang that gong
splish splash	rich man

NAME: _____

DATE: _____

Digraph ‘ck’

back	sack	black	track
crack	lock	rock	sock
block	clock	pick	sick
kick	stick	thick	quick
trick	neck	check	luck
duck	truck	lick	bricks

CVCC WITH DOUBLE CONSONANT SPELLINGS: LESSON TEMPLATE

Focus: Sound Spelling	Instructions	Materials
Warm-Up	Show students Spelling Cards previously taught. Say the sound and have students repeat, or have students say the sound as you show them the Spelling Card.	previously taught Spelling Cards
Introduction	Tell students the targeted sound. Have students repeat. Tell students different words with the targeted sound at the end of the word. Have students repeat the words. Repeat the words and ask students where the targeted sound is. Ask students how they would expect to write or spell the sound at the end of each of these words. Students will likely respond with the single letter corresponding to the sound. Point out that in these particular words, the single ending sound is represented by two of the same consonant. Say each word aloud again, this time displaying the appropriate double consonant spelling. Have students use their finger to draw an outline around the appropriate spelling on the Individual Code Chart.	double consonant Spelling Cards 'ss', 'ff', 'zz', 'dd', 'tt', 'gg', 'nn', 'll', 'mm', 'pp' Individual Code Chart
Guided Practice	Ask students to read and then spell decodable words with the targeted sound and double consonant spelling.	dry-erase boards and markers *or* paper and pencil
Independent Practice	Students will read words with targeted sound. Students can read list of words or phrases with targeted sound and spelling More proficient students can read connected decodable text with targeted sound.	materials in this section of the Supplement

CVCC WITH DOUBLE CONSONANT SPELLINGS: WORD LISTS

NAME: _____

DATE: _____

Double Consonant 'ss'

less	mess	dress	class
glass	pass	grass	loss
miss	kiss	fuss	hiss

NAME: _____

DATE: _____

Mixed Review: Double Consonants

off	stuff	puff	staff
cliff	stiff	sniff	egg
buzz	fuzz	fizz	jazz
add	odd	mitt	mutt
butt	Matt	inn	fluff

NAME: _____

DATE: _____

Double Consonant 'll'

ill	will	bill	hill
fill	kill	still	skill
well	tell	fell	sell
bell	smell	swell	shell

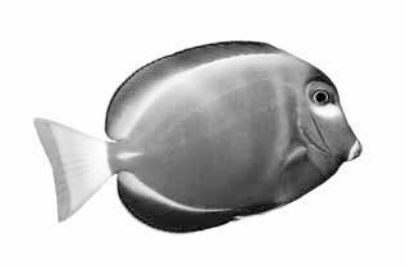
CVCC AND CCVC: ACTIVITY PAGES

NAME: _____ **1.2.16** ACTIVITY PAGE

DATE: _____

Write each word under its matching picture.

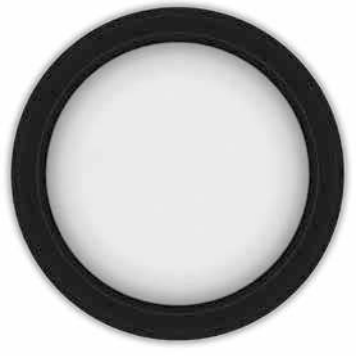
ship	chimp	chips
fish	bench	dish







_____ _____ _____







_____ _____ _____

NAME: _____

DATE: _____

1.2.17 ACTIVITY PAGE

Write each word under its matching picture.

bath	moth
cloth	fifth





_____ _____





_____ _____

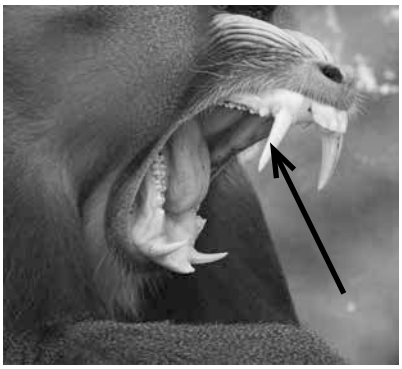
NAME: _____ **1.2.18** ACTIVITY PAGE

DATE: _____

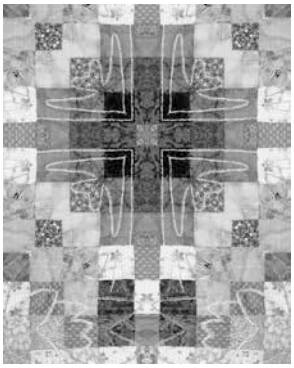
Write each word under its matching picture.

quilt	lung	king
swing	fang	strong

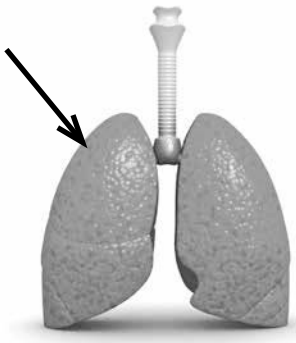












NAME: _____

DATE: _____

1.2.19 ACTIVITY PAGE

Write the nouns that name a person under the picture of the person and the nouns that name a thing under the picture of the brush.

~~brush~~	~~pal~~	plum	twin
clock	nest	Bob	man





pal

brush

NAME: _____ **1.2.20** ACTIVITY PAGE

DATE: _____

Count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then, copy the word on the line.

1. cliff	4	cliff
2. tell		
3. press		
4. toss		
5. trash		
6. fluff		
7. bring		
8. this		
9. sing		
10. still		

Section 1.3

One-Syllable Short Vowel Words

ONE-SYLLABLE SHORT VOWEL WORDS: PRACTICE SENTENCES AND STORIES FOR ORAL READING

NAME: _____

DATE: _____

Practice Sentences

1. Grant trusts Brent.

2. Slim has milk left in his cup.

3. Fran has soft vests.

4. Fred has six frogs.

5. Trip can grab it.

6. Brad slept in his crib.

7. It is as soft as silk.

8. Stef got us fins and swim masks.

NAME: _____

DATE: _____

Practice Sentences

1. At lunch Rich had fish and chips.

2. Chip hid his cash in his box.

3. Chad got milk on his chin.

4. Chad is rich.

5. Chip can pinch an inch.

6. Shep shot at tin cans.

7. Trish went in two shops.

NAME: _____

DATE: _____

Practice Sentences

1. Will Bill get up the hill?
2. Miss Duff had to kiss a frog!
3. Will the shells sell well?
4. The bad man fell off a cliff.
5. Matt had a crick in his back.
6. The black truck went to pick up bricks.
7. Quick, grab that duck!
8. Jack is the best at pick-up sticks.
9. What's in the black sack?
10. This black rock has a big crack.

NAME: _____

DATE: _____

Practice Sentences

1. Are the kids up?

2. The kids are up.

3. Are the ducks in the pen?

4. The ducks are in the pen.

5. Are the cats in the den?

6. The cats are in the den.

7. Are the pigs in the pen?

8. The pigs are in the pen.

NAME: _____

DATE: _____

Practice Sentences

1. I got a frog.

2. The frog hid in the bath tub.

3. I went to the track and ran ten laps.

4. Ben got mud on his pants.

5. Dan got milk on Mom.

6. The cat bit the dog.

7. When the sun sets, I will get in bed.

NAME: _____

DATE: _____

Practice Sentences

1. Dan went to the shop.

2. Rex went to the bus stop.

3. It is ten to six.

4. Ed went to get a hot dog.

5. It's fun to run.

6. It's fun to splash.

7. It's fun to swim.

8. It's not fun to get sick.

NAME: _____

DATE: _____

Sam at Camp

Sam's mom drops him at camp.

Sam's pal Chet is at camp. Chet and Sam can run fast.

Sam is glad camp is fun.



NAME: _____

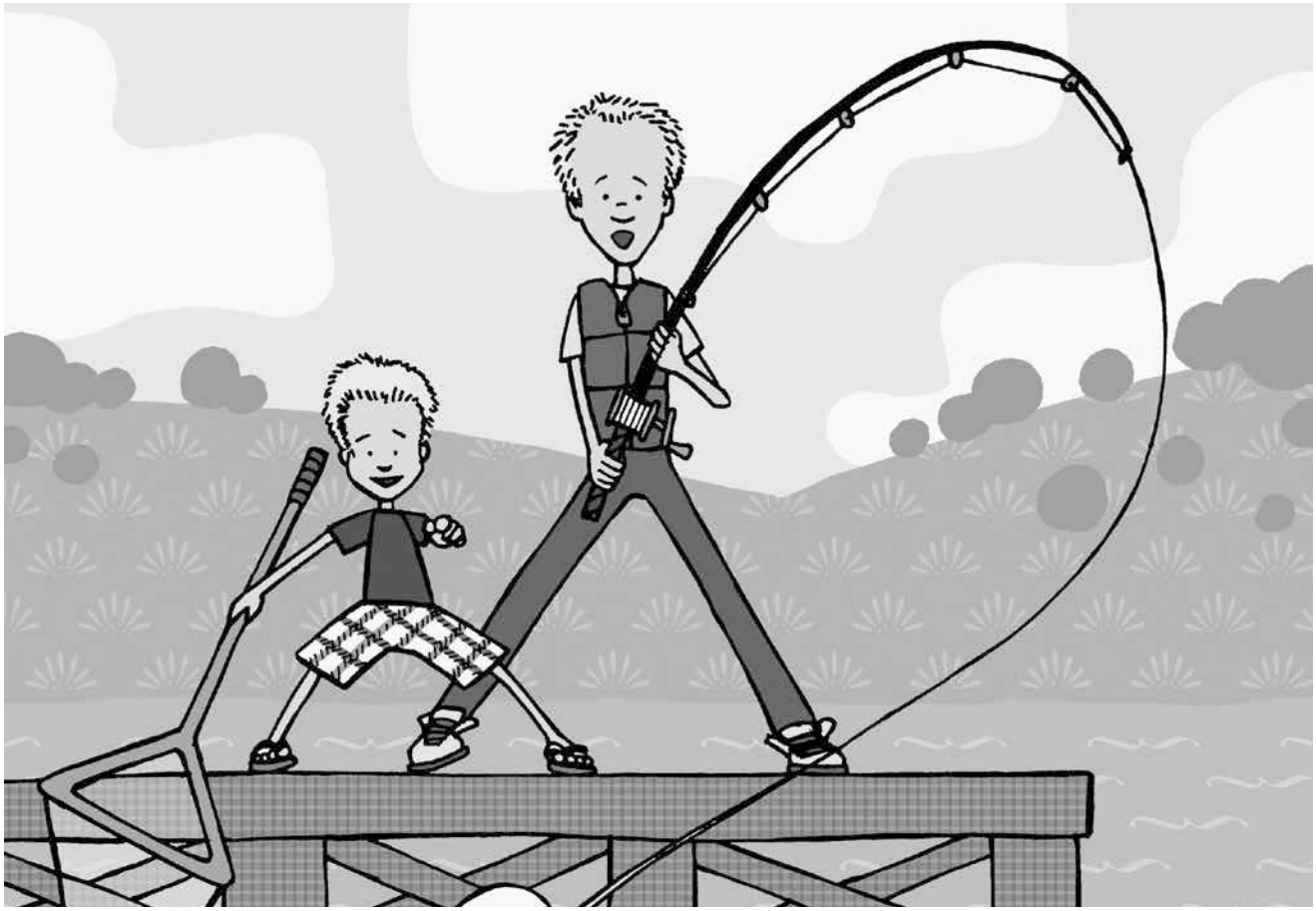
DATE: _____

Fish at the Pond

Sam can fish with his dad in the pond.

Sam's dad gets a big, big fish.

Sam helps his dad put the fish in the net.



NAME: _____

DATE: _____

Sam's Pets

Sam has 3 pets.

Sam has 1 cat, 1 dog, and 1 bug.

Max, the dog, can run and dig in the mud.

Tim, the cat, can nip at the quilt.

His bug, King Tut, can run from the dog and cat.



NAME: _____

DATE: _____

Fun at the Pond

Sam is at the pond with Pam, Chet, and Meg.

The kids hunt for bugs and things.

Sam spots a frog in the mud.

Pam spots a bug on the log..

The kids had fun at the pond.



NAME: _____

DATE: _____

The Van

Sam and his pal Chad get in the van with Mom.

The van runs, but then it stops.

Mom ran to get a fix-it man.

The fix-it man can't fix the van.



NAME: _____

DATE: _____

On the Bus

Mom must get on the bus.

The bus bumps up a hill, but Mom hangs on.

Mom rings the bell to get off at her stop.

The bus stops and Mom gets off.



NAME: _____

DATE: _____

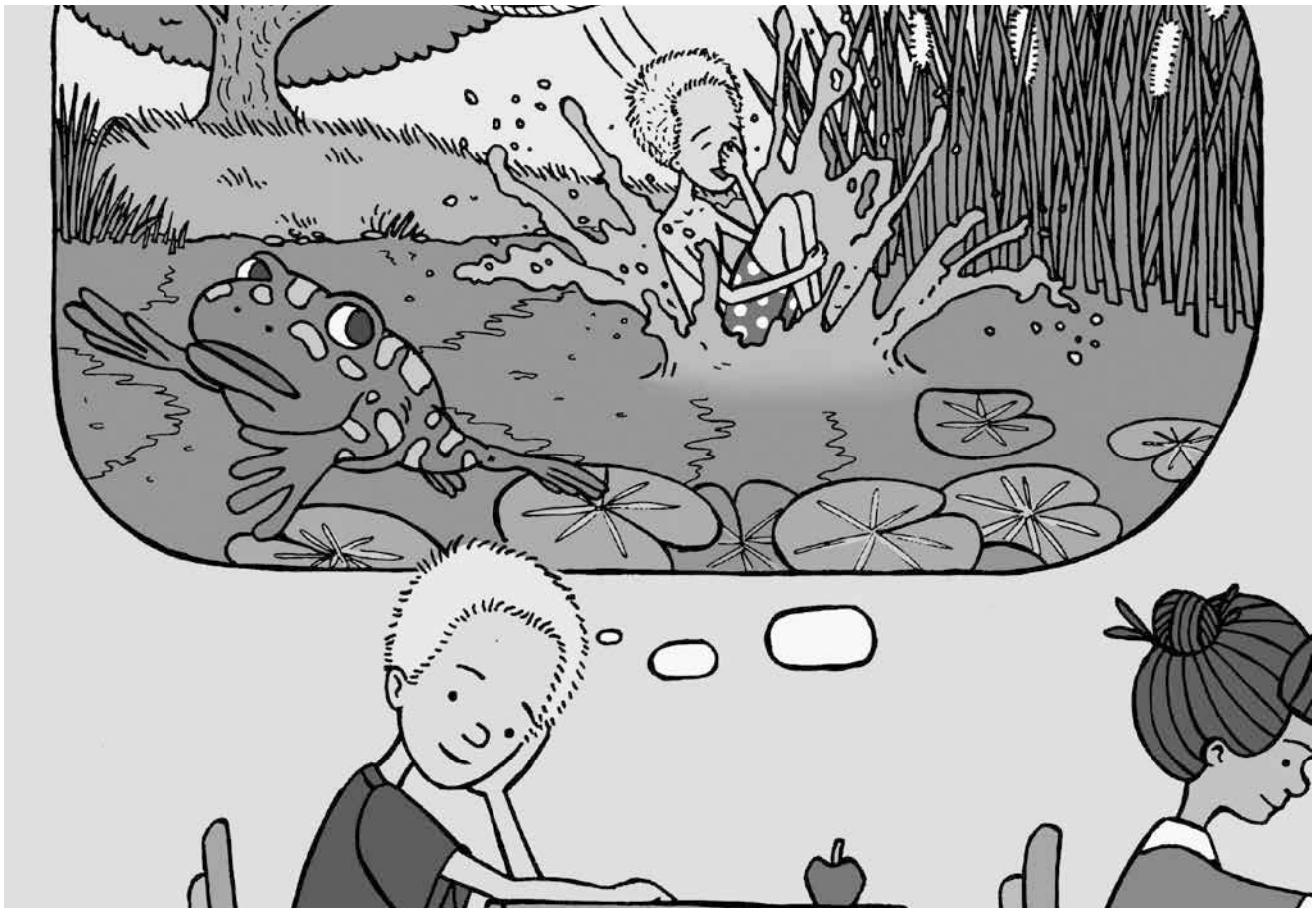
Sam in Class

Sam sits in Miss Mack's class.

The kids will print till class ends.

Then the bell will ring.

Sam will run and jump in the pond.



NAME: _____

DATE: _____

The Chills

Sam met Chad at the pond.

The sun was hot, but the pond was not.

Sam and Chad got the chills.



NAME: _____

DATE: _____

Tasks

Sam has a list of tasks.

Sam has to scrub and mop.

Then Sam has to help Dad trim shrubs.

Sam naps first.

Then Sam gets up to help Dad with the tasks.



NAME: _____

DATE: _____

1.3.16

PRACTICE STORIES FOR ORAL READING

Stop That Bus

Sam's clock did not ring.

Mom and Sam had to rush.

They ran fast.

Sam yells, "Stop the bus!"

The bus stops.

Sam gets on the bus.



NAME: _____

DATE: _____

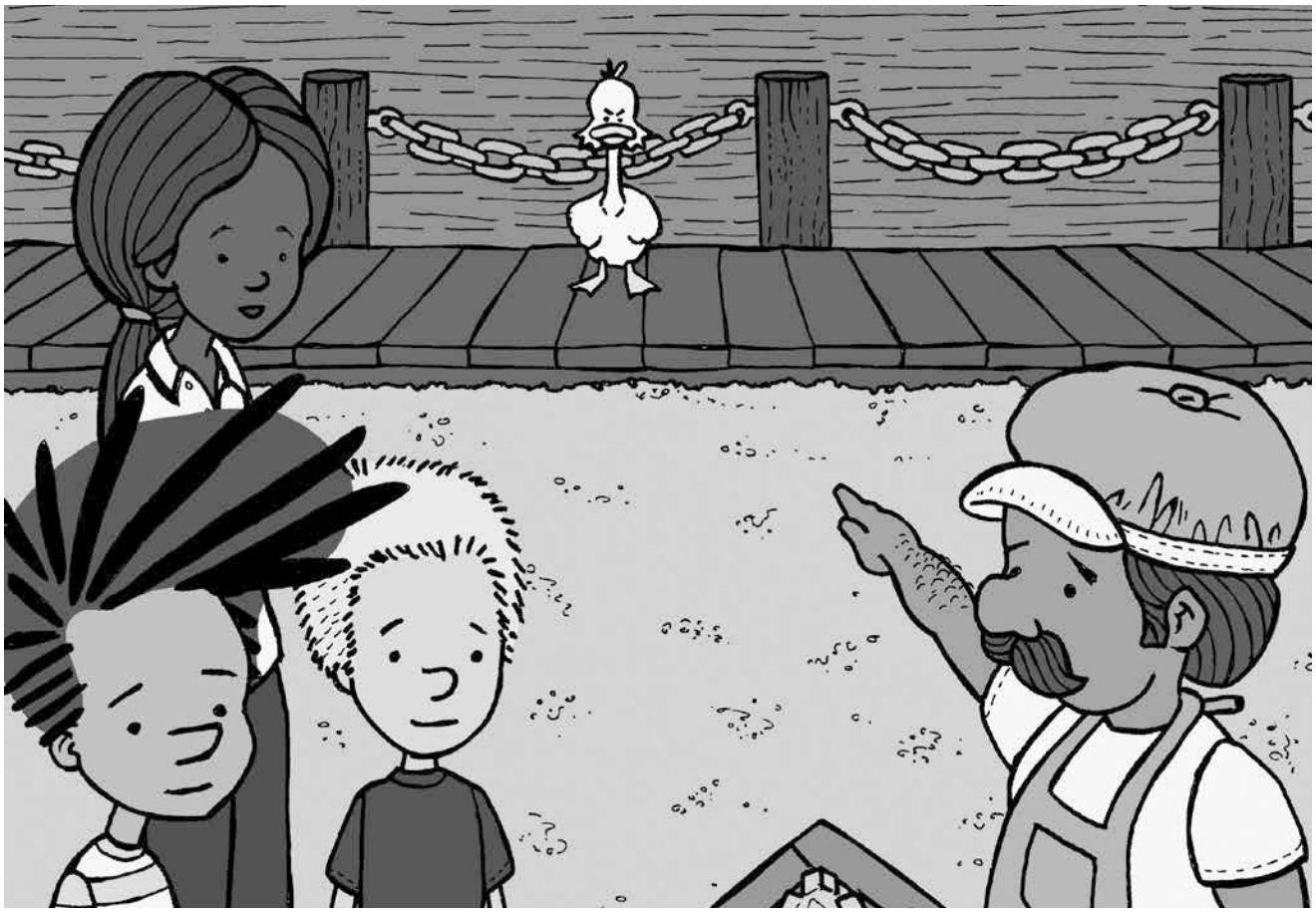
Sam and the Duck

Sam's class went on a trip.

The class can dig in the sand.

But the kids can not pet the duck.

Sam and Chad dig in the sand.



NAME: _____

DATE: _____

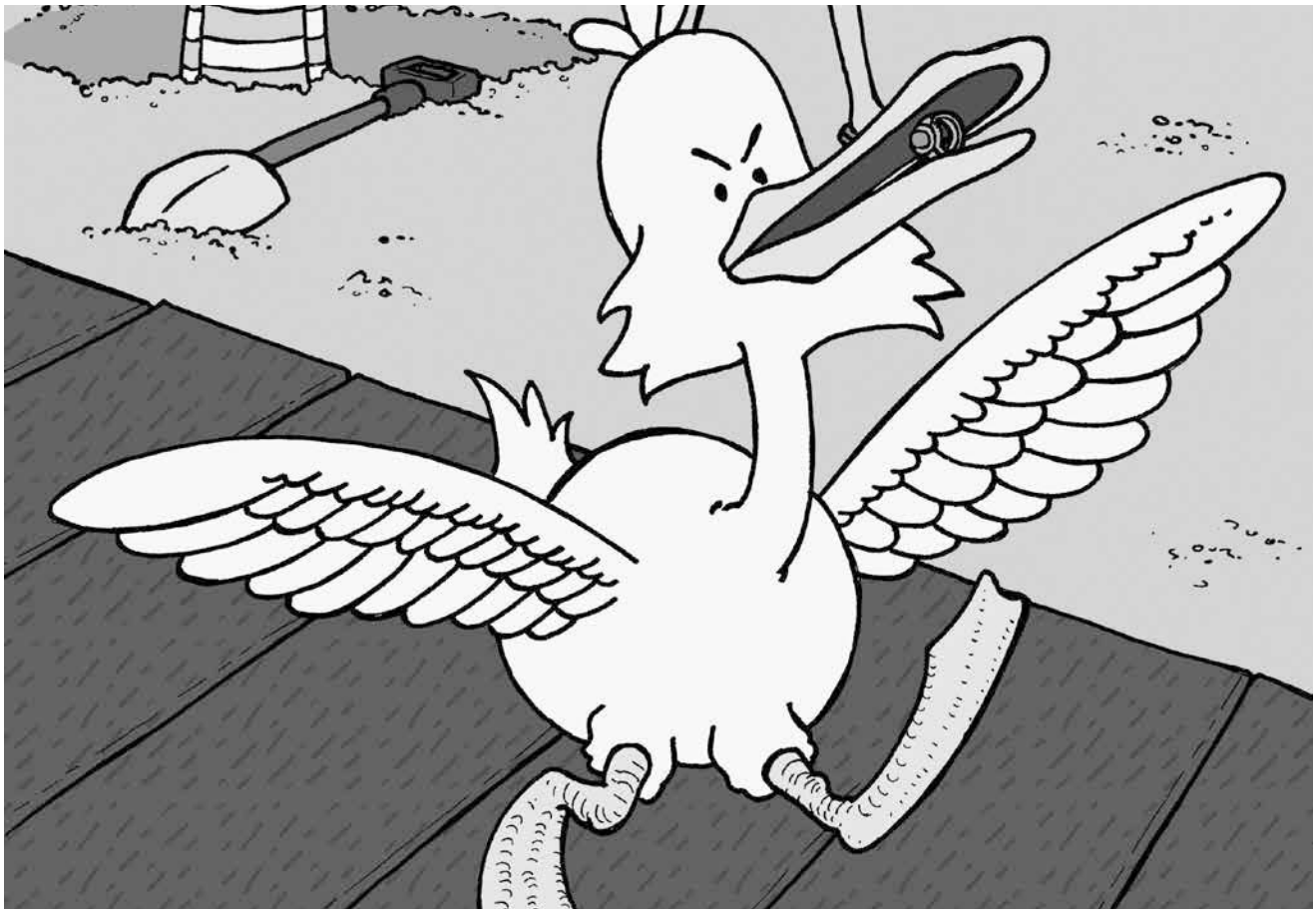
Sam and the Duck, continued

Chad digs up a ring.

The duck spots the ring.

Then the duck runs off with the ring.

Sam yells, "That is one bad duck."



NAME: _____

DATE: _____

Seth

Seth can jump on his bed, but not past ten.



Seth's mom Pat went to the shop.



NAME: _____

DATE: _____

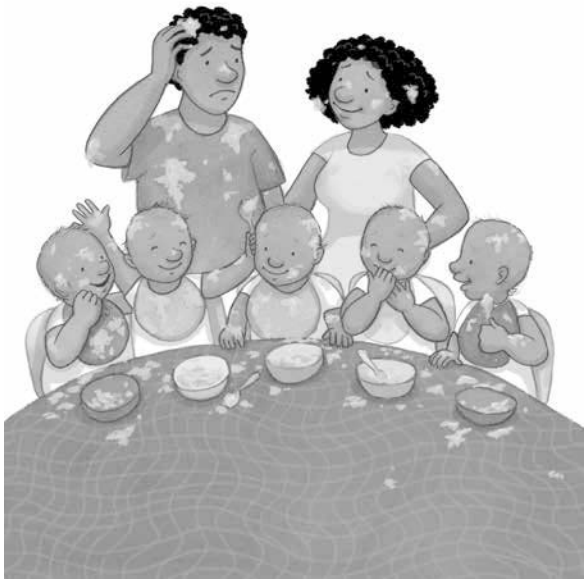
Ted is Seth's dad. Ted can flex and clench.



Seth's mom Pat had quints. That's 5 kids!



Seth's mom and dad had lunch with the quints.

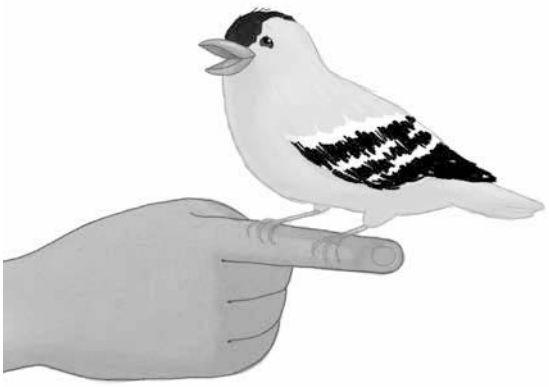


Seth's sled went fast.





Seth had lunch with Mom and Dad.



Seth has a pet finch. It can land on his hand.



Seth's pet finch Chip got lost. Chip hid in the red hat.



Seth can jam with Mom and Dad.

NAME: _____

DATE: _____

Kim and Beth

Kim runs with Beth.

Kim is fast.

But Beth is just as fast.

Kim sprints.

Beth sprints.

Beth wins!

NAME: _____

DATE: _____

The Vet

A vet helps pets that get sick.

If a cat gets sick, a vet can help.

If a fish gets ill, a vet can help.

If a frog can't hop, a vet can help.

If a dog has the chills, a vet can help.

If a pig has the mumps, a vet can help.

NAME: _____

DATE: _____

Pals

Pals must help pals.

Mel can swim, but Pam can't.

Mel must help Pam swim.

Pam can skip, but Mel can't.

Pam must help Mel skip.

Pals must help pals.

NAME: _____

DATE: _____

A Kid

A dog can run.

A fish can swim.

A frog can jump.

A chimp can grin.

A pig can grunt.

But so what?

I am a kid, and I can run and swim and jump and grin and grunt!

NAME: _____

DATE: _____

Bugs

There are bugs in the grass and bugs on the plants.

There are bugs with wings and bugs with legs.

There are bugs that spin webs, bugs that dig in mud, bugs that jump, and bugs that run on top of ponds.

There are bugs that help us and bugs that are bad. There are lots of bugs!

NAME: _____

DATE: _____

Pets

I had a frog, but then I got a

dog. I had a dog, but then I got a

cat. I fed the frog bugs.

I fed the dog chops.

I fed the cat fish.

The frog slept in a box.

The dog slept in a pen.

The cat slept on the rug.

The frog ran off.

The dog ran off.

But the cat did n

NAME: _____

DATE: _____

The Fox and the Man

A red fox has its den in the glen.

The mom has six fox pups.

The pups run and jump and twist and romp.

The dad runs off on a hunt.

A man has his den on the hill.

The man has six kids.

The kids run and jump and twist and romp.

The man runs off and gets lunch.

NAME: _____

DATE: _____

The Band

Todd's dad is in a band with Matt's dad.

Matt's dad sings.

Todd's dad bangs the drums.

When the band jams in the den, Todd's dog yaps.

Yap, yap, yap!

Bang, bang, bang!

Yap, yap, yap!

At last Todd's mom yells, "Ack! I can't stand it! Hush up that band!

And hush up that mutt!"

Todd's dad gets the hint.

The drums stop.

The songs stop.

The yaps stop.

That is the end of the band's big jam.

NAME: _____

DATE: _____

Ann Spann

Ann Spann is a math champ.

Ann is in the math club.

Ann went to math camp.

Ann can add one plus six.

Ann can add ten plus ten.

Ann says a math quiz is fun.

Ann says a math test is a blast.

Let's ask Ann to help us with math.

NAME: _____

DATE: _____

Fred French, the Fix-It Man

Fred French is a fix-it man.

Fred has a fix-it shop.

His shop has belts and clamps and

drills. Fred can fix a grill with his drill.

Fred can fix lamps with his clamps.

Fred can fix a van that has a dent. Fred

can get rust off a bed.

If it's bent, send it to Fred.

If it has a dent, get Fred.

Fred can fix i

NAME: _____

DATE: _____

Sam's Lunch

Sam's lunch was ham, chips, and milk.

But Sam had an ant on his dish.

The ant sat on the ham.

It ran on the chips.

It ran from the chips to the cup.

It swam in the milk.

And that was the end of Sam's lunch.

NAME: _____

DATE: _____

Bob's Bed

Bob had a lot of cash.

Bob got a big bed with his cash.

But the bed was so big it did not fit.

Bob was mad.

Then Bob said, "That's it!"

Bob got the big bed in bits.

Bob got one bit in, then the next, then the next.

When the bits were all in, Bob set the bed up.

Then Bob had a nap in his big bed.

NAME: _____

DATE: _____

Clint Cash

Clint Cash is a rich man.

Clint has a ranch in the West.

Clint has a big ship.

Clint has a fast jet.

Clint has rings on his hands and silk pants on his legs.

Clint has a hot tub.

Clint is a big man at his golf club.

Clint sits in the sun and gets a tan.

Clint has six thin dogs that bask in the sun with him.

NAME: _____

DATE: _____

Jim's Ship

Jim had a ship.

It was a big ship.

It had lots of nets and traps.

Jim went on a trip to get fish.

In went the nets.

Splash!

In went the traps.

Splash!

When Jim got the nets and the traps back up, what was in them?

One crab, one fish, six clams, one squid, ten shells, and a lot of kelp.

NAME: _____

DATE: _____

Ted's Fish

Ted has a fish in his net. It's a cod.

Ted grabs the fish with his hand.

It's a big fish.

Ted grins and says, "That's lunch!"

Ted brings the fish back to land.

Ted gets his grill hot and cuts up the fish.

Then Ted sets the fish on the hot grill.

Ted gets tongs and flips the fish.

Ted smells the fish. Ted grins.

When the fish is crisp, Ted sets it on a dish.

Then Ted has lunch.

NAME: _____

DATE: _____

Fran and the Vet Van

This is Fran.

Fran is a vet.

A vet can help a pet that gets ill.

If a fish is not well, if a cat has the chills, if a dog gets the mumps, then a vet can help that pet get well.

Fran has a van.

If a fish is not well, if a cat has the chills, if a dog gets the mumps, then Fran will get in the van and step on the gas.

And then Fran will fix up that pet.

NAME: _____

DATE: _____

Egg Toss

Sam and Beth are the egg toss champs.

Sam can toss the egg and it will land in Beth's hands.

Beth can toss the egg and it will land in Sam's hands.

Sam and Beth are the best.

But the egg has a crack.

It lands in Sam's hands.

Crack!

Plop, slop, glop!

Egg glop lands on Sam's pants!

NAME: _____

DATE: _____

Hot Stuff

Tom, Tim, and Ted had lunch.

Tom said, "What's that red stuff in the pot?"

Tim said, "That's dad's stuff. And it is red hot."

Tom stuck a cup in the pot and had a sip of the red stuff.

His lips got red.

His neck got red.

"Hot! Hot!" said Tom with a gasp.

Ted said, "Tom's a wimp. I can gulp that hot stuff."

Then Ted had a sip of the red stuff.

"Ack!" Ted said. "It's hot! Pass the milk!"

NAME: _____

DATE: _____

Ann's Bag

Ann is a mom. Ann has a big bag.

This is a list of the stuff in Ann's bag:

1. a brush
2. lip gloss
3. snap shots of Dad, the kids, the dog, and the cat
4. pills
5. pens
6. a bag of nuts
7. a stick of gum
8. a pack of mints
9. ten bucks in cash
10. stamps
11. socks
12. lots of clips and pins
13. a list of tasks

Six kids can lift Ann's bag, if the six kids are big and strong.

NAME: _____

DATE: _____

King Fred

King Fred had lots of cash.

The cash was in a big chest.

King Fred got a man to help him stash his cash.

"Dig a big trench," said King Fred.

"Where?" said the man.

"Here," said King Fred.

The man dug a big trench.

"Drop the chest in the trench," said King Fred.

"What chest?" said the man.

"This chest," said King Fred.

The man set the chest of cash in the trench.

"Sh!" said the king.

"Tell no one where I hid the chest!"

"What chest?" said the man.

NAME: _____

DATE: _____

Gifts

Dad got us gifts.

He got me a truck.

He got Quinn a mitt and a bat.

He got Mom a box.

Mom held the box and said, "What can this be?"

He said, "Lift up the lid."

She did.

"It's a dress!" she said.

We said, "Dad is the best!"

NAME: _____

DATE: _____

Brad Briggs

Brad Briggs has not slept.

He was up at ten.

He was still up at one.

He was still up at six when his mom got up.

Brad is not well.

His legs hang limp.

His chest sags.

His chin flops on his desk.

NAME: _____

DATE: _____

Tim the Chimp

Tim was a chimp—a big chimp.

He got mad and sat on a bus.

Smash!

Then he sat on a cab.

Crunch!

"A big chimp just sat on a bus!" a man said.

"This chimp is mad.

This chimp is bad.

It sits on things!

It stomps on things!

Who can tell what it will do next?

Who will stop it?"

"We will stop that chimp!" said the man.

"Stop," said the man.

Tim did.

NAME: _____

DATE: _____

Who Did It?

Smash! The glass cracked.

Dad ran out and asked, "Who did

this?" Fran said, "Ted did it."

Ted said, "Beth did it."

Beth said, "Max did it."

Max said, "Tex did it."

Tex was the dog.

Tex said, "Yap, yap!"

Dad got mad.

"Tex did not do this!" he said.

"Tex is a dog!

A kid did this!

Tell me, who did it?"

At last, Ted said, "It was m

Bud, the Cat

That is a snap shot of Nat's cat, Bud.

Nat got Bud from a vet. Bud had a bad leg.

The vet had to fix Bud's leg.



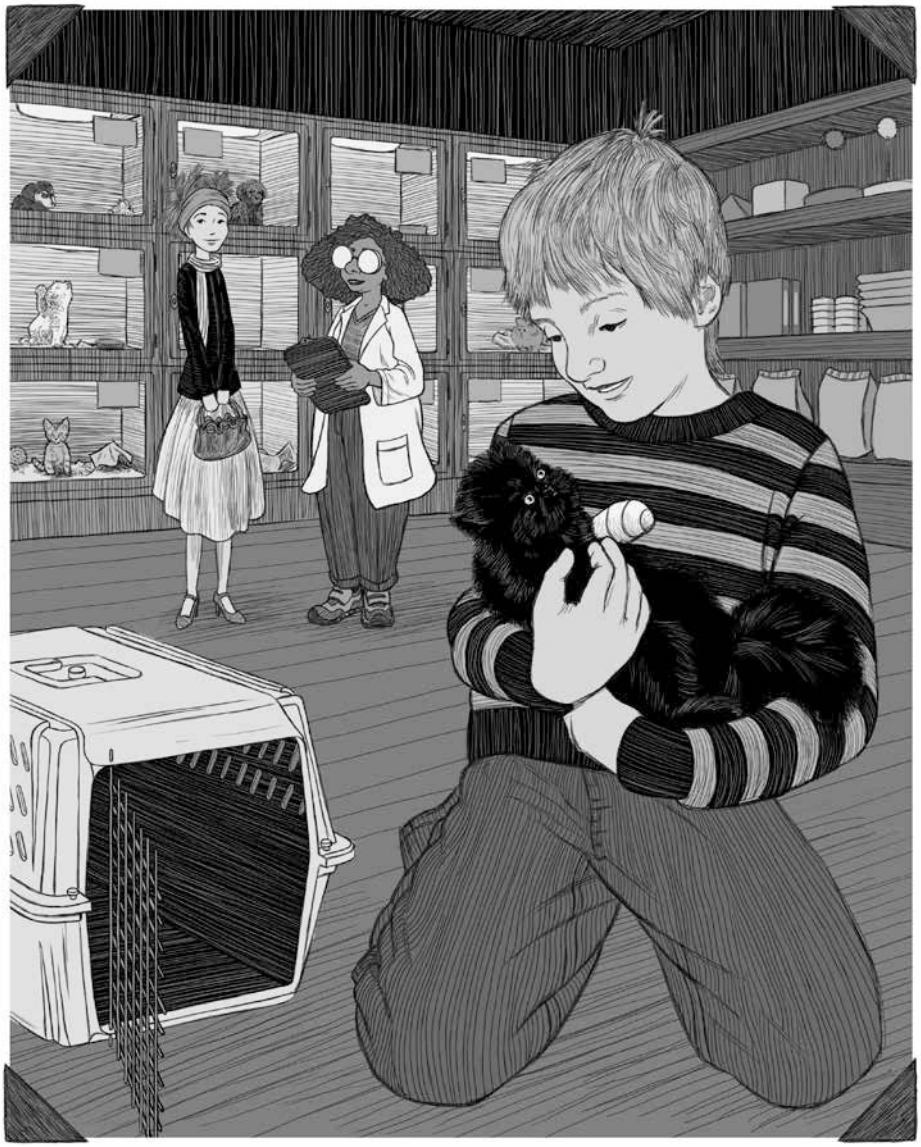
The vet left Bud in a pen with the rest of the lost cats.

Bud sat and sat.

No one ran in to get him.

Then Nat said, "Mom, can I have him? Can I? Can I? Can I?"

At last Dot said yes.



The Fish

Nat got six fish.

Nat got them from a pet shop. The fish swim and splash and munch on fish snacks.

That is a snap shot I got of Nat and the fish.



A lid sits on top of the fish.

Dot set the lid on top so Bud can't munch on the fish!

The cat can smell the fish. It can press on the glass. It can grab at the fish.

But it can't get them.



The Bus

Nat said, "Can Beth and I get on a bus?"

"Yes," Dot said, "there is a bus stop just up the hill."

So all of us went up the hill to the bus stop.

At the bus stop, there was a thrush.

Mom got this snap shot of us and the thrush.



At the bus stop, Nat said, "Beth, this is the best bus!"

I said, "Why? Is it fast?"

"No," Nat said, "it's not that fast." "Then why is it the best?"

Nat just sat there with a big grin. At last Nat said, "There it is!"

It was a big red bus with a top deck.

Nat and I sat up there. It was the best bus!



Section 1.4

One-Syllable Short Vowel Words Assessment

ASSESSMENT

NAME: _____

DATE: _____

1.4.1 ASSESSMENT

Read the following words aloud to your teacher.

1. dot
2. cod
3. tin
4. vet
5. mug
6. pots
7. junk
8. hogs
9. benches
10. skid
11. bump
12. tests
13. stamp
14. spots
15. splash
16. thump
17. sixth
18. quests
19. fangs
20. buzz
21. jazz
22. dash
23. cliff
24. smell
25. bricks

_____ */ 25 correct*

Mastery: 20/25 correct

Provide students with the Activity Page 1.4.2 on the following page. Tell students that you are going to say a word and that they should write the word they hear you say.

1. jazz	14. skid
2. dot	15. tests
3. bump	16. cod
4. mug	17. spots
5. cliff	18. thump
6. vet	19. sixth
7. quests	20. buzz
8. pots	21. tin
9. fangs	22. dash
10. splash	23. smell
11. junk	24. hogs
12. stamp	25. bricks
13. benches	

Analyze students' spelling errors to identify specific spellings that may be problematic. Note that spelling mastery of letter-sound correspondences often lags behind the ability to read the same correspondences.

NAME: _____

DATE: _____

Spell the words on the following blanks.

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

Section 1.5

CVCC and CCVC with *–ed*

CVCC AND CCVC WITH *–ED*: LESSON TEMPLATE

Sample Lesson Template
CVCC and CCVC with *–ed*

<table>
<tr><th>Focus:
Past Tense
with –ed</th><th>Instructions</th><th>Materials</th></tr>
<tr><td>Warm-Up</td><td>Draw this chart on the board/chart paper. You will use it in three different steps to demonstrate the different pronunciations of –ed:
<table><tr><th colspan="3">–ed</th></tr><tr><th>1</th><th>2</th><th>3</th></tr><tr><td></td><td></td><td></td></tr></table></td><td>board/chart paper</td></tr>
<tr><td>Teaching</td><td>Tell students that when something happened in the past, a two-letter suffix is added to the verb. Ask students where suffixes go on words (the end) and if they know which suffix shows when something happened in the past (–ed).

The letters ‘ed’ are added to the end of a verb. The –ed suffix is called the “past-tense marker” or the “past-tense ending.” Underline the marker –ed.

Explain that the letters ‘ed’ are pronounced differently depending on the sounds that come before them:

The letters ‘ed’ may be pronounced the expected way: /ed/. Write the word acted on the board under the first column. Underline the past-tense marker –ed in the word acted. Read the word acted and use it in a sentence.
<table><tr><th colspan="3">–ed</th></tr><tr><th>1</th><th>2</th><th>3</th></tr><tr><td>acted</td><td></td><td></td></tr></table></td><td></td></tr>
</table>

<table>
<tr><th>Focus:
Past Tense
with –ed</th><th>Instructions</th><th>Materials</th></tr>
<tr><td>Teaching</td><td>The letters ‘ed’ may be pronounced as /d/. Write the word filled on the board under the second column. Underline the past-tense marker –ed. Read the word filled and use it in a sentence.

<table><tr><th colspan="3">–ed</th></tr><tr><th>1</th><th>2</th><th>3</th></tr><tr><td>acted</td><td>filled</td><td></td></tr></table>
The letters ‘ed’ may be pronounced as /t/. Write the word asked on the board under the third column. Underline the past-tense marker –ed. Read the word asked and use it in a sentence.

<table><tr><th colspan="3">–ed</th></tr><tr><th>1</th><th>2</th><th>3</th></tr><tr><td>acted</td><td>filled</td><td>asked</td></tr></table></td><td></td></tr>
</table>

CVCC AND CCVC WITH –*ED*: WORD LISTS

NAME: _____

DATE: _____

Past-Tense Verbs with *–ed*

tilted	added	fitted
landed	ended	dented
sanded	handed	mended

NAME: _____

DATE: _____

Past-Tense Verbs with *–ed*

filled	planned	robbed
grabbed	rubbed	smelled
spilled	begged	grinned
fanned	banged	yelled

NAME: _____

DATE: _____

Past-Tense Verbs with *–ed*

asked	passed	stopped
helped	picked	dropped
dressed	mixed	fixed
missed	stuffed	shocked
slipped	tripped	dripped

CVCC AND CCVC WITH *–ED*: ACTIVITY PAGES

NAME: _____

DATE: _____

1.5.4 ACTIVITY PAGE

Fill in the blanks.

added	spilled	dressed	handed
landed	missed	filled	

1. The bird _____ on its nest.
2. She _____ her glass with milk.
3. He woke up and got _____.
4. In math class Jack _____ ten plus six.
5. Mom _____ Dad his hat.
6. I slept past ten and _____ the bus.
7. He hit the cup and _____ what was in it.

NAME: _____

DATE: _____

Fill in the blanks.

dropped	wished	robbed
mended	picked	

1. I _____ up my pen when it fell.
2. She _____ it was not so hot.
3. My hands were wet so the bag _____ from my hand.
4. She had a rip in her dress but her mom _____ it.
5. The man got her purse when he _____ her.

NAME: _____

DATE: _____

Sort the 'ed' words based on how the ending is pronounced.

~~landed~~	quacked	flapped	spotted
tossed	grabbed	crammed	jogged

/e/ + /d/	**/d/**	**/t/**
acted	***filled***	***asked***
landed		

NAME: _____

DATE: _____

Choose a word from the box to complete each sentence. You will need to add –ed *to each word.*

like	ask	shrug	slump
limp	yank	pat	yell

1. "Zip! Zing!" he _____. "Take that, T. Rex!"

2. He _____ back the drapes.

3. "Ugh!" Mike said. He _____ and let his chin drop on his chest.

4. "What if I tell you a bedtime tale?" he _____.

5. Mike did not think it would help much. Dad _____.

6. "When I was a kid, your gramp would tell me bedtime tales. I _____ them."

7. Mike's dad sat down on the bed and _____ Mike on the back of the neck.

8. Mike _____ to his bed and sat down on it.

CVCC AND CCVC WITH –*ED*: GROUP ACTIVITY

The Past-Tense Marker –*ed*

Whole Group or Small Group

- Write the following sentences on the board/chart paper and have students read them aloud. Point out that the verb *dusts* is in the present tense, while *dusted* is the past tense.

Mom dusts the shelf.	Mom dusted the shelf.

- Underline the ending *–ed* in *dusted*. Point out that *–ed* is read as /ed/, just as one would expect. Explain that *–ed* is the past-tense marker that shows the action has already happened.
- Write the following sentences on the board/chart paper and have students read them aloud.

Ben spells the word.	Ben spelled the word.

- Ask students if they see a difference between the two sentences.
- Point out that the verb in the first sentence is in present tense and the verb in the second sentence is in past tense.
- Underline the ending *–ed* in *spelled*, which is pronounced /d/ in this example. Again, point out *–ed* is the past-tense marker that shows the action has already happened.
- Write the following sentences, including the omission, on the board/chart paper.

Jen brushes the dog.	Jen _____ the dog.

- Tell students that the sentence with the omission is in past tense.
- Ask students to fill in the blank with the verb *brush* in past tense. Have a student come up to the board and write the word in the blank. (*brushed*)

- Point out that in this example, the past-tense marker *–ed* is pronounced /t/.
- Repeat with the following sentences.

Pat plants the grass.	Pat _____ the grass. (*planted*)
Dad grills two hot dogs.	Dad _____ two hot dogs. (*grilled*)

Section 1.6

CVCC and CCVC with –*ed* Assessment

ASSESSMENT

NAME: _____

DATE: _____

Read the following words aloud to your teacher.

1. handed
2. banged
3. asked
4. tripped
5. tilted
6. rubbed
7. passed
8. grinned
9. mixed
10. smelled
11. wished
12. patted
13. spilled
14. helped
15. ended

_____ */ 15 correct*

Mastery: 12/15 correct

Section 1.7

Basic High-Frequency Words

all, be, by, could, do, down, from, have, he, here, how, I, me, one, once, picture, said, says, she, should, there, they, their, to, two, was, we, what, when, where, which, who, why, word, would, your

BASIC HIGH-FREQUENCY WORDS: LESSON TEMPLATE

Teaching High-Frequency Words as a Remedial Intervention in Grade 6

The focus for students receiving early reading instruction in the CKLA K–2 materials is on systematically learning the letter-sound correspondences that will allow them to decode words in the English language. Unlike most reading programs, in CKLA in these early grades, students are not taught to memorize a list of high-frequency words such as those found on the Dolch or the Fry Lists. In fact, many of the words on these lists are "decodable" once students learn the specific letter-sound correspondences.

Of course, it is next to impossible very early on to write coherent stories without using some words that include letter-sound elements that students have not yet been taught. When non-decodable words were needed to advance a story line, students were taught that these words were Tricky Words. In most instances, they could sound out parts of the word, but not all of it (i.e., the tricky part). Students practiced reading, copying, and then writing these words from memory as a way to learn them. When first introduced in reading selections, the words were also underlined throughout several stories.

If you find that you have students who do not quickly and automatically recognize some or all of these high-frequency words, it is important first to identify whether this is reflective of a global deficit in word attack skills or whether the problem is limited to specific high-frequency words. Students who have difficulty with high-frequency words who also demonstrate no or very limited knowledge of the letter-sound correspondences of the basic code need intensive overall remedial instruction in all word attack skills, not just high-frequency words. They will most likely benefit from being placed in a lower level of CKLA instruction than the current grade level. You should use results from the Grade 6 Placement Assessment to guide placement.

You also may find some students have a specific problem recognizing high-frequency words. These students will benefit from targeted instruction using the materials in this section of the *Decoding and Encoding Remediation Supplement*. You will first want to determine which specific words are problematic. If you have administered the Word Reading in Isolation Assessment as part of the Placement Assessment, you can refer to the results. If you have not yet formally assessed a student's knowledge of high-frequency words, you may want to administer the assessment that is included in Section 1.8 as a pre-test, prior to intervention. We have also included a complete list of the 220 Dolch Sight Words if you think that a student needs assessment and instruction on additional high-frequency words beyond the words targeted in this section.

In terms of remedial instruction for Grade 6 students, it will be most efficient to directly teach three to five unknown high-frequency words at a time as sight words, using the lesson template provided.

Sample Lesson Template
High-Frequency Words

Focus: High-Frequency Words	Instructions	Materials
Warm-Up	Explain to students that most words in English "play by the rules" and are pronounced exactly the way you would expect, based on the letter-sound spellings that have been taught. But some words, or parts of words, do not play by the rules. In the earlier grades of CKLA, these words were called Tricky Words.	
Teaching/ Guided Practice	One at a time, display and say each targeted high-frequency word. Use the word orally in a sentence and point to the word on the card when you say it in the sentence. Tell students that they will now practice saying and writing the high-frequency word as a way to remember the word. Display the targeted word and tell students to look at and say the word on the card. Have students copy the word on the left side of their activity page. Have students fold the activity page in half and then write the word from memory on the right side of their activity page. Then have students unfold the activity page to check their spelling. Say the word again and correct any errors. Continue until all words have been copied and practiced.	10 index cards with targeted high-frequency words Activity Page 1.7.1
Guided/ Independent Practice	Have students practice reading phrases, sentences, and short stories that include the high-frequency words. Use high-frequency word cards as flash cards and/or to play various games, such as Bingo, Concentration, or a variation of "War."	materials in this section of the Supplement

NAME: _____

DATE: _____

1.7.1 ACTIVITY PAGE

Copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

Complete Dolch Word List Sorted Alphabetically

a	cold	grow	may	said	too
about	come	had	me	saw	try
after	could	has	much	say	two
again	cut	have	must	see	under
all	did	he	my	seven	up
always	do	help	myself	shall	upon
am	does	her	never	she	us
an	done	here	new	show	walk
and	don't	him	no	sing	want
any	down	his	not	sit	warm
are	draw	hold	now	six	was
around	drink	hot	of	sleep	wash
as	eat	how	off	small	we
ask	eight	hurt	old	so	well
at	every	I	on	some	went
ate	fall	if	once	soon	were
away	far	in	one	start	what
be	fast	into	only	stop	when
because	find	is	open	take	where
been	first	it	or	tell	which
before	five	its	our	ten	white
best	fly	jump	out	thank	who
better	for	just	over	that	why
big	found	keep	own	the	will
black	four	kind	pick	their	wish
blue	from	know	play	them	with
both	full	laugh	please	then	work
bring	funny	let	pretty	there	would
brown	gave	light	pull	these	write
but	get	like	put	they	yellow
buy	give	little	ran	think	yes
by	go	live	read	this	you
call	goes	long	red	those	your
came	going	look	ride	three	
can	good	made	right	to	
carry	got	make	round	today	
clean	green	many	run	together	

BASIC HIGH-FREQUENCY WORDS: WORD LISTS

NAME: _____

DATE: _____

Basic High-Frequency Words

to	why	where	when
be	he	four	well
me	would	could	how
do	should	she	we
was	word	who	what
the	from	which	here
once	one	said	says
two	down	there	picture

NAME: _____

DATE: _____

Basic High-Frequency Words

two	down	do	should
was	word	who	what
me	would	could	how
she	we	our	from
which	here	of	once
one	said	says	there
to	why	where	when
be	he	too	first

NAME: _____

DATE: _____

Basic High-Frequency Words

to	why	I	see
where	your	when	first
by	be	but	you
he	would	could	how
do	should	she	have
me	was	word	who
all	what	my	did
from	which	get	go
once	one	said	says
there	two	down	ask

BASIC HIGH-FREQUENCY WORDS: ACTIVITY PAGES

NAME: _____

DATE: _____

Fill in the blanks.

she	down	should
to	do	two

1. Mom said _____ was mad at me.
2. Max got _____ cans of ham.
3. Dad had _____ run to get the bus.
4. _____ we pick up a bag of chips?
5. What should we _____?
6. Stan fell _____ and got a cut.

NAME: _____

DATE: _____

Fill in the blanks.

Why	What	Where

1. _____ is in the bag?

2. _____ did Dad set his cup?

3. _____ did Stan hit him?

NAME: _____

DATE: _____

Fill in the blanks.

word	was	says	there	of

1. Mom said just one _____, "Run!"
2. Kat _____ that Beth has one of them.
3. Mom was _____ at ten.
4. One _____ us has to run and get it.
5. It _____ a lot of fun.

NAME: _____

DATE: _____

Fill in the blanks.

one	once	from	said	of

1. Ken ran up and _____ , "Stop it!"
2. The cat ran _____ the dog.
3. Stan has six _____ them.
4. Dan has six pups, but Stan just has _____.
5. _____ Dan got a red hat.

NAME: _____

DATE: _____

1.7.9 ACTIVITY PAGE

Fill in the blanks.

are	were	some
so	go	no

1. Last week Dan and Bill _____ mad at me.
2. I am _____ glad that she is not mad at me.
3. It is time to _____ to bed.
4. _____ of us are not like that.
5. We have got _____ chance to win.
6. Dogs _____ the best pets.

NAME: _____

DATE: _____

1.7.10 ACTIVITY PAGE

Fill in the blanks.

I	your	have
by	who	all

1. When she yelled at me, _____ felt sad.
2. You can't have _____ of them.
3. You must be there _____ ten.
4. _____ said that?
5. Do you _____ ten bucks you could lend me?
6. Is that _____ mom?

BASIC HIGH-FREQUENCY WORDS: PRACTICE PHRASES, SENTENCES, AND STORIES FOR ORAL READING

NAME: _____

DATE: _____

1.7.11

PRACTICE PHRASES FOR ORAL READING

From, Of

1. **from** Stan
2. **from** him
3. **from** us
4. lots **of** cats
5. a bag **of** chips
6. lots **of** them
7. **from** dad
8. **from** them
9. **from** then on
10. a box **of** hats
11. lots **of** fun
12. a list **of** tasks

NAME: _____

DATE: _____

Once, One

1. **Once** Dan got a gift.

2. I got **one** gift.

3. **Once** Ben got mud on his pants.

4. She has **one** sister.

5. **Once** the cat bit the dog.

6. **Once** Brad went on his sled.

7. There is **one** book.

8. **Once** Val got in, it got hot.

NAME: _____

DATE: _____

Said, Says

1. Dad **said** no, but Mom **said** yes.

2. Dad **said** get a cat.

3. Jen **said** that's not it.

4. Rich **says** it is not ten yet.

5. Glen **says** Dad is in bed.

6. Chip **says** Mom is in the den.

7. Vic **says** the pot is hot.

8. Ted **said** to sit by him.

NAME: _____

DATE: _____

Here, When, Which, Where, There

1. **There** it is.

2. **Where** is Len?

3. **When** will Beth come?

4. **Which** one is it?

5. **Here** is the pizza.

6. **There's** a fox in **there**.

NAME: _____

DATE: _____

1.7.15

PRACTICE SENTENCES FOR ORAL READING

Was

1. It **was** him.
2. It **was** wet.
3. It **was** strong.
4. It **was** shut.
5. It **was** us.
6. It **was** long.
7. It **was** big.
8. It **was** fresh.
9. It **was** them.
10. It **was** hot.

NAME: _____

DATE: _____

1.7.16

PRACTICE SENTENCES FOR ORAL READING

What, When, Where, Why

1. **What** is that?
2. **What** was that crash?
3. **What's** next?
4. **Where** is the hat?
5. **Why** must you go?
6. **When** will we eat?
7. **What** was that song?
8. **What's** the word?
9. **What's** in his hand?
10. **Where** is Jack?
11. **When** will she sleep?
12. **Why** get that one?

NAME: _____

DATE: _____

She

1. **She** is thin.

2. **She** went on a trip.

3. **She** was sad.

4. **She** is ten.

5. **She** is on the bed.

6. **She** has a red vest.

7. **She** can jump.

8. **She** is resting.

NAME: _____

DATE: _____

1.7.18

PRACTICE SENTENCES FOR ORAL READING

We

1. **We** sat up.

2. **We** went to bed.

3. **We** will help.

4. **We** went up the hill.

5. **We** had one.

6. **We** rang the bells.

7. **We** ran.

8. **We** can yell.

NAME: _____

DATE: _____

1.7.19

PRACTICE SENTENCES FOR ORAL READING

Be

1. Let him **be**!

2. There will **be** snacks.

3. That will **be** fun!

4. He will **be** back.

5. We will **be** there.

6. It will **be** fun.

7. She can't **be** there.

8. She will **be** sad.

NAME: _____

DATE: _____

Could, Should, Would

1. **Should** he get one?

2. She **could** get up there.

3. **Could** we help him?

4. **Would** that help?

5. We **should** stop.

6. He **should** get up.

7. We **would** if we **could**.

8. **Could** this be the end?

The Cat

Brad said, "Can we get a pet?"

Mom said, "We can. Should we get a cat?"

Dad said, "Dan's cat had kittens.

We could get one of them."

"Would he sell us one?" Mom said.

"Yes, he would," said Dad.

"We could get a cat, then," said Mom, "but should we get one?"

"Would it cost a lot?" Brad said.

"It would not cost that much," Dad said.

"Well, then, we should get one," Brad said.

"Let's get one!" said Mom.

NAME: _____

DATE: _____

How, Down

1. **How** hot is it?

2. **How** did she get up there?

3. **How** could he tell?

4. That's **how** he did it.

5. We had to jump up and **down**.

6. We went on a trip **down** south.

7. **How** will he get **down**?

8. It fell **down**.

NAME: _____

DATE: _____

1.7.23

PRACTICE SENTENCES FOR ORAL READING

Do

1. Let's **do** it.

2. What did he **do**?

3. We **do** not run there.

4. **Do** bees sting?

5. **Do** the kids get one?

6. Just **do** it.

7. I **do** not need one

8. What should we **do** next?

9. Can we do that thing we **do**?

10. **Do** you think he is sad?

NAME: _____

DATE: _____

What Should We Do?

Dan: It went **down there**.

Beth: **What should** we **do**?

Dan: Let's jump **down** and get it.

Beth: **How** will **we** get back up?

Dan: **There** must **be** steps.

Beth: But **what** if **there** are no steps?

Dan: Then **we** can yell for help.

Beth: **We could** get stuck **down there**.

Dan: Let's just **do** it.

Beth: That's a bad plan. Let's run and get Dad.

NAME: _____

DATE: _____

1.7.25

PRACTICE PHRASES FOR ORAL READING

High-Frequency Word: *two*

1. **two** dogs	4. **two** hens	7. **two** kids
2. **two** cats	5. **two** maps	8. **two** cups
3. **two** hams	6. **two** of us	9. **two** of them

NAME: _____

DATE: _____

1.7.26

PRACTICE SENTENCES FOR ORAL READING

High-Frequency Words: *you* and *your*

1. Did **you** get **your** present?
2. **You** can't catch me.
3. **You** did that well.
4. Do **your** best.
5. Did **you** get **your** hat back?
6. **You** must pick up **your** socks.
7. Do **you** like this hat?
8. Is that **your** chicken with the eggs?

NAME: _____

DATE: _____

1.7.27

PRACTICE SENTENCES FOR ORAL READING

High-Frequency Word: *by*

1. That was written **by** my dad.
2. **By** then I was hot.
3. **By** then it was a big mess.
4. We got there **by** six.
5. I will be there **by** ten.
6. Let's sit down **by** the big rock.
7. **By** and **by** we went in.
8. She will be here **by** two.

NAME: _____

DATE: _____

1.7.28

PRACTICE PHRASES FOR ORAL READING

High-Frequency Word: *all*

1. **all** of it	5. **all** of them
2. **all** of us	6. **all** the frogs
3. **all** the hats	7. **all** the cats
4. **all** the trash	8. **all** of the fish

NAME: _____

DATE: _____

High-Frequency Word: *who*

1. **Who** is he?
2. **Who** can help me with this?
3. **Who** said that?
4. **Who** has my trumpet?
5. **Who** did this?
6. Is that the man **who** ran so fast?
7. **Who** can run the fastest?
8. **Who** will help me?

NAME: _____

DATE: _____

1.7.30

PRACTICE SENTENCES FOR ORAL READING

High-Frequency Word: *have*

1. **Have** you got pets?
2. We **have** two dogs.
3. Do you **have** a cup?
4. **Have** a blast!
5. I **have** a cat.
6. We **have** fun with him.
7. **Have** you fixed the lamp?
8. Can we **have** one?

NAME: _____

DATE: _____

High-Frequency Words: *would*, *could*, *should*

I Said, He Said

I said there was one word.

He said there were two.

I said, "What were the two words?"

He said, "One word was **would**.

One word was **could**."

"No," **I said**.

"There was one word.

The word was **should**."

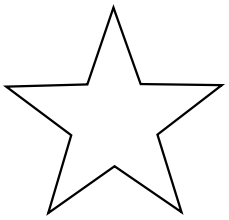
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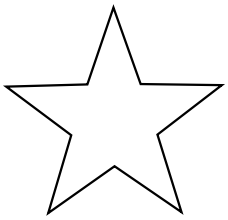
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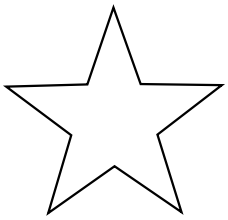
High-Frequency Words: *they* and *their*

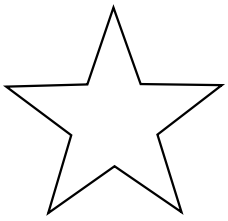
1. **They** made us cake.
2. What did **they** sing?
3. **They** got their cat back.
4. The dogs are in **their** pen.
5. **They** were late to **their** class.
6. **They** said **they** did not see it.
7. Did **they** play?
8. Is it **theirs**?
9. **They** like to swim.
10. The cats sat in **their** bed.

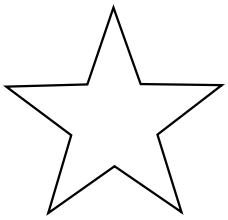
BASIC HIGH-FREQUENCY WORDS: BINGO GAME BOARDS

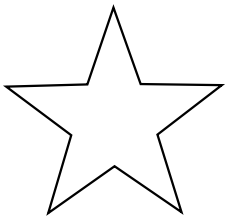
she	be	word	how	a
he	could	of	was	we
from	said		says	why
down	two	should	the	would
do	one	where	me	once

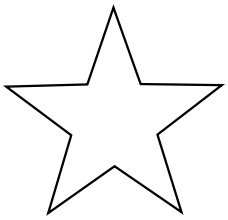
what	down	there	do	one
once	how	the	could	from
would	where		to	she
says	be	a	we	word
why	of	said	two	me

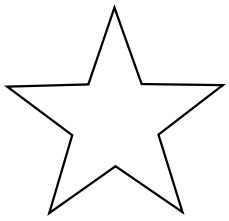
could	to	should	there	she
a	word	one	said	two
why	would		he	once
down	how	was	we	be
the	from	says	of	what

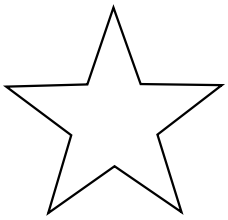
word	of	one	could	says
me	two	he	a	from
do	how		the	be
should	we	was	she	where
said	down	why	once	what

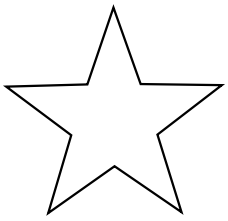
we	why	of	word	what
was	a	two	how	down
could	should		says	do
said	the	me	she	be
there	would	where	he	from

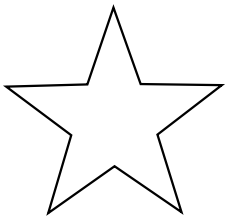
we	she	of	a	to
me	how	he	once	was
what	be		where	said
from	two	why	word	should
the	would	could	one	down

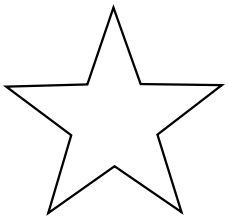
she	word	why	said	could
we	a	one	once	the
me	should		where	was
down	do	how	there	would
from	what	he	be	two

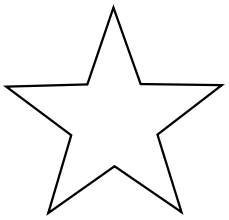
be	was	there	to	do
two	why	she	word	one
the	would		a	from
says	where	said	we	what
could	me	he	once	of

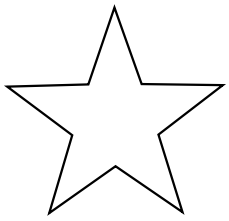
how	down	word	from	two
she	to	the	he	be
there	could		one	should
of	once	what	why	would
a	we	said	me	do

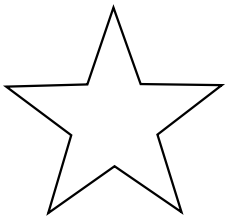
word	once	of	what	she
how	a	why	one	me
from	where		to	says
the	we	two	could	he
there	should	do	be	was

says	two	to	would	he
be	down	once	do	could
was	how		me	there
what	the	said	we	word
a	she	of	why	one

how	he	down	of	why
be	says	would	a	said
do	one		word	two
could	we	where	to	there
once	was	from	should	me

he	to	where	once	says
would	a	why	what	should
how	down		said	could
word	there	we	two	do
the	she	of	me	was

to	how	there	was	do
says	of	word	the	would
where	one		she	should
could	down	two	we	be
a	said	why	once	from

from	where	we	said	would
be	down	was	she	one
why	me		do	once
of	a	what	he	how
should	there	says	two	could

Section 1.8

Basic High-Frequency Words Assessment

ASSESSMENT

NAME: _____

DATE: _____

1.8.1 ASSESSMENT

Read the following words aloud to your teacher.

1. all
2. your
3. be
4. would
5. could
6. work
7. do
8. why
9. down
10. who
11. from
12. which
13. have
14. where
15. he
16. when
17. how
18. what
19. I
20. me
21. we
22. one
23. was
24. picture
25. two
26. once
27. they
28. said
29. to
30. she
31. their
32. says
33. there
34. should
35. the

_____ */ 35 correct*

Mastery: 28/35 correct

Section 2

Two-Syllable Short Vowel Words: Closed Syllables

Consonant Spelling Alternatives

Section 2.1

Closed Syllables

CLOSED SYLLABLES: LESSON TEMPLATE

Sample Lesson Template
Two-Syllable Words Short Vowel Words

Focus: Two-Syllable Words	Instructions	Materials
Warm-Up	Remind students that words can be broken into chunks called syllables. A syllable has one, and only one, vowel sound. This means that a word has as many syllables as it has vowel sounds. For example, a word with one vowel sound has one syllable, and a word with two vowel sounds has two syllables.	
Teaching	Tell students that today they will read two-syllable words, i.e., words with two vowel sounds. Remind students that one way to figure out how to chunk letters into syllables is to first point to the two vowels. If there are two consonants between the vowels, divide the word into syllables by dividing between the consonants. If there is only one consonant, try dividing after the consonant. Students should read the words by blending the sounds in the first syllable, then blending the sounds in the second syllable, and then putting the two syllables together. Ask students to sound out the word by first sounding and blending the sounds in the first syllable, then sounding and blending the sounds in the second syllable, and then putting the two syllables together.	board/chart paper
Guided Practice	Repeat this process with additional two-syllable words.	

Note: You may want to scaffold early instruction and practice in reading two-syllable words by either leaving a space between syllables when writing the word or inserting a dot between the syllables. Be sure students understand that this is not how the word is conventionally written. You are writing it this way to help students in chunking the syllables for decoding.

Section 2.2

Closed Syllables with Two Consonants Between Vowels

CLOSED SYLLABLES WITH TWO CONSONANTS BETWEEN VOWELS: WORD LISTS

NAME: _____

DATE: _____

Two-Syllable Short Vowel Words

lunchbox	sandbox	himself
sunset	zigzag	backpack
milkman	madman	handbag
snapshot	hilltop	checkup
kickoff	anthill	windmills

NAME: _____

DATE: _____

Two-Syllable Short Vowel Words

problem	chicken	rocket
kitten	rabbit	picnic
basket	goddess	trumpet
dentist	plastic	traffic
napkin	endless	madman
chestnut	children	pumpkin

NAME: _____

DATE: _____

2.2.3 WORD LIST

Two-Syllable Short Vowel Words

handprint	magnet	hectic
bandit	discuss	tennis
husband	address	convict
comment	bucket	gallon

NAME: _____

DATE: _____

Two-Syllable Short Vowel Words

lesson	public	ribbon
sunset	happen	velvet
hundred	blanket	tantrum
attic	contest	rabbit

NAME: _____

DATE: _____

Two-Syllable Short Vowel Words

witness	chipmunk	ticket
puppet	goblin	helmet
confess	falcon	insist
cactus	hottest	subject

CLOSED SYLLABLES WITH TWO CONSONANTS BETWEEN VOWELS: ACTIVITY PAGES

NAME: _____

DATE: _____

2.2.6 ACTIVITY PAGE

Write each word under its matching picture.

1. bathtub





_____ _____

2. magnet





_____ _____

3. insect





_____ _____

NAME: _____

DATE: _____

2.2.7 ACTIVITY PAGE

Write each word under its matching picture.

1. picnic





2. rocket





3. tennis





NAME: _____

DATE: _____

2.2.8 ACTIVITY PAGE

Fill in the blanks.

attic	address	sandbox	velvet
husband	ribbon	blanket	tantrum

1. The _____ dress felt soft.
2. My dad is my mom's _____.
3. He stores old clothes in the _____.
4. I sat in the _____.
5. The girl had a pink _____ on her dress.
6. The small child had a _____ and yelled!
7. I slept with a fluffy _____.
8. We got lost without the _____.

NAME: _____

DATE: _____

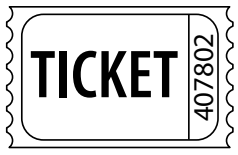
2.2.9 ACTIVITY PAGE

Write each word next to its matching picture.

basket	helmet	bucket	ticket	pumpkin
cactus	chestnut	chipmunk	falcon	muffin

1. _____ 

2. _____ 

3. _____ 

4. _____ 

5. _____ 

6. _____ 

7. _____ 

8. _____ 

9. _____ 

10. _____ 

NAME: _____

DATE: _____

2.2.10 ACTIVITY PAGE

Fill in the blanks.

problem	insects	plastic
handprint	hottest	napkin

1. The attic felt the _____ of all.
2. Bees and ants are _____.
3. My _____ is as big as yours.
4. The fork snapped because it was _____, not metal.
5. In class she had to add to do the math _____.
6. I unfolded my _____ and put it in my lap for dinner.

CLOSED SYLLABLES WITH TWO CONSONANTS BETWEEN VOWELS: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

Two-Syllable Short Vowel Words

1. The fork stuck to the magnet.

2. He was upset that he was stuck in traffic.

3. She is a dentist.

4. The kitten is missing.

5. This is a snapshot of the trip.

6. There's a chicken in the bathtub!

7. A British man was having a big sandwich.

8. We went to a wedding.

9. Dan has a bat in his attic.

NAME: _____

DATE: _____

2.2.12

PRACTICE SENTENCES FOR ORAL READING

Two-Syllable Short Vowel Words

1. I won the contest.
2. She has six puppets in her class.
3. The king dropped his goblet.
4. Sam's car had a dent and he was upset.
5. Did you finish your math problems?
6. They did not expect to win the match.
7. Math is the best subject.
8. My dad put his musket in a box.
9. Tell me what will happen next.
10. That is a strong magnet.

NAME: _____

DATE: _____

2.2.13

PRACTICE SENTENCES FOR ORAL READING

Two-Syllable Short Vowel Words

1. Sally wants a trip in a rocket.

2. The path felt endless.

3. The sunset went by fast.

4. I will go to the public park.

5. I did not wash the cloth napkin.

6. Tennis is a fun thing to watch on TV.

7. I want a velvet blanket.

8. I stepped in a basket.

9. Did Jan get the ticket?

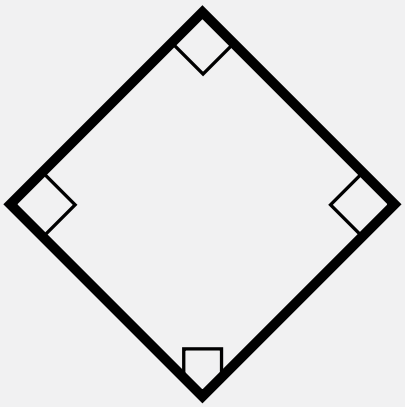
10. Did she drop the muffin on the mat?

CLOSED SYLLABLES WITH TWO CONSONANTS BETWEEN VOWELS: GAME

Two-Syllable Words
Two-Syllable Baseball

Whole Group or Small Group

Write 10–20 two-syllable words from the two-syllable word lists (see word lists in this section) on index cards. Draw a baseball diamond similar to the following picture on the board.



Follow the guidelines in the Game Directions and Templates section of the Introduction to this Supplement to lead students through a game of Baseball.

Section 2.3

Closed Syllables with One Consonant Between Vowels

CLOSED SYLLABLES WITH ONE CONSONANT BETWEEN VOWELS: WORD LISTS

NAME: _____

DATE: _____

Two-Syllable Short Vowel Words

rapid	wagon	banish
limit	lemon	punish
static	timid	tonic
comet	prison	salad
vanish	habit	closet
finish	driven	radish

NAME: _____

DATE: _____

Two-Syllable Short Vowel Words

credit	polish	satin
valid	cabin	melon
medic	planet	habit
robin	edit	upend
second		

CLOSED SYLLABLES WITH ONE CONSONANT BETWEEN VOWELS: ACTIVITY PAGES

NAME: _____

DATE: _____

2.3.3 ACTIVITY PAGE

Write each word next to its matching picture.

comet	radish	cabin	lemon	planet
robin	wagon	medic	melon	salad

1. _____



2. _____



3. _____



4. _____



5. _____



NAME: _____

DATE: _____

comet	radish	cabin	lemon	planet
robin	wagon	medic	melon	salad

6. _____



7. _____



8. _____



9. _____



10. _____



NAME: _____

DATE: _____

2.3.4 ACTIVITY PAGE

Fill in the blanks.

credit	lemons	satin	salad
prison	finish	timid	polish

1. I had a _____ at lunch.

2. She wanted to _____ her wedding ring.

3. She didn't get _____ on the test.

4. The little dog was _____.

5. The bag is full of _____.

6. The dress is made of _____.

7. I had to _____ my lunch fast.

8. The bandit went to _____.

Section 2.4

Two-Syllable Short Vowel Words

TWO-SYLLABLE SHORT VOWEL WORDS: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

Two-Syllable Short Vowel Words

1. The children had a picnic.

2. The rabbit vanished from the magic hat.

3. My trumpet is in the closet.

4. My mom hates insects.

5. I have a rock in my pocket.

6. Sam was upset and had a tantrum.

7. Mom will punish Sam.

8. The chipmunk is munching a chestnut.

9. When did it happen?

10. The comet went past the sun.

NAME: _____

DATE: _____

Two-Syllable Short Vowel Words

1. I want to polish this rock.
2. I have chestnuts in my lunchbox.
3. My husband wants to visit his mom.
4. What subject do you want help on first?
5. How could Josh have planets in the contest?
6. In the picture, there is a goblin who picks lemons.
7. To what address can I send the plans for the picnic?
8. He will put melon on his salad.
9. Kim got the tickets for the tennis match.
10. Jill will cut the pumpkin.

NAME: _____

DATE: _____

Two-Syllable Short Vowel Words

1. The horse was timid when it was next to the wagon.

2. The magnet was stuck to the top.

3. The chickens clucked and clucked.

4. Dad put my stuffed cat in the attic.

5. The lemon muffin is in the napkin.

6. I didn't pick a radish.

7. I filled the bucket and went to the cabin.

8. I have a dog, but want a kitten as a second pet.

9. There are six robins, but no falcons.

10. The velvet dress has a lot of static.

Section 2.5

Two-Syllable Short Vowel Words

ASSESSMENT

NAME: _____

DATE: _____

2.5.1 ASSESSMENT

Read the following words aloud to your teacher.

1. rapid
2. melon
3. hundred
4. prison
5. vanish
6. pocket
7. musket
8. cactus
9. upset
10. gallon
11. discuss
12. comet
13. invent
14. habit
15. tantrum
16. wagon
17. punish
18. closet
19. public
20. mascot
21. goblin
22. salad
23. puppet
24. attic
25. second

_____ */ 25 correct*

Mastery: 20/25 correct

Provide students with Activity Page 2.5.2 on the following page. Tell students that you are going to say a word and that they should write the word they hear you say.

1. rapid	14. habit
2. melon	15. tantrum
3. hundred	16. wagon
4. prison	17. punish
5. vanish	18. closet
6. pocket	19. public
7. musket	20. mascot
8. cactus	21. goblin
9. upset	22. salad
10. gallon	23. puppet
11. discuss	24. attic
12. comet	25. second
13. invent	

Analyze students' spelling errors to identify any patterns. Note that spelling mastery often lags behind the ability to read the same words.

NAME: _____

DATE: _____

2.5.2 ASSESSMENT

Spell the words on the following blanks.

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

Section 2.6

Consonant Spelling Alternatives

'g' > /j/, 'c' > /s/, 'ce' > /s/, 'se' > /s/, 's' > /z/, 'kn' > /n/, 'tch' > /ch/, 've' > /v/, 'wh' > /w/, 'wr' > /r/

CONSONANT SPELLING ALTERNATIVES: LESSON TEMPLATE

Sample Lesson Template
Consonant Spelling Alternatives

Focus: Consonant Spelling Alternatives	**Instructions**	**Materials**
Warm-Up	Working in a small group, show students Spelling Cards previously taught. Say the sound and have students repeat, or have students say the sound as you show them the letter card.	previously taught Spelling Cards
Teaching	Ask students for the basic spelling they know for the particular sound, such as /j/, /s/, /z/, etc. Write the spelling and write several words with that spelling. Introduce the spelling alternative as another way to spell the same sound. Display the Spelling Card for the targeted spelling alternative and have students use their finger to trace an outline around the appropriate spelling on the Individual Code Chart. Write words with the spelling alternative.	board/chart paper Spelling Card(s) for spelling alternative Individual Code Chart
Guided Practice	Have a pocket chart with a column for each spelling alternative. Give students cards with words with the different spellings of the targeted sound. Have students read their words and place them under the correct column by spelling.	pocket chart word cards with the same sound spelled with the basic spelling and with the spelling alternative(s)

Focus: Consonant Spelling Alternatives	Instructions	Materials
Independent Practice	Have students read words with targeted sound. Students can read list of words or phrases with targeted sound. More proficient students can read connected decodable text with targeted sound.	materials in this section of the Supplement

CONSONANT SPELLING ALTERNATIVES: WORD LISTS

NAME: _____

DATE: _____

Spelling Alternative: ‘g’ > /j/ (*gem*)

gem	rigid	gelatin
tragic	ingest	gist
digit	gel	gems
legend	ingested	digits
logic	frigid	magic

NAME: _____

DATE: _____

Spelling Alternative: 'ge' > /j/ (*fringe*)

plunge	hinges	singe
binge	challenge	fringe
grunge	college	tinge
bilge	lunge	twinge

NAME: _____

DATE: _____

Spelling Alternative: ‘c’ > /s/ (*cent*)

cell	cents	dancing
prancing	fencing	process
accept	Francis	dances
chances	fences	princess

NAME: _____ **2.6.4** WORD LIST

DATE: _____

Spelling Alternatives: 'ce' and 'se' > /s/ (*prince*, *rinse*)

rinse	since	prince
else	fence	sense
chance	dance	prance
France	sentence	defense
tense	absence	nonsense
Vince	glance	lettuce

NAME: _____

DATE: _____

2.6.5 WORD LIST

Spelling Alternative: ‘s’ > /z/ (*dogs*)

as	things	presents	pins
has	muffins	riches	bugs
his	pals	eggs	hogs
wings	ducklings	fishes	benches

NAME: _____ **2.6.6** WORD LIST

DATE: _____

Spelling Alternative: 'kn' > /n/ (*knock*)

knit	knot	knob
knock	knack	knitting
knocked	knocking	knotted

NAME: _____

DATE: _____

Spelling Alternative: 'tch' > /ch/ (*itch*)

catch	match	hatch
patch	batch	scratch
itch	pitch	ditch
witch	Dutch	fetch
matches	patches	scratches
itching	scratching	pitching
hatching	itches	kitchen

NAME: _____ **2.6.8** WORD LIST

DATE: _____

Spelling Alternative: 've' > /v/ (*twelve*)

twelve	solve	bookshelves
elves	involve	themselves

NAME: _____

DATE: _____

Spelling Alternative: 'wh' > /w/ (*when*)

when	which	whip
whipping	what	why
where	whack	whisk

NAME: _____ **2.6.10** WORD LIST

DATE: _____

Spelling Alternative: 'wr' > /r/ (*wrist*)

wrong	wrist	wrap
wrench	written	wreck
wrapped	wrecked	wrapping
wrecking	wrath	unwrap

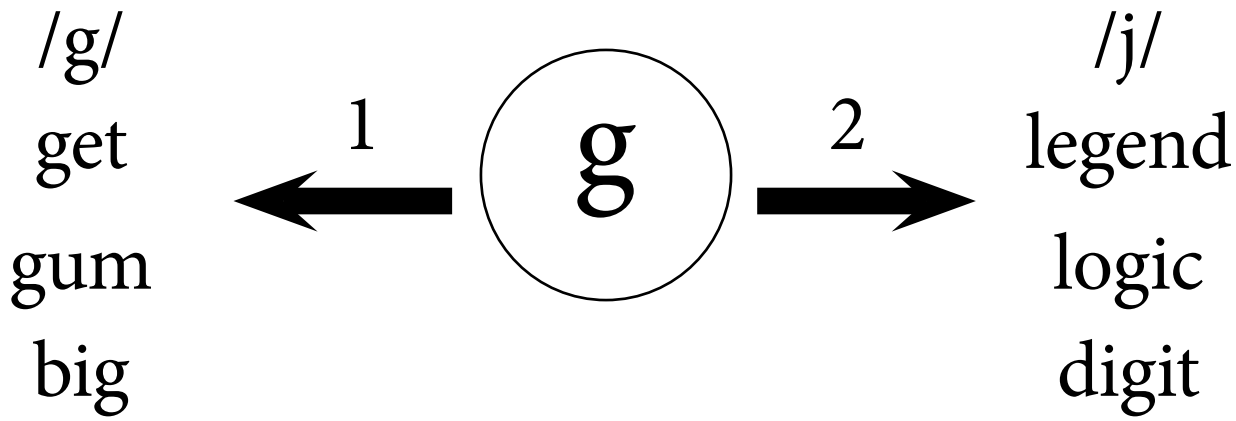
CONSONANT SPELLING ALTERNATIVES: ACTIVITY PAGES

NAME: _____

DATE: _____

2.6.11 ACTIVITY PAGE

Circle the 'g' in each word found in the sentences. Then read each sentence and write the word with the tricky spelling 'g' under the heading get *if the tricky spelling is pronounced /g/ or* legend *if it is pronounced /j/.*



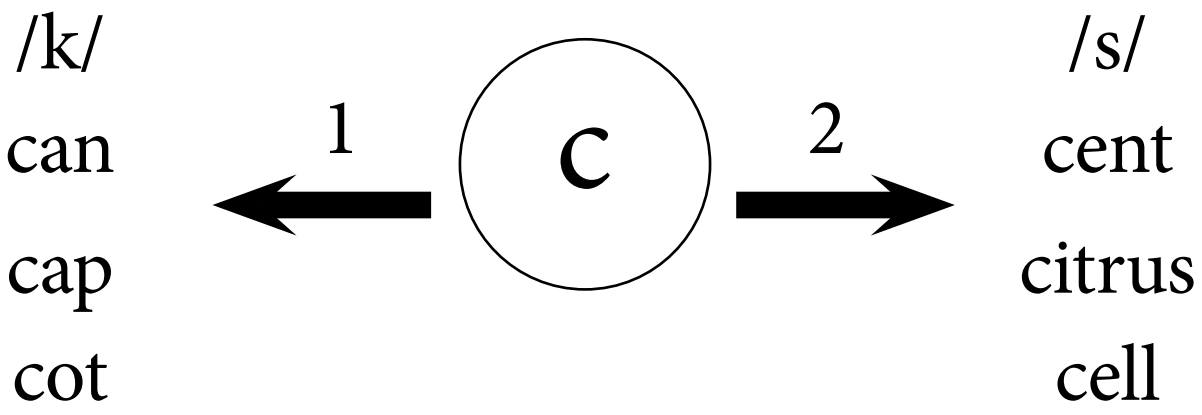
	/g/ get	/j/ legend
1. Was it a trick, or was it magic?		magic
2. Drink from a glass.		
3. In the pond, there was a frog.		
4. I can't bend this branch, it's rigid.		
5. Beth had a stick of gum.		
6. Dad got Mom a gift.		
7. My dad went to two colleges.		

NAME: _____

DATE: _____

2.6.12 ACTIVITY PAGE

Circle the 'c' in each word found in the sentences. Then read each sentence and write the word with the tricky spelling 'c' under the heading can *if the tricky spelling is pronounced /k/ or* cent *if it is pronounced /s/.*



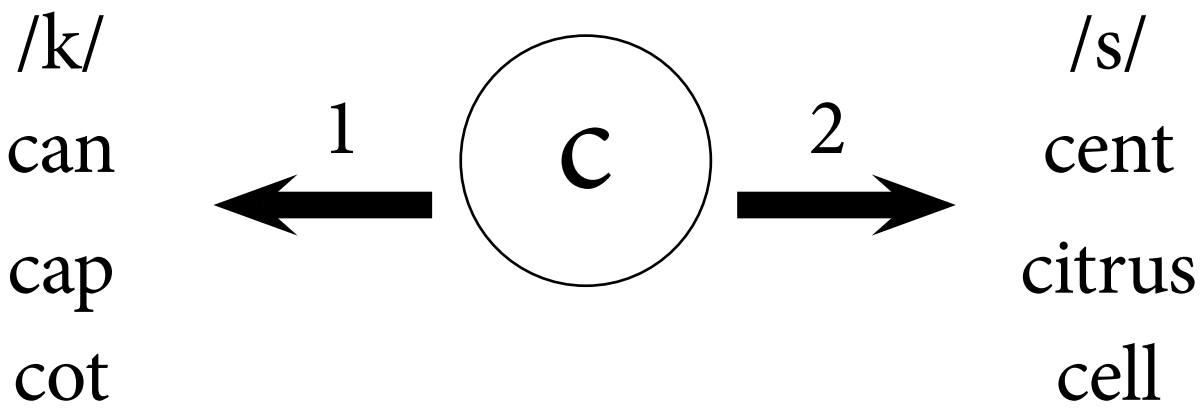
	/k/ can	/s/ cent
1. The king got the princess a kitten.		princess
2. We slept in a log cabin.		
3. As the band was singing, she was dancing.		
4. Mom swept up the dust and cobwebs.		
5. Fill up that cup.		
6. He had six chances to stop.		
7. Liz spotted a skunk at camp.		

NAME: _____

DATE: _____

2.6.13 ACTIVITY PAGE

Circle the 'c' in each word found in the sentences. Then have the student read each sentence and write the word with the tricky spelling 'c' under the heading can *if the tricky spelling is pronounced /k/ or* dances *if it is pronounced /s/.*



	/k/ can	/s/ dances
1. It cost ten cents.	cost	cents
2. My pals are in a club.		
3. Don yelled and got a cab.		
4. Pam traced the stencil with a pencil.		
5. On his left leg he has a cast.		
6. She was a nun in the convent.		
7. His best pal is Francis.		

NAME: _____

DATE: _____

2.6.14 ACTIVITY PAGE

Sort the words by the sounds of 'c'. Write the tricky spelling 'c' pronounced /k/ under can *and the words with the tricky spelling 'c' pronounced /s/ under* cent.

~~process~~	cram	clap
panic	dances	camp
credit	cell	cot
scan	princess	cab

/k/ can	/s/ cent
	process

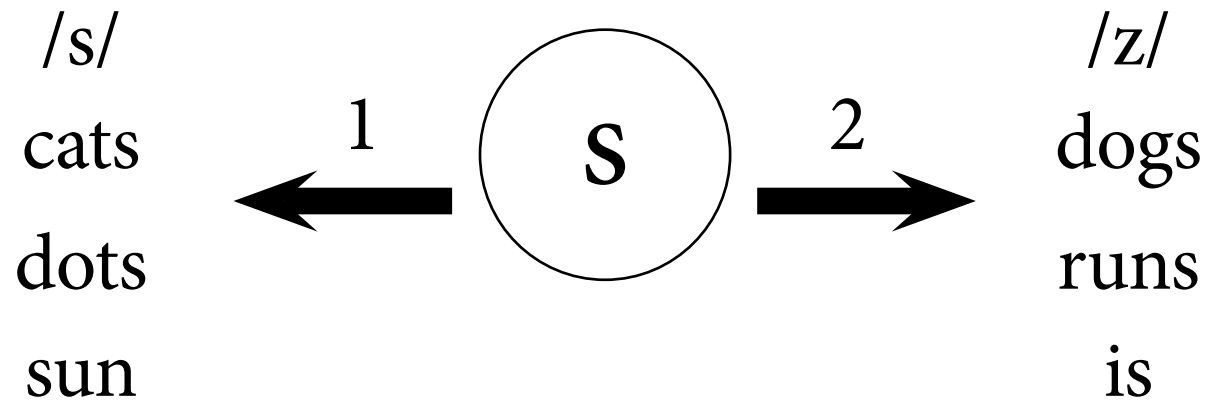
NAME: _____

DATE: _____

2.6.15

ACTIVITY PAGE

Circle the 's' in each word found in the sentences. Then read each sentence and write the word with the tricky spelling 's' under the heading cats *if the tricky spelling is pronounced /s/ or* dogs *if it is pronounced /z/.*



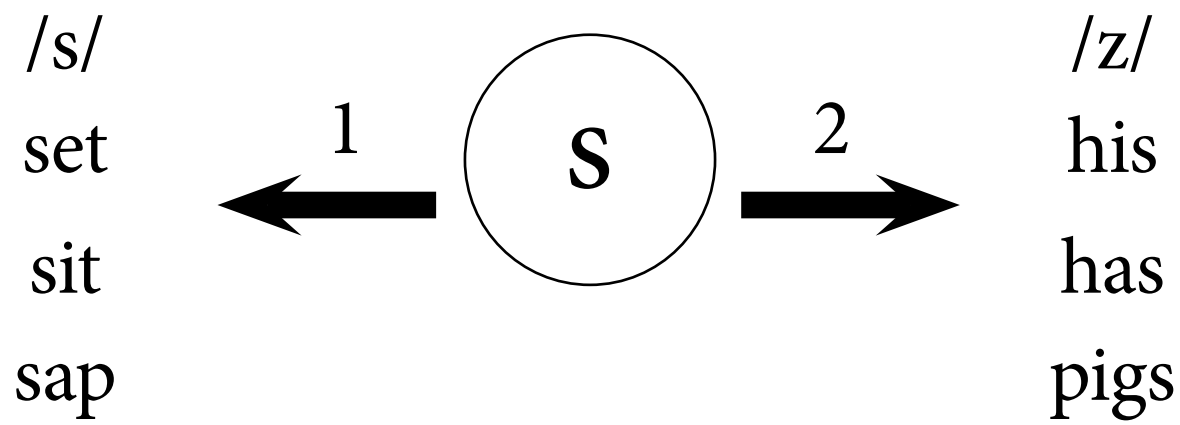
	/s/ cats	/z/ dogs
1. He handed me his pet pig.		his
2. Ben can swim.		
3. Will he visit?		
4. The cat got in the basket.		
5. He did it himself.		
6. Kevin will mop and dust.		

NAME: _____

DATE: _____

2.6.16 ACTIVITY PAGE

Circle the 's' in each word found in the sentences. Then read each sentence and write the word with the tricky spelling 's' under the heading set *if the tricky spelling is pronounced /s/ or* his *if it is pronounced /z/.*



	/s/ set	/z/ his
1. The robin flapped its wings.	its	wings
2. Get a pen from the desk.		
3. Ring the bells.		
4. The kitten is soft.		
5. Toss the egg shells in the trash can.		
6. What did the shop sell?		
7. Get in the pond and swim.		

NAME: _____

DATE: _____

2.6.17 ACTIVITY PAGE

Read each word and circle the spelling in each word that stands for the sound printed at the top.

/j/	/v/
jumping	vast
magic	twelve
plunge	shelves
lunge	having
jacket	visit
jet	solve
legend	vet
hinge	elves

NAME: _____

DATE: _____

2.6.18 ACTIVITY PAGE

Write each word under its matching picture.

~~fringe~~	prince	shelves
twelve	fence	dance



fringe







12



NAME: _____

DATE: _____

2.6.19 ACTIVITY PAGE

Write each word under its matching picture.

shells	lettuce	pulse
rinse	bandage	elves









_____ _____ _____









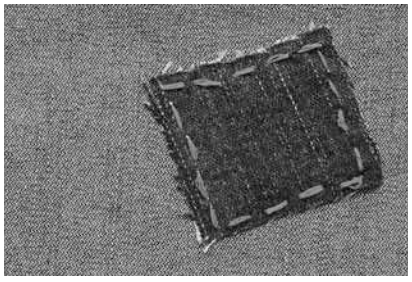
_____ _____ _____

NAME: _____ **2.6.20** ACTIVITY PAGE

DATE: _____

Write each word under its matching picture. Some words will not be used.

patch	match	catch	pitch	kitchen
hatch	scratch	itch	stretch	stitch

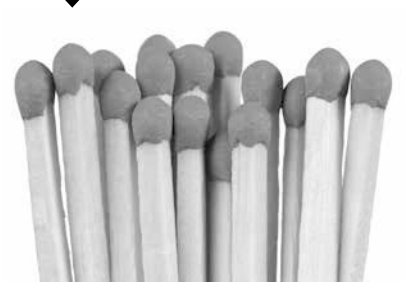






_____ _____ _____







_____ _____ _____

NAME: _____

DATE: _____

2.6.21 ACTIVITY PAGE

Read each word and circle the spelling in each word that stands for the sound printed at the top.

/s/	/ch/
pockets	itch
tense	catchy
miss	batch
chance	rematch
sudden	stretching
cell	butcher
cent	pitcher
prince	stitch

NAME: _____ **2.6.22** ACTIVITY PAGE

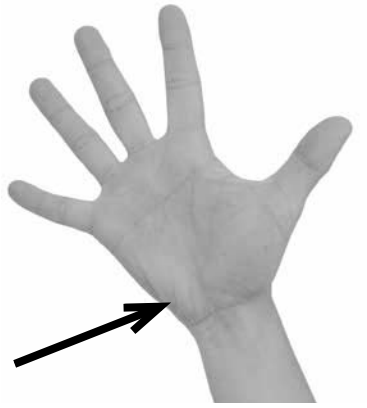
DATE: _____

Write each word under its matching picture. Some words will not be used.

knob	knot	wrist	knapsack	wrapping
knitting	wrench	wrong	which	knock







_____ _____ _____





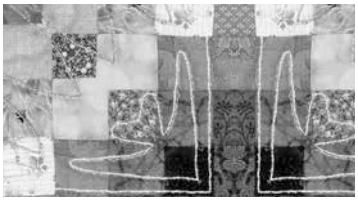
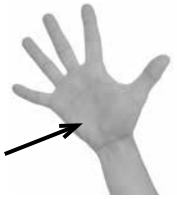


_____ _____ _____

NAME: _____ **2.6.23** ACTIVITY PAGE

DATE: _____

Circle the letters that spell the name of the item in the picutre. Then write the name of the item on the line.

	(wr) w	i (a)	(p) t	wrap
	kn k	i ee	s t	
	wr qu	i a	l i	t d
	kn n	e o	t ck	
	qu k	a o	ed ck	
	wr r	i u	t s	t s

NAME: _____

DATE: _____

2.6.23
CONTINUED

ACTIVITY PAGE

	f v	e i	ch sh	_____
	d b	w r	e a	ss z	_____
	ch th	i u	ck n	_____
	p b	o u	s n	_____
	f b	e i	ll d	_____
	kn m	a o	d t	_____

CONSONANT SPELLING ALTERNATIVES: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

2.6.24

PRACTICE SENTENCES FOR ORAL READING

1. The man did a magic trick with a rabbit.

2. The Prince of France got up to dance.

3. Vince can't stand lettuce.

4. This thing cost us ten cents.

5. The princess got stuck on the fence.

6. Cedric is at college.

7. He thinks he can dance.

8. What's the chance of us winning?

9. He was in a trance.

10. The sentence was a challenge.

NAME: _____

DATE: _____

2.6.25

PRACTICE SENTENCES FOR ORAL READING

1. The cat scratched me.

2. The skunk left his stink on Dad.

3. A witch sat in the kitchen knitting a blanket.

4. What's in the trunk?

5. Send that junk to the dump.

6. She was itching and scratching.

7. A fish swam in the tank.

8. The tank sank in the mud.

9. The last chick is hatching.

10. He has bedbugs in his bed.

NAME: _____

DATE: _____

2.6.26

PRACTICE SENTENCES FOR ORAL READING

1. He has a cast on his wrist.

2. He fixed it with his wrench.

3. She yelled and cracked the whip.

4. He unwrapped his present.

5. The elves were singing and dancing.

6. It was twelve when we met.

7. She wrecked the van.

8. He sang the wrong song.

CONSONANT SPELLING ALTERNATIVES: GAMES AND GROUP ACTIVITY

Spelling Search Game: 's', 'ss', 'c', 'ce', and 'se'

Whole Group or Small Group

This game is intended for groups of two to six students who have learned the spellings 's' as in *sun*, 'ss' as in *kiss*, 'c' as in *cent*, 'ce' as in *fleece*, and 'se' as in *sense*. This game can also be played in larger groups, but the game board may need to be enlarged slightly to accommodate additional tokens.

Tape the left side of the game board onto the right side. Make copies of the record cards printed four to a page.

Set up the board and make sure that each student has a record card, a game token, and a pencil. (You can use chips or small squares of colored paper for game tokens). You will also need one regular six-sided die.

Explain that the goal of the game is to be the first player to collect two examples of each of the spellings listed on the record card.

Have students place their tokens on the star. Have each student roll the die. The student with the highest number on the die roll goes first.

Have the first player roll the die and move his or her token the number of spaces indicated on the die. Note that, after moving onto the board, the player will be able to choose to move up or down. Students can move up or down, left or right. Diagonal moves are not permitted.

Ask the player to read the word he or she landed on and then copy the word onto his or her record card on one of the lines for the spelling it contains.

Have the next player (moving clockwise) roll the die and move his or her token.

Play continues until a student fills the record card with two examples of each spelling.

Note: Spaces with an asterisk contain words that have more than one spelling for the /s/ sound. Students who land on a space with an asterisk can copy the word onto their card twice. By navigating to these spaces, students can fill up their record cards more quickly.

Spelling Search Game: ‘j’, ‘g’, and ‘ge’

Whole Group or Small Group

This game is intended for groups of two to six students who have learned the spellings ‘j’ as in *jet*, ‘g’ as in *gem*, and ‘ge’ as in *twinge*. It is played the same way as the Spelling Search Game for ‘s’, ‘ss’, ‘c’, ‘ce’, and ‘se’.

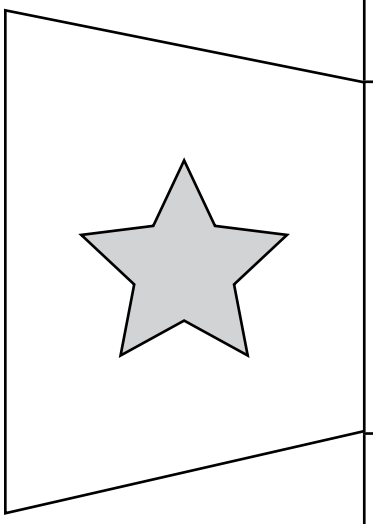
Spelling Card Group Activity

Whole Group or Small Group

Give one or two students a subset of the Spelling Cards reviewed in this section representing two to six sounds and six to fifteen spellings for those sounds. (Use the Spelling Cards found in the Resources section of this Supplement.)

Ask students to sort the cards by sound, so that each sound has its own row, e.g., there is one row for /s/, one row for /z/, one row for /k/, etc.

's'
'ss'
'c'
'ce'
'se'



banks	fit•ness	sink
lettuce		prance
dis•cuss*		wrist
dense		cells
prince	sen•tence*	dancing

chance	cent	rinse	citrus
	swimming		trunks
	class		snatch
	France		pulse
sense	whisk	fence	glass

Name _____

's' _____ _____

'ss' _____ _____

'c' _____ _____

'ce' _____ _____

'se' _____ _____

Name _____

's' _____ _____

'ss' _____ _____

'c' _____ _____

'ce' _____ _____

'se' _____ _____

Name _____

's' _____ _____

'ss' _____ _____

'c' _____ _____

'ce' _____ _____

'se _____ _____

Name _____

's' _____ _____

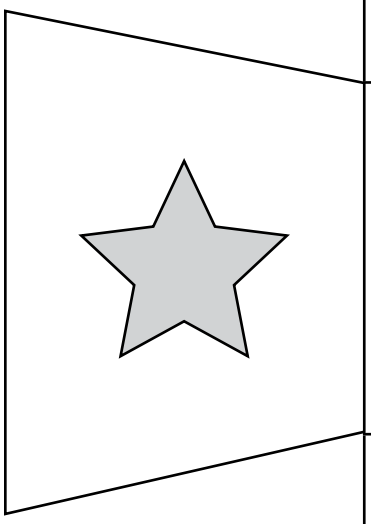
'ss' _____ _____

'c' _____ _____

'ce' _____ _____

'se _____ _____

'j'
'g'
'ge'



just	hinge	fringe
legend		jumped
cringe		junk
gel		logic
magic	plunge	binge

tragic	subject	gem	challenge
	digit		twinge
	job		jam
	cringed		pro•ject
college	jot	gems	jacket

Name _____

'j' _____ _____

'g' _____ _____

'ge' _____ _____

Name _____

'j' _____ _____

'g' _____ _____

'ge' _____ _____

Name _____

'j' _____ _____

'g' _____ _____

'ge' _____ _____

Name _____

'j' _____ _____

'g' _____ _____

'ge' _____ _____

Section 2.7

Consonant Spelling Alternatives

ASSESSMENT

NAME: _____

DATE: _____

2.7.1 ASSESSMENT

Read the following words aloud to your teacher.

1. scratch	11. glance	21. knot
2. fence	12. Francis	22. dancing
3. wring	13. valve	23. kitchen
4. involve	14. hatching	24. whisk
5. whip	15. legend	25. fringe
6. logs	16. solve	26. wrench
7. dense	17. process	27. nonsense
8. knock	18. tense	28. wings
9. magic	19. wreck	29. knitting
10. cell	20. pins	30. whack

Score: _____ */30*

Students who correctly read 24 out of 30 words have mastered this skill.

g: _____ /4 ge: _____ /1 c: _____ /5 ce: _____ /2 se: _____ /2

s: _____ /7 kn: _____ /3 tch: _____ /3 ve: _____ /3 wh: _____ /3

wr: _____ /3

Provide students with Activity Page 2.7.2 on the following page. Tell students that you are going to say a word and that they should write the word that they hear you say.

1. scratch	11. glance	21. knot
2. fence	12. Francis	22. dancing
3. wring	13. valve	23. kitchen
4. involve	14. hatching	24. whisk
5. whip	15. legend	25. fringe
6. logs	16. solve	26. wrench
7. dense	17. process	27. nonsense
8. knock	18. tense	28. wings
9. magic	19. wreck	29. knitting
10. cell	20. pins	30. whack

Analyze students' spelling errors to identify any patterns. Note that spelling mastery often lags behind the ability to read the same words.

NAME: _____

DATE: _____

Spell the words on the following blanks.

1. _____	11. _____	21. _____
2. _____	12. _____	22. _____
3. _____	13. _____	23. _____
4. _____	14. _____	24. _____
5. _____	15. _____	25. _____
6. _____	16. _____	26. _____
7. _____	17. _____	27. _____
8. _____	18. _____	28. _____
9. _____	19. _____	29. _____
10. _____	20. _____	30. _____

g: _____ /4	ge: _____ /1	c: _____ /5	ce: _____ /2	se: _____ /2
s: _____ /7	kn: _____ /3	tch: _____ /3	ve: _____ /3	wh: _____ /3
wr: _____ /3				

Section 2.8

Stories

THE CAT BANDIT (FROM GRADE 2, UNIT 1)

The Cat Bandit and the Hot Dog

Mom had a hot dog.

She left the hot dog on a shelf in the den.

The hot dog sent up a smell. The smell drifted and drifted.

The cat bandit sat on the deck, wishing he had a snack.

Then the hot dog smell hit him. Such a smell!

Sniff, sniff, sniff !

The cat bandit ran in the den.

He spotted the hot dog up on the shelf.

He got up on a bench.

Then he sprang up on the TV set. Then, with a big jump, he sprang up and landed on the shelf.

Then—munch, munch, munch—the cat bandit had himself a picnic lunch.



The Cat Bandit and the Ham

Mom left a pink ham sitting in a big black pan.

The cat bandit was resting on a quilt when he got a whiff of the ham.

What was that smell? It was ham!

Where was the ham?

The cat bandit set off, sniffing as he went.

He went on sniffing until he spotted the ham.

But the ham was up on top. How was he to get it down? That was the problem.

The cat bandit ran to the closet and got a belt.

Then he ran to the shed and got a strong magnet.

He stuck the magnet on the end of the belt.

The magnet stuck to the belt.



Then the cat bandit swung the belt. Clang! The magnet on the end of the belt hit the pan.

It stuck to the pan.

In a flash, the cat bandit was tugging on the belt.

Tug, tug, tug! Yank, yank, yank!

At last, the pan slid off.

It fell down and landed with a clang. Then—munch, munch, munch—that was the end of the ham.



The Cat Bandit and the Chicken Nugget

Hank set his dish in the sink.

He left a big chicken nugget on the dish.

The nugget was still hot.

The smell of chicken drifted up from the sink.

It drifted into the den.

The cat bandit was napping in the den.

But he was sniffing as he slept.

Sniff, sniff, sniff!

The cat bandit sprang up.

He ran in and spotted the nugget in the sink.

He sat a bit, thinking up a plan.

Then he went to the closet and got a bunch of boxes.

He set up a box.

Then he set a big box next to that box.



Then he set the biggest box next to the sink.

The cat bandit set off running.

He ran up the boxes, hopping from box to box.

Then—munch, munch, munch—that was the end of the chicken nugget.



Section 3

Vowel Digraphs

Section 3.1

One-Syllable Words with Separated Digraphs (Magic 'E')

ONE-SYLLABLE WORDS WITH SEPARATED DIGRAPHS (MAGIC 'E'): LESSON TEMPLATE

Sample Lesson Template
One-Syllable Words with Separated Digraphs (Magic 'E')

Focus: Digraphs	Instructions	Materials
Warm-Up	Review the short vowel sounds from Sections 1 and 2: /i/, /e/, /a/, /u/, and /o/ using the Individual Code Chart. Make a list of the sounds on the board/chart paper. Provide a few example words for each vowel spelling: *pit*, *sit*, *fit*, *bed*, *pet*, *bell*, *hat*, *sat*, *cap*, *pot*, *mop*, *sock*, *cut*, *run*, *fun*.	board/chart paper Individual Code Chart
Teaching	Write the word *at* and sound it out with students, emphasizing that the vowel sound in this word is /a/. Tell students that they are going to learn to read words with the vowel sound /ae/. Write the word *ate* on the board/chart paper. Explain that even though the 'a' and 'e' are separated, they work together to stand for the /ae/ sound. Tell students that we call this kind of spelling a "separated digraph." Display the Spelling Card 'a_e' > /ae/, saying the sound. Have students use their finger to trace an outline around this spelling on the Individual Code Chart. Circle each spelling in *ate* as you say its sound, drawing a horseshoe around the 'a' and 'e'. Point to each spelling and say its sound again; point to the 'a' with your index finger while simultaneously pointing to the 'e' with your middle finger, saying /ae/. Continue this procedure for the following words: *name*, *late*, *safe*.	board/chart paper Spelling Card 'a_e' > /ae/ Individual Code Chart
Guided Practice	Chaining: Write the word *fat* and ask students to read it. While adding an 'e' to the word, ask students, "If that was *fat* and I add an 'e', how do we now say this word?" (*fate*) Continue this procedure with the following words: *pan*, *rat*, *cap*, *mad*, *tap*.	board/chart paper

Focus: Digraphs	Instructions	Materials
Independent Practice	Read words that have the target digraph sound and other digraphs previously taught. Have them write the words they find with digraphs.	materials in this section of the Supplement paper and pencil
For Other Separated Digraphs	This lesson can be used for more chaining. /ee/: *these*, *theme*, *Pete*, *Steve* /ie/: *time*, *mine*, *shine*, *ride* / *rip*, *pin*, *grip*, *hid* /oe/: *home*, *stone*, *note*, *shone* / *rod*, *hop*, *mop*, *glob* /ue/: *cube*, *cute* / *cub*, *cut*	

ONE-SYLLABLE WORDS WITH SEPARATED DIGRAPHS (MAGIC 'E'): WORD LISTS

NAME: _____

DATE: _____

Separated Digraph: 'a_e' > /ae/ (*cake*)

ate	state	made	fade
trade	grade	make	take
fake	lake	bake	cake
snake	late	date	plate
fate	same	came	waves
game	gave	wave	save
cave	case	base	shape
safe	plane	sale	shave
shame	fame	rake	cape

NAME: _____

DATE: _____

3.1.2 WORD LIST

Separated Digraph: 'a_e' > /ae/ (*cake*)

age	cape	place
plane	cave	rake
amaze	take	same
bake	late	sale
brake	made	snake
tape	wake	whale
fake	grave	lane
name	pane	race
shame	flake	state

bake cake

NAME: _____

DATE: _____

Separated Digraph: 'a_e' > /ae/ (*cake*)

gate	state	made	face
tame	grace	male	tale
rake	wake	brakes	cake
shake	late	date	place
fate	shame	pace	pale
fame	game	wave	shave
lace	kale	trace	shape
safe	lane	stale	ape

NAME: _____

DATE: _____

3.1.4 WORD LIST

Mixed Practice

cap	cape	can
max	bat	came
sat	take	cake
tab	hat	hate
bad	made	mad
tap	wake	had
fake	fat	lane
lad	pan	race
shame	tape	sap

NAME: _____

DATE: _____

Separated Digraph: 'o_e' > /oe/ (*home*)

nose	rose	those	chose
close	closed	froze	home
stone	bones	hope	rope
pope	note	vote	hole
pole	spoke	broke	stove
globe	joke	poke	smoke

NAME: _____

DATE: _____

3.1.6

WORD LIST

Separated Digraph: 'u_e' > /ue/ (*cute*)

use	used	mule
cute	cube	cubes
fumes	fuse	mute

NAME: _____

DATE: _____

3.1.7 WORD LIST

Separated Digraph: ‘e_e’ > /ee/ (*Pete*)

Pete	these	Steve
theme	stampede	trapeze
extreme	compete	concrete
athlete	impede	complete

ONE-SYLLABLE WORDS WITH SEPARATED DIGRAPHS (MAGIC 'E'): ACTIVITY PAGES

NAME: _____

DATE: _____

3.1.8

ACTIVITY PAGE

Fill in the blanks.

plane	bake	tape	wake
snake	whale	sale	rake

1. Will you help me _____ the cut grass?
2. Cake is on _____.
3. I will need _____ so I can stick this to the wall.
4. _____ up! It's time to get up and go.
5. A long _____ passed me in the grass.
6. My dad went on a trip and rode on a _____.
7. I like to help my mom _____ cakes.
8. A _____ can swim.

NAME: _____

DATE: _____

3.1.9 ACTIVITY PAGE

Fill in the blanks.

gave	drive	smile	like	cake

1. Mike _____ Dad a hot dog.

2. "Let's go for a _____," said Dad.

3. "Would you _____ to go to the game?" asked Dad.

4. "Yes," said Mike with a _____.

5. "I like the _____ best," Dad said.

NAME: _____

DATE: _____

3.1.10

ACTIVITY PAGE

- *Teacher reads the word.*
- *Students write letter 'e' on word.*
- *Teacher says, "Alakazam!"*
- *All students read the new word.*

slid___	slim___	plan___
grim___	spin___	mad___
pin___	can___	quit___
Jan___	rat___	twin___
fat___	sit___	win___
rip___	fad___	hid___

NAME: _____

DATE: _____

3.1.11 ACTIVITY PAGE

- *Teacher reads the word.*
- *Students write letter 'e' on word.*
- *Teacher says, "Alakazam!"*
- *All students read the new word.*

cub___	slop___	us___
hop___	not___	cut___
stat___	fat___	slid___
pop___	rob___	wok___
mop___	tap___	plan___

NAME: _____

DATE: _____

3.1.12

ACTIVITY PAGE

Fill in the blanks.

hope	tune	note	rope
poke	broke	shone	nose

1. Can you hum a _____?
2. The sun _____ on the rock.
3. I _____ I can get a ride.
4. The cup _____ when it dropped.
5. Did you _____ him in the side?
6. Let's jump _____!
7. My _____ is red.
8. I will write a _____ to Mom.

NAME: _____

DATE: _____

3.1.13 ACTIVITY PAGE

Circle the word that matches the picture.



dim

dine

dime



kit

kite

kiss



fin

find

fine



rate

rake

rat



cute

cap

cut



pin

pint

pine

NAME: _____

DATE: _____

3.1.14

ACTIVITY PAGE

Circle the word that matches the picture.



rod

rode

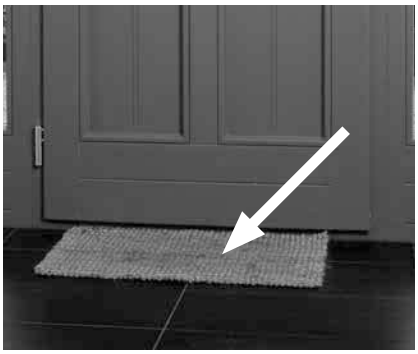
red



cap

cane

cape



mate

mat

male

10



ten

teen

tent

can

cane

cape



pale

pane

pan

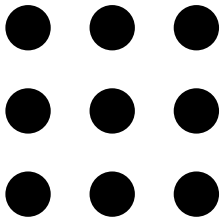
NAME: _____

DATE: _____

3.1.15 ACTIVITY PAGE

Write each word under its matching picture. Horseshoe-circle the separated digraphs in each word.

lines	bike	gate
kite	~~nine~~	plate



nine











NAME: _____

DATE: _____

3.1.16

ACTIVITY PAGE

Write each word under its matching picture. Horseshoe-circle the separated digraphs in each word.

dime	cube	grapes
globe	cone	cake

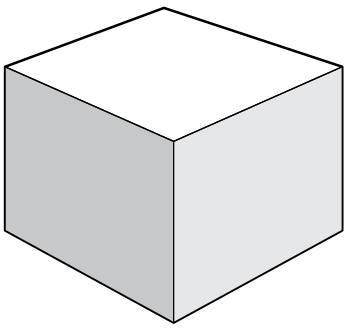






_____ _____ _____







_____ _____ _____

NAME: _____

DATE: _____

3.1.17

ACTIVITY PAGE

Draw a picture that matches the paragraph.

The snake was sitting on a rock in the sun. It had red stripes and black stripes on its skin. The scales on the snake's skin glinted in the sunshine. The snake got nice and hot in the sun. The snake will catch mice for a snack. Snakes like to munch on mice. When the snake gets big, the snake will shed its skin. When the sun sets and it is bedtime, the snake will be safe hiding in the sand.

NAME: _____

DATE: _____

3.1.18

ACTIVITY PAGE

Read each question and then write yes *or* no *to answer each question*

1. Can a mule make a kite? no
2. Can you wave your hand? _____
3. Can a cat rake? _____
4. Can you swim in a lake? _____
5. Is a dime less than five cents? _____
6. Do you bake in a car? _____
7. Can a plane be late? _____
8. Can you hum a tune? _____
9. Can a cat ride a bike? _____
10. Can a rock swim? _____
11. Can a stove be hot? _____
12. Will you smile at a joke? _____

ONE-SYLLABLE WORDS WITH SEPARATED DIGRAPHS (MAGIC 'E'): PRACTICE SENTENCES AND STORIES FOR ORAL READING

NAME: _____

DATE: _____

3.1.19

PRACTICE SENTENCES FOR ORAL READING

Separated Digraph: 'a_e' > /ae/ (*cake*)

1. Abe baked a cake and gave it to Jake.

2. Jake ate the cake on his plate.

3. Kate made a game.

4. There was a snake in the lake.

5. It was a fake snake.

6. His name is James.

7. Jake and Kate went on a date.

8. The man has a cape.

9. Was it bad luck or just fate?

NAME: _____

DATE: _____

3.1.20

PRACTICE STORIES FOR ORAL READING

Separated Digraph: 'a_e' > /ae/ (*cake*)

Jane Makes a Cake

Jane made a cake. She got eggs and a cake mix from a box. She said, "What shape can I make this cake?"

"I got it!" Jane said. "I will make a square cake!" Jane made the mix and set it in the square pan. Then Jane let the cake bake.

She made a glaze to frost the cake. Then she ate the cake. Yum, yum!

NAME: _____ **3.1.21**

DATE: _____

PRACTICE STORIES FOR ORAL READING

Separated Digraphs: 'i_e' > /ie/ (*bite*) and 'a_e' > /ae/ (*cake*)

Kate's Boss

Kate had a nine to five job. But it was a bad job.

Kate's boss was not nice to Kate. Kate's boss yelled at Kate all the time.

"Kate," he yelled, "run and get me my lunch!" "Kate," he yelled, "run and get me a slice of cake!" "Kate," he yelled, "fill up this mug!"

"Kate," he yelled, "scrub my golf club till it shines." At last, Kate said, "That's it! I quit!"

NAME: _____

DATE: _____

3.1.22

PRACTICE SENTENCES FOR ORAL READING

Separated Digraphs: 'o_e' > /oe/ (*home*) and 'i_e' > /ie/ (*bite*)

Nice and Not Nice

It's nice when you smile.

It's nice when you care.

It's nice when you joke.

It's nice when you share.

It's nice when you get me a gift.

It's nice when you get me a rose.

But what is not nice,

Is when you spray me with a hose.

ONE-SYLLABLE WORDS WITH SEPARATED DIGRAPHS (MAGIC 'E'): GAME

Slap the Spelling

Small Group

Cut out a long, rectangular slip of paper and write 'u_e' (as in *cute*) on each end. The spellings should face away from each other (see illustration). Repeat for 'u' (as in *cut*).

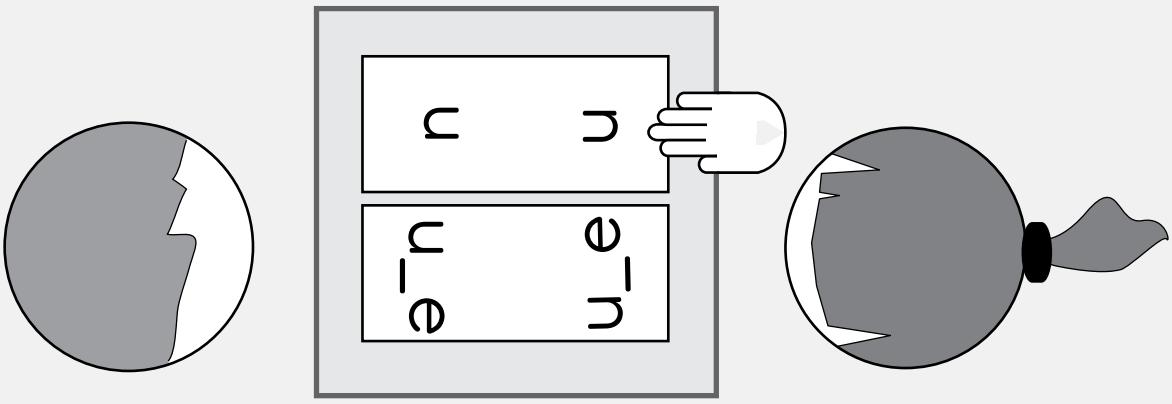
Place the slips of paper in a row on the floor between two children who are facing each other.

Explain that you will say words with different vowel sounds and that you want students to whack the spelling for that sound as fast as possible.

Use any of the word lists in this section to call out words for this game.

The first person to reach ten correct 'slaps' wins.

Note: You can use this game to review any of the spellings covered in this section.



Section 3.2

One-Syllable Vowel Digraphs and R-Controlled Vowels:

'ee' and *'ea'* > */ee/*, *'oo'* > */oo/* or */oo/*, *'oi'* and *'oy'* > */oi/*, *'ou'* and *'ow'* > */ou/*, *'er'* > */er/*, *'ar'* > */ar/*, *'or'* > */or/*

ONE-SYLLABLE VOWEL DIGRAPHS AND R-CONTROLLED VOWELS: LESSON TEMPLATES

Sample Lesson Template
Vowel Digraphs

Focus: Vowel Digraphs	Instructions	Materials
Warm-Up	Working in a small group, show students Spelling Cards previously taught. Say the sound and have students repeat or say the sound as you show them the Spelling Card.	previously taught Spelling Cards
Teaching	Show students the targeted Spelling Card for the sound. Tell students the sound and have them repeat it. Tell students different words with the targeted sound in the beginning, middle, and end of the word, if applicable. Have students repeat the words. Repeat the words and ask students where the targeted sound is. Have students use their finger to trace an outline around the appropriate spelling on the Individual Code Chart. Briefly review previously taught letter-sound spellings for the same spelling.	targeted vowel digraph Spelling Cards Individual Code Chart
Guided Practice	Ask students to give you words with the targeted sound. Ask students to write decodable words with the targeted sound.	dry-erase boards and markers *or* paper and pencil
Independent Practice	Have students read words with targeted sound. Students can read lists of words or phrases with targeted sound; more proficient students can read connected decodable text with targeted sound.	materials in this section of the Supplement

Note: R-controlled vowels (e.g., 'ar' > /ar/, 'or' > /or/, etc.) are technically digraphs (i.e., two letters representing one sound), and may be taught using this template.

Sample Lesson Template
Vowel Digraphs

Focus: 'ee' > /ee/ (*bee*)	**Instructions**	**Materials**
Warm-Up	Show students previously reviewed Spelling Cards and have them tell the sound each letter represents. If additional practice is still needed, the teacher should show the card and say the sound of each letter, having students repeat each sound.	previously reviewed Spelling Cards
Teaching	Show students the Spelling Card with 'ee' on it. Tell students the sound of the letters 'ee' (/ee/). Tell students you will say and they will hear words with the /ee/ sound in the middle or end of the word. Say the words *bee*, *sweet*, *trees*. Have students repeat the words after you. Ask where they hear the /ee/ sound. Have students use their finger to draw an outline around this spelling on the Individual Code Chart.	Spelling Card for 'ee' > /ee/ Individual Code Chart
Guided Practice	Have students number their paper from one to six and then draw three horizontal lines for each row. Tell students that you will say a word with three sounds. Have them write the spelling for each sound on the line. Focus on pronouncing the /ee/ sound. Dictate words one at a time: *beet*, *bleed*, *tree*, *deep*, *feet*, *keep*. To check spelling, ask students to orally spell the word while you write the word on board/chart paper.	paper and pencil board/chart paper
Independent Practice	Have students read word lists and practice sentences and stories as well as complete activity pages with the 'ee' spelling.	materials in this section of the Supplement

ONE-SYLLABLE VOWEL DIGRAPHS AND R-CONTROLLED VOWELS: WORD LISTS

NAME: _____

DATE: _____

Basic Code Spelling: 'ee' > /ee/ (*bee*)

see	bee	free	tree
three	need	seed	feed
speed	keep	deep	sleep
sheep	steep	teen	seen
green	feet	meet	street
feel	steel	seems	week
teeth	beef	sleeping	speeding

green trees

NAME: _____

DATE: _____

3.2.2 WORD LIST

Basic Code Spelling: 'ea' > /ee/ (*beach*)

beach	reach	teach	each
sea	seal	tea	deal
real	read	east	leak
feast	yeast	dream	least
steal	steam	seat	eat
reading	teaching	dreaming	beast

NAME: _____

DATE: _____

Basic Code Spelling: ‘oo’ > /oo/ (*soon*)

too	food	room	soon
moon	tools	cool	spoon
pool	noon	zoo	broom
zoom	loop	shampoo	scoop
bedroom	bathroom	classroom	rooms

The racoon is fast.

NAME: _____

DATE: _____

Basic Code Spelling: 'oo' > /oo/ (*look*)

look	book	took
cook	good	wood
stood	foot	shook
wooden	cookbook	books
notebook	footprint	fishhook

The man is cooking.

NAME: _____

DATE: _____

Spelling Alternative: 'oy' > /oi/ (*toy*)

boy	joy	toy
soy	Roy	Troy
boys	toys	soybeans
enjoy	boyish	coy

NAME: _____

DATE: _____

Basic Code Spelling: 'oi' > /oi/ (*oil*)

oil	boil	coil
foil	point	join
voice	moist	coin
joining	tinfoil	boiling
voices	coins	pointing

She is pointing.

NAME: _____

DATE: _____

Spelling Alternative: 'ow' > /ou/ (*now*)

wow	cow	how
plow	now	brown
town	gown	down
frown	growl	fowl
clown	crowd	crown
crowded	downtown	growled
cowboy	howling	owl

NAME: _____

DATE: _____

3.2.8

WORD LIST

Spelling Alternative: 'ou' > /ou/ (*shout*)

out	shout	grouch
loud	proud	found
ground	south	mouth
count	cloud	ouch
couch	house	outhouse
without	outside	mouse

NAME: _____

DATE: _____

R-Controlled Vowel: 'er' > /er/ (*her*)

her	hers	term	verb
herd	jerk	nerve	after
serve	swerve	perch	merge
faster	deeper	sooner	cooler
bigger	louder	richer	quicker

big green fern

NAME: _____

DATE: _____

R-Controlled Vowel: 'er' > /er/ (*her*)

after	never	under	number
river	center	whether	winter
sister	teacher	leader	enter
member	letter	proper	pattern
summer	chapter	silver	ever

I had dinner with pals.

NAME: _____

DATE: _____

3.2.11 WORD LIST

R-Controlled Vowel: 'ar' > /ar/ (*car*)

art	arm	farm	harm
car	far	jar	star
dark	mark	park	bark
sharp	hard	yard	card
yarn	barge	march	barn
start	large	larger	farmer
darkness	marker	harvest	partner
parking	target	artist	charge

The barber works hard.

NAME: _____

DATE: _____

R-Controlled Vowel: 'or' > /or/ (*for*)

or	for	form	fort
sort	short	shorts	sports
born	corn	horn	torn
thorn	storm	horse	cord
north	porch	fork	pork
force	order	morning	corner
border	forest	support	horses

NAME: _____

DATE: _____

3.2.13 WORD LIST

Basic Code Review

x:	tax	lax	max
z:	zip	zoo	zoom
qu:	queen	squeak	squeal
oi:	soil	voice	point
wr:	wrong	wrist	wrench
kn:	knife	kneel	knob
tch:	itch	scratch	batch
ve:	sleeve	leave	heave

ONE-SYLLABLE VOWEL DIGRAPHS AND R-CONTROLLED VOWELS: ACTIVITY PAGES

NAME: _____

DATE: _____

3.2.14 ACTIVITY PAGE

Pick the word that matches the picture. Then write it on the line.

grapes gate coin corn





grapes _____

sleep slope slide dive





_____ _____

NAME: _____ **3.2.15** ACTIVITY PAGE

DATE: _____

Pick the word that matches the picture. Then write it on the line.

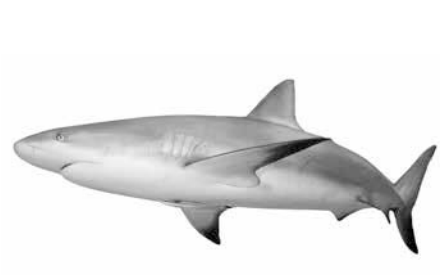
book cook drive dive





_____ _____

short shark home hill





_____ _____

NAME: _____

DATE: _____

3.2.16 ACTIVITY PAGE

Write each word under its matching picture.

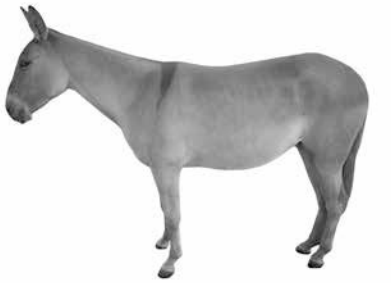
mule	cake	spoon
~~kite~~	house	tree



kite











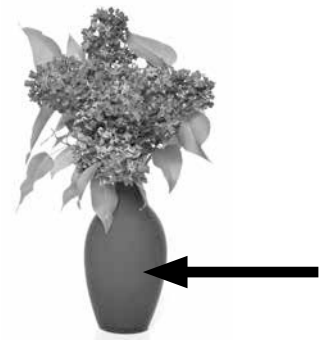
NAME: _____ **3.2.17** ACTIVITY PAGE

DATE: _____

Write each word under its matching picture.

coin	rope	hook
cloud	fern	vase







_____ _____ _____





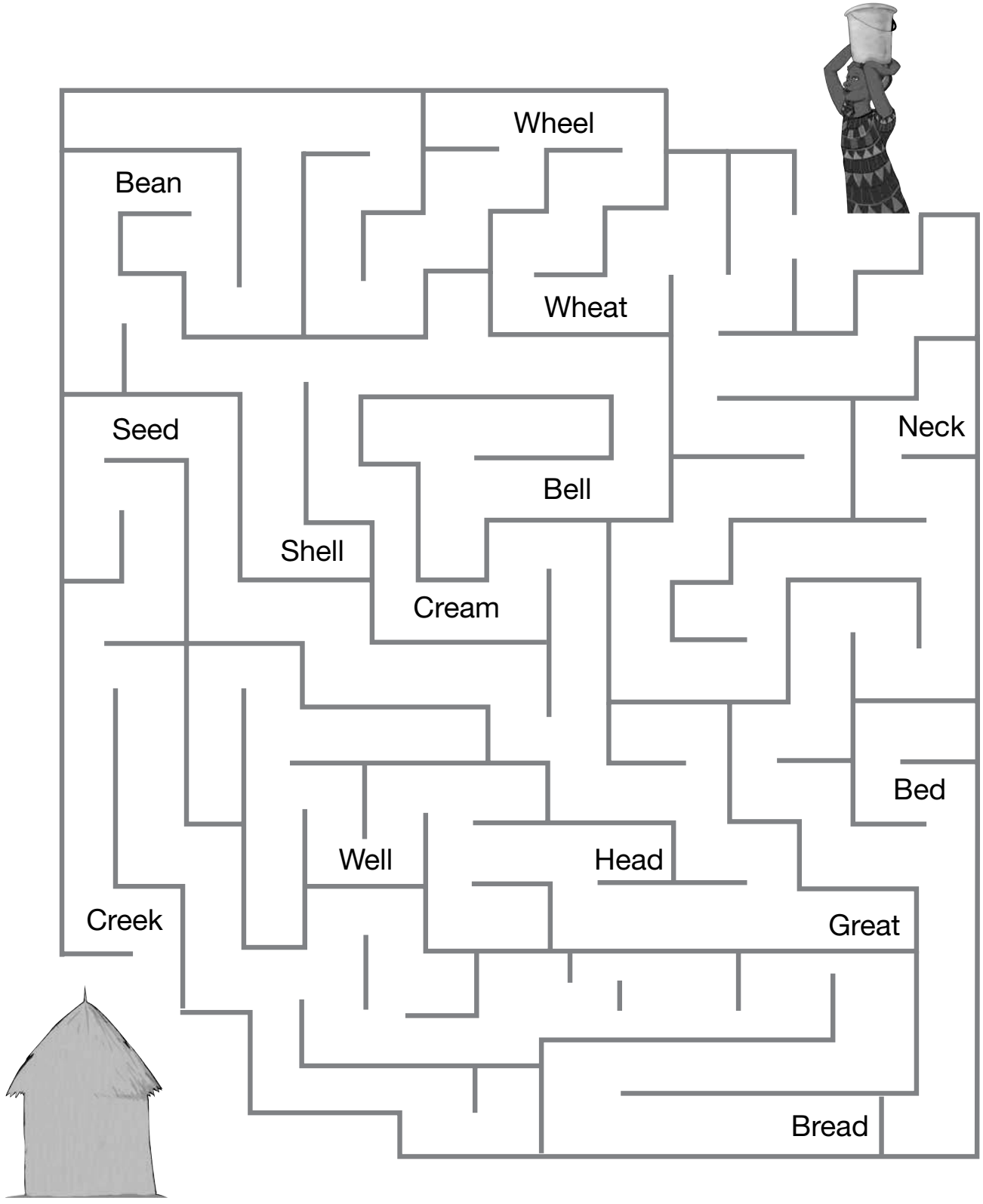


_____ _____ _____

NAME: _____ **3.2.18** ACTIVITY PAGE

DATE: _____

Read each word and circle only the words that have the /ee/ sound so Jane can follow the path to go back home.



NAME: _____

DATE: _____

3.2.19

ACTIVITY PAGE

Circle the correct word to complete each sentence.

1. I felt _____ riding on the ship. (**seasick**, **sleep**)

2. Can you _____ me how to drive? (**reach**, **teach**)

3. My sister made me _____. (**steam**, **scream**)

4. Could I _____ have a slice of cake? (**Pete**, **please**)

5. The _____ fall off the tree in the fall. (**leaves**, **trees**)

6. A _____ is a bird with a tail like a fan. (**peacock**, **eagle**)

7. The toy will squeak when you _____ it. (**squeeze**, **leave**)

8. I like a _____ treat after school. (**sweet**, **steam**)

9. I have _____ sisters. (**three**, **tree**)

10. "Bless you," he said when I _____. (**sneezed**, **reached**)

11. I like to read the tale about sheep in a _____." (**Jeep**, **leave**)

12. I would like to _____ reading until it is time for dinner. (**keep**, **please**)

NAME: _____ **3.2.20** ACTIVITY PAGE

DATE: _____

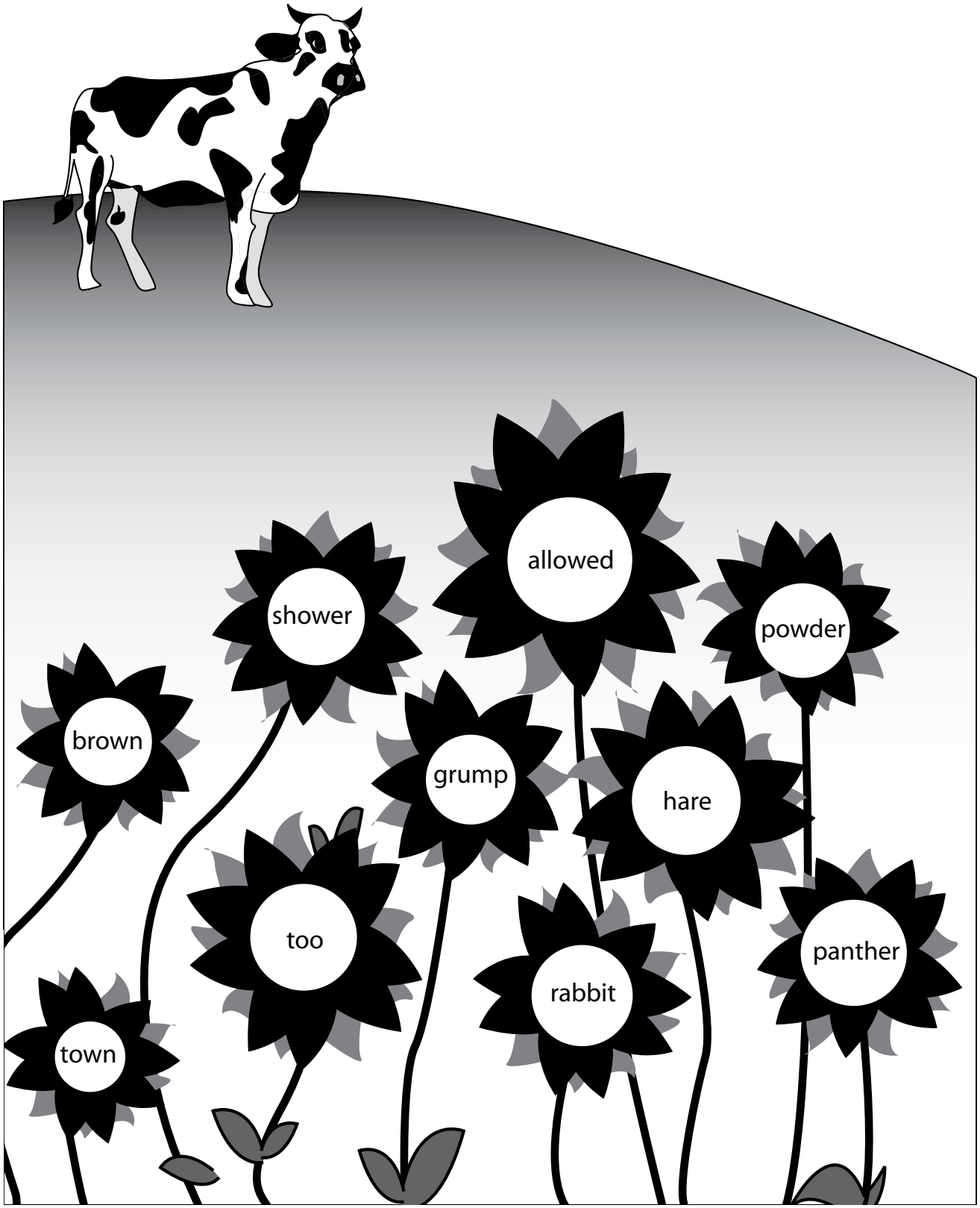
Read each question and then write yes *or* no *to answer each question.*

1. Can a pepper be green? yes
2. Do pigs moo? _____
3. Is ice hot? _____
4. Can you use a pen to write? _____
5. Do words have letters? _____
6. Can a fish oink? _____
7. Is nineteen a number? _____
8. Is it hot at the South Pole? _____
9. Do fish have feet? _____
10. Is shouting loud? _____
11. Is a panther a fish? _____
12. Do raccoons have fins? _____

NAME: _____ **3.2.21** ACTIVITY PAGE

DATE: _____

Help the cow find the best flowers to eat. Color only the flowers with the /ou/ sound.



NAME: _____ **3.2.22** ACTIVITY PAGE

DATE: _____

Use the words from the box to fill in the crossword puzzle on the following page.

owl	now	out	shout	cow
mouse	howl	brown	frown	trout

Across

3. A fish
4. Not a smile
6. A loud voice
9. A bird
10. "Go to bed _____," said Mom.

Down

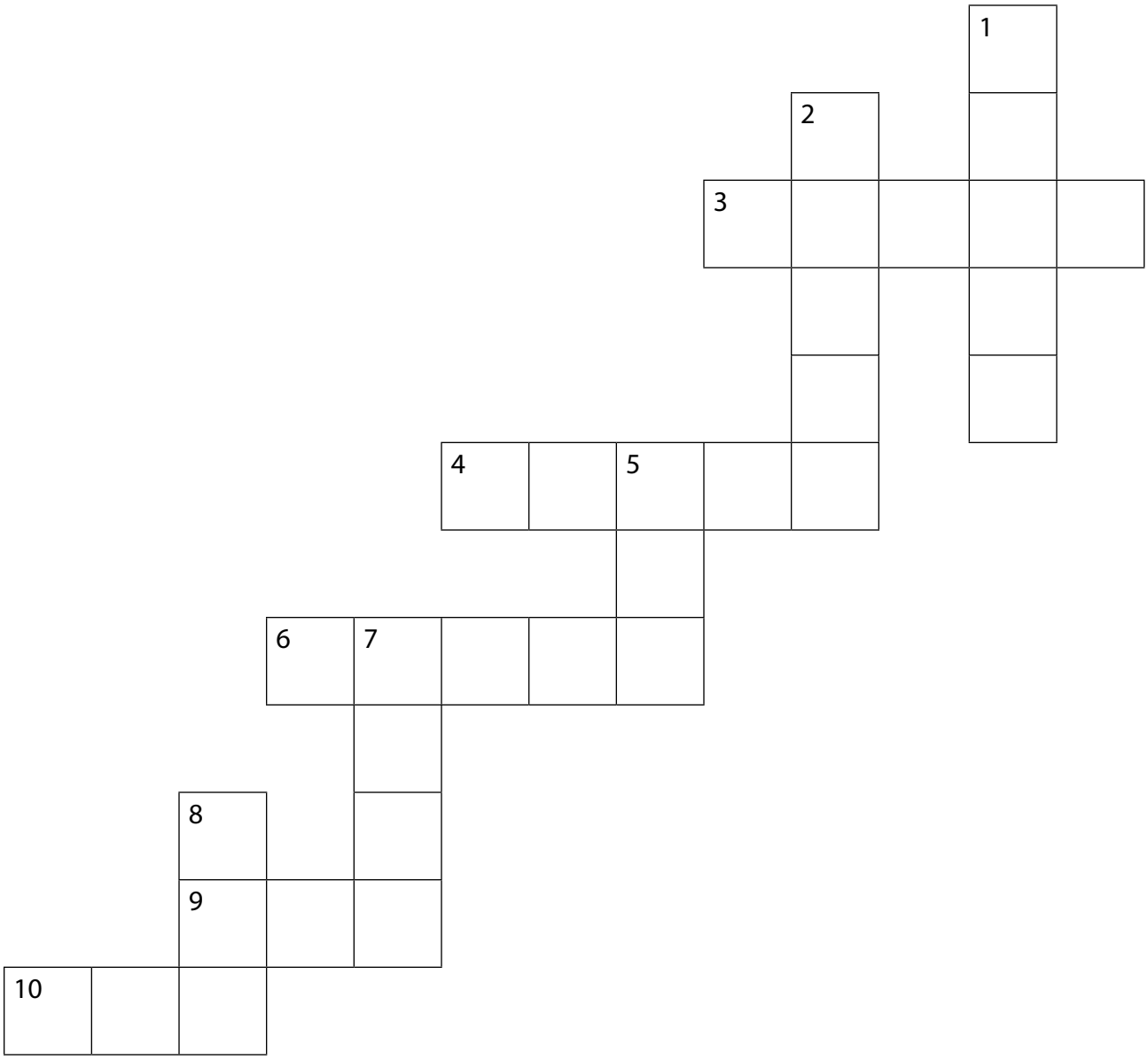
1. One _____, two mice
2. How now, _____ cow
5. Not inside but _____ side
7. A dog will _____ at the moon.
8. "Moo," said the _____.

NAME: _____

DATE: _____

3.2.22
CONTINUED

ACTIVITY PAGE



NAME: _____ **3.2.23** ACTIVITY PAGE

DATE: _____

Fill in the blanks.

batboy	box	toys	coiled
soil	boiling	coins	

1. The water in the pot on the stove is _____.
2. Did you see the snake all _____ up?
3. The _____ will keep the baseball bats neat.
4. We will plant the seeds in the _____.
5. Pick up the toys and place them in the _____.
6. Could you help me count my _____?
7. Are the stuffed _____ on the bed?

NAME: _____ **3.2.24** ACTIVITY PAGE

DATE: _____

Circle the letters that spell the name of the item in the picture. Then write the name of the item on the line.

	h w	oo ou	se ze	_____
	m w	oo ou	se ze	_____
	h m	ow oo	t l	_____
	t d	ow oe	l el	_____
	c s	t r	ow ou	n m	_____

NAME: _____ **3.2.25** ACTIVITY PAGE

DATE: _____

Circle the letters that spell the name of the item in the picture. Then write the name of the item on the line.

	c s	oi oe	t n	z s	_____
	c s	l w	ee e	r p	_____
	ch sh	e oe	l ll	f p	_____
	p b	t r	oo u	n m	_____
	k c	r wr	ow oy	ed d	_____

NAME: _____

DATE: _____

3.2.26

ACTIVITY PAGE

Circle the word that has the 'er' spelling in each sentence.

1. Last summer was hot.

2. Who is that person?

3. The water is so cold!

4. The book is under the bed.

5. My mother's name is Ann.

NAME: _____

DATE: _____

3.2.27

ACTIVITY PAGE

Create a sentence for each word containing the 'er' spelling.

flower	never	river	after	later

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

NAME: _____ **3.2.28** ACTIVITY PAGE

DATE: _____

Fill in the blanks.

park	car	short	shower	shark
sports	flower	fork	dark	barking

1. We like to go to the _____ to eat a picnic lunch.

2. Kate is not tall, she is _____.

3. We had a rain _____.

4. The _____ is red and fast.

5. A _____ is in the sea

6. I need a _____ to eat my food.

7. The dog will not stop _____!

8. Do you enjoy _____ like soccer?

9. The _____ smells nice.

10. The lamp is on since it is _____ and hard to see.

NAME: _____ **3.2.29** ACTIVITY PAGE

DATE: _____

Fill in the blanks. After writing each word in the blank, circle the 'er' spelling.

after	sister	marker	chapter
herd	fern	perch	number

1. Ten is the _____ I like best.
2. The _____ of cows ate grass.
3. Do you have the red _____?
4. The green _____ needs water and sun.
5. My big _____ Jan is tall.
6. The bird is sleeping on its _____.
7. _____ class, I like to take a nap.
8. That _____ of the book was long.

NAME: _____ **3.2.30** ACTIVITY PAGE

DATE: _____

Fill in the blanks. After writing each word in the blank, circle either the 'or' or 'ar' spelling.

arm	shark	farmer	car	torn
corn	yarn	cart	thorn	

1. The red _____ went down the street fast.
2. Mark has a cut on his _____ .
3. Do you like to eat _____ in the summer?
4. The _____ had pigs and cows on his land.
5. Did he place the food in his shopping _____?
6. The _____ on the rose was sharp.
7. My mom uses _____ when she knits.
8. That is a big _____ in the sea!
9. His shirt was ripped and _____ .

NAME: _____

DATE: _____

3.2.31 ACTIVITY PAGE

Sort the words by sounds. Write the words with the /er/ sound under her*, the words with the /ar/ sound under* car*, and the words with the /or/ sound under* for.

north	letter	garlic	morning	better
car	porch	cartoon	ladder	swimmer
short	far	river	form	garden

/er/ as in *her*	**/ar/ as in *car***	**/or/ as in *for***

NAME: _____

DATE: _____

3.2.32

ACTIVITY PAGE

Choose words from the box and use them to write sentences.

north	letter	garlic	morning	better
car	porch	cartoon	ladder	swimmer
short	far	river	form	garden

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

NAME: _____ **3.2.33** ACTIVITY PAGE

DATE: _____

Check the sentence that matches the picture.

1.		☑ Roses have thorns. ☐ Roses have horns.
2.		☐ My house has a yard. ☐ My cloud has a yard.
3.		☐ I can knit mittens. ☐ I can knit kittens.
4.		☐ Dentists fix teeth. ☐ Dentists fix sheep.
5.		☐ This pup is cute. ☐ This duck is cute.
6.		☐ I swim in the pool. ☐ I run on the moon.

NAME: _____

DATE: _____

3.2.33
CONTINUED

ACTIVITY PAGE

7.		☐ Trees are green. ☐ Bees are green.
8.		☐ He rides a bike. ☐ He rides a horse.
9.		☐ I have a dime. ☐ I have a lime.
10.		☐ The band is loud. ☐ The fan is loud.
11.		☐ This is a good book. ☐ He is a good cook.
12.		☐ The artist can paint. ☐ The artist can faint.

NAME: _____

DATE: _____

3.2.34 ACTIVITY PAGE

Read each word and circle the letter or letters that stand for the vowel sound in the word.

catch	green
spend	boil
trick	spoon
cord	foot
bunch	cloud
space	broil
lime	fern
slope	thorn
cute	yard

NAME: _____ **3.2.35** ACTIVITY PAGE

DATE: _____

Count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then, print the word on the line.

1. cloud  | 4 | cloud

2. grapes | | _____

3. twitch | | _____

4. foil | | _____

5. crow | | _____

6. short ☐ _____

7. teeth ☐ _____

8. joke ☐ _____

9. parking ☐ _____

10. choice ☐ _____

11. winter ☐ _____

NAME: _____ **3.2.36** ACTIVITY PAGE

DATE: _____

Write each word under its matching picture. Then, use each word in a sentence.

1. fork





fork _____ _____

The fork is sharp.

2. slide





_____ _____

3. coin

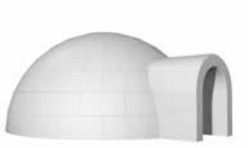




_____ _____

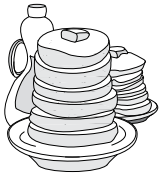
4. igloo

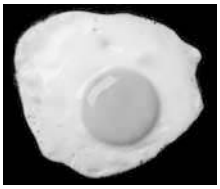




_____ _____

5. pancakes





_____ _____

6. rooster





_____ _____

ONE-SYLLABLE VOWEL DIGRAPHS AND R-CONTROLLED VOWELS: PRACTICE SENTENCES AND STORIES FOR ORAL READING

NAME: _____

DATE: _____

Basic Code Spelling: 'ee'

The Cranes

A crane wades in the mud.

It is a male crane.

He has long legs and a long black bill.

He stands in a maze of reeds.

He feeds on fish, frogs, and snakes.

Then he lifts his wings and flaps them. He glides up.

The crane lands in his nest.

His mate is there with him.

She sits on three eggs.

The male crane shares a fish with his mate.

In a week, there will be five cranes in the nest.

NAME: _____

DATE: _____

Basic Code Spelling: 'ee'

Biff and His Blimp

Biff has a blimp.

He likes to ride in the blimp with his pets.

They all get in the blimp.

Biff makes the blimp lift off.

The blimp drifts up.

It drifts with the wind. They feel free!

Biff and his pets can see the land as they drift. They see pigs and sheep.

They see trees.

At last Biff has to land the blimp.

The cat and the dog are sad.

"No need to feel sad!" says Biff.

"The next blimp ride will be just as much fun!"

NAME: _____

DATE: _____

Basic Code Spelling: 'ea'

The Dream

Dean was in class.

He was tired.

He drifted off to sleep.

He had a dream.

In his dream he was having a feast at the beach.

He felt the sand on his feet.

He could see a hot dog.

It was steaming hot.

He could smell it.

It smelled fine. Yum, yum!

Dean reached out to grab the hot dog.

Just then his teacher tapped him on the back.

Dean woke up.

"Rats!" he said.

"Where did my hot dog go?"

NAME: _____

DATE: _____

Basic Code Spelling: 'oo'

By the Brook

I like to camp with my mom and dad.

We camp out in the woods.

We look for a good spot close to a brook.

Then we pitch our tent.

Once the tent is up, we fish in the brook.

We slip bugs on our hooks.

If we catch fish, we cook them.

They are so good on the grill.

Camping is fun!

NAME: _____

DATE: _____

3.2.41

PRACTICE SENTENCES FOR ORAL READING

Basic Code Spelling: 'oo' > /oo/ (*soon*) and 'oo' > /oo/ (*look*)

For class he has to read ten textbooks.

What you did was foolish.

Is Mom cooking chicken?

Do you like to eat seafood?

The cooks made good food.

At the wedding we saw the groom.

If we do not get help, we are doomed!

Mom, can I loop the loop?

This wood is no good.

It's too crooked.

NAME: _____

DATE: _____

R-Controlled Vowel: ‘er’ > /er/ (her)

Fern

Fern is mean.

She never asks.

She just grabs things.

She eats her dinner.

Then she grabs her sister’s dinner.

Fern never says, “Thanks.”

She will not do what her teacher tells her.

When her mom asks her to stop yelling, Fern yells louder.

When her dad asks her to stop shouting, Fern shouts louder.

NAME: _____

DATE: _____

3.2.43

PRACTICE SENTENCES FOR ORAL READING

R-Controlled Vowels: Mixed Review

1. Norm is a farmer.
2. Marge is an artist.
3. The horse is eating the corn.
4. Fern had to sit in the corner.
5. It was winter in the forest.
6. There are sharks at that beach.
7. My sister is a teacher.
8. What sort of fort should we make?
9. Stars shone in the darkness.

NAME: _____

DATE: _____

R-Controlled Vowels: Mixed Review

The Grilling Artist

Last week Dad made p**or**k f**or** dinn**er.**

"Yes, yes!" he said. "The Grilling **Ar**tist is in the house! Step back and let the Grilling **Ar**tist have some room."

He rubbed some g**ar**lic and a spice mix on the p**or**k. Then he set the p**or**k on the grill.

"There!" he said, "that's p**er**fect! Now that this is all set, the Grilling **Ar**tist will just see what's on TV."

There was a big game on TV. Dad st**ar**ted rooting f**or** his team.

Time passed. The p**or**k got d**ar**ker and d**ar**ker. Dad sat on the couch, eating popc**or**n and sipping a drink.

Aft**er** a while, mom came in and asked, "When will the p**or**k be finished? I'm st**ar**ving."

"Ack!" Dad said, "The p**or**k!"

He ran out on the p**or**ch. When he came back in, the p**or**k was sitting on a big silv**er** platt**er**. It was da**rk** black. Black smoke was streaming out of it. Dad had to wave his hand to get rid of the smoke.

"It's fine!" he said. "The Grilling **Ar**tist will slice into it with his c**ar**ving knife and, you will see, it will be tend**er** and moist on the inside."

Dad grabbed a big f**or**k and a c**ar**ving knife. He st**ar**ted hacking at the p**or**k with the c**ar**ving knife. The p**or**k was h**ar**d to cut. At last he hacked off five slabs of p**or**k. It was brown on the inside and jet black on the outside. He set one slab on my plate, one on my sist**er**'s plate, and one on Mom's plate.

Mom took one look at the p**or**k and said, "I will nev**er** eat this. Kids, get in the c**ar**. Let's go get some take-out food."

NAME: _____

DATE: _____

Spelling Alternatives and Basic Code: 'oy' > /oi/ (*toy*) and 'oi' > /oi/ (*oil*)

Boiled or Broiled?

R**oy** got a fish.

"Let's br**oi**l this fish in **oi**l," J**oy**ce said.

"I'll get the **oi**l.

You line the pan with tinf**oi**l."

"No, no," said R**oy**.

"I do not enj**oy** br**oi**led fish.

The trick to keeping fish m**oi**st is to b**oi**l it."

J**oy**ce acted as if R**oy** had not said this.

"Get the f**oi**l and we will br**oi**l it," she said.

"I said, let's b**oi**l it!" said R**oy**.

"Br**oi**l!" said J**oy**ce, a loud v**oi**ce.

"B**oi**l!" shouted R**oy**.

J**oy**ce grabbed at the fish.

R**oy** grabbed at it too.

The fish fell.

Fl**oy**d the cat grabbed the fish.

The cat ate the fish, all but the bones.

"Yum," said Fl**oy**d.

"That was a good fish!"

"It did not need to be b**oi**led or br**oi**led."

NAME: _____

DATE: _____

Spelling Alternatives and Basic Code: 'ou' > /ou/ (*shout*) and 'ow' > /ou/ (*now*)

Mouse in the House

"Eek!" Beth sh**ou**ted.

"There's a m**ou**se in the h**ou**se!"

Beth ran **ou**tside.

Ben ran **ou**t too.

Dad came **ou**t and asked, "What's wrong?"

"There's a m**ou**se!" h**ow**led Beth.

"In the h**ou**se!" added Ben.

"Get it **ou**t!" sh**ou**ted Beth.

"N**ow**!" added Ben, with a fr**ow**n.

The kids sent Dad in to get the m**ou**se **ou**t.

Dad looked in the kitchen.

He did not see the m**ou**se.

He looked in the den.

There was no m**ou**se there.

He looked in the bathroom.

There was a br**ow**n m**ou**se!

Dad got a box and swept the m**ou**se into the box.

He took the box **ou**t of the h**ou**se.

Then he let the m**ou**se go.

When the m**ou**se was **ou**t, the kids went back in.

NAME: _____

DATE: _____

Spelling Alternatives: Mixed Review

Tips to Win at Hide and Seek

Run from "It."

Run and hide.

Hide in the bedroom.

Hide **ou**tside.

Hide in a closet.

Hide in the shed.

Hide in the kitchen.

Hide in your bed.

Make like a m**ou**se,

make like a bug.

Get d**ow**n on the gr**ou**nd,

As flat as a rug.

If you wish

Not to be f**ou**nd,

Make no n**oi**ses,

Make no s**ou**nds.

Do not yell,

Do not sh**ou**t

(If you do, you'll be f**ou**nd **ou**t.)

Hide your legs.

Hide your feet.

That's h**ow** you win

At hide and seek.

NAME: _____

DATE: _____

Mixed Review

The Bike Ride

Dan has a bike.

The bike is green.

It has a bell that Dan likes to ring when he rides fast.

Dan rides his bike on a bike path.

He rides at top speed and rings his bell.

It is fun.

But then Dan hits a bump.

His tire slips.

He lands with a thud and scrapes his leg. Dan's leg bleeds a bit.

But it is not a bad cut. It is just a scrape.

Dan is brave.

He gets back on the bike. He rides up a steep hill.

He pumps his legs till he gets to the top. At last he spots his home.

He rings the bell.

Dan's mom spots him.

She helps him fix up the scrape.

NAME: _____

DATE: _____

3.2.49

PRACTICE STORIES FOR ORAL READING

Mixed Review

At the Ranch

It's fun to camp at the ranch.

You can wade in the creek.

You can ride on a mule.

You can pet the sheep.

You can take a hike.

You can sit on a log and have your lunch.

You can smell the pine trees.

You can sit by the fire.

You can sleep in a tent.

The ranch is lots of fun.

So grab your cap.

Bring your pals.

It's ranch time!

NAME: _____

DATE: _____

Mixed Review

The Long Hike

Kate and Mike set off on a hike.

Mike likes to hike but not as much as Kate likes it.

They hike up to the top of a cliff.

"Let's take this path next!" Kate says.

"Back to the campsite?" asks Mike.

"No!" says Kate.

"Not yet."

"Let's hike up this hill!" Kate says.

"Ug!" says Mike.

"That's a big one!"

Kate hikes up the hill.

And so must Mike.

"Let's cross this creek!" says Kate.

"But what if I slip?" says Mike.

"Hush!" says Kate.

"Just run on the log!"

Kate runs on the log.

Mike runs on the log, but his feet slip.

Splash! Mike's feet get wet.

"Let's hike back," says Mike.

"I have wet feet!"

"Not yet!" says Kate.

They hike up a hill.

"It's late," says Mike. "Can we hike back?"

At last Kate says yes.

Kate and Mike hike and hike.

At last, Mike spots the campsite.

He is glad to be back.

"That was best hike of all time!" Kate says.

"Not quite!" says Mike.

ONE-SYLLABLE VOWEL DIGRAPHS AND R-CONTROLLED VOWELS: GAME AND GROUP ACTIVITY

Slap the Spelling

Small Group

Cut out a long, rectangular slip of paper and write 'oo' (as in *root*) on each end. The spellings should face away from each other (see illustration). Repeat for 'oo' (as in *look*).

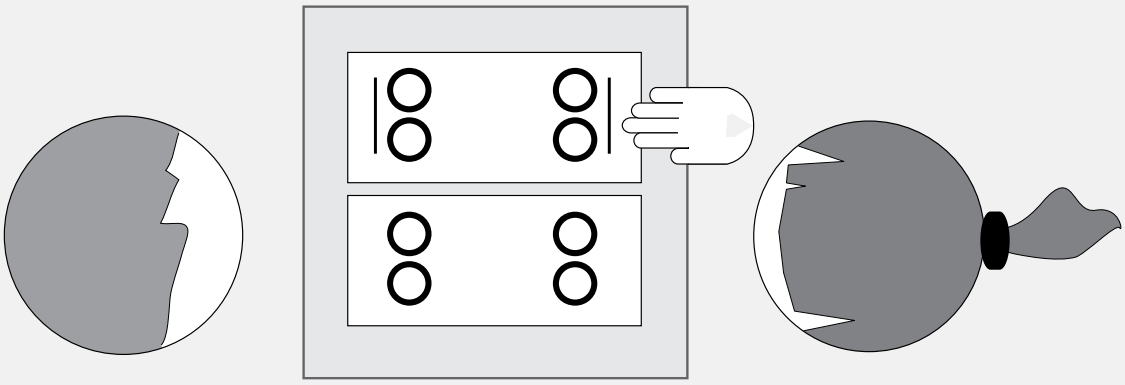
Place the slips of paper in a row on the floor between two children who are facing each other.

Explain that you will say words with different vowel sounds and that you want students to whack the spelling for that sound as fast as possible.

Use any of the word lists in this section for this game.

The first person to reach ten correct 'slaps' wins.

Note: You can use this game to review any of the spellings covered in this section.



Wiggle Cards

Whole Group or Small Group

Wiggle Cards are phrases or words describing a motion or activity students can act out. If your students enjoy reading and acting out the Wiggle Cards, here are some decodable words and phrases that you can use with your students. Feel free to pull from these suggestions any time during the day, not just the language arts period, when students need an active transition.

1. slide like a snake
2. hike up a hill
3. smile twice
4. run in place
5. shake your legs
6. drive a truck
7. stare at me
8. shake a fist
9. lick your lips
10. make a cute face
11. smell a rose
12. poke your nose
13. jump three times
14. feel your knees
15. kneel
16. sweep up a mess
17. tug on one sleeve
18. shoot hoops
19. act cool
20. act like a goof
21. look up
22. look down
23. swing your left foot
24. grab a tooth
25. bounce up and down
26. join hands
27. slouch
28. point to your mouth
29. oink like a pig
30. point at the flag
31. count to ten
32. shout your name
33. batter up
34. wave ten fingers
35. count to five on your fingers
36. shiver
37. pucker your lips
38. start clapping
39. march in place
40. scratch your arm
41. bark like a dog
42. lift an arm
43. snort like a hog
44. beat a drum
45. scream without making a noise

Section 3.3

One-Syllable Words with Separated Digraphs, Vowel Digraphs, and R-Controlled Vowels

ASSESSMENT

NAME: _____

DATE: _____

3.3.1 ASSESSMENT

Read the following words aloud to your teacher.

1. feast
2. foil
3. dark
4. smile
5. cube
6. fort
7. mouth
8. waves
9. steep
10. scoop
11. jerk
12. clown
13. march
14. zoom
15. drive
16. boy
17. shook
18. rope
19. leak
20. serve
21. trade
22. sleep
23. froze
24. mute
25. thorn
26. joy
27. foot
28. growl
29. voice
30. shout

Score: _____ */30*

Students who correctly read 24 out of 30 words have mastered this skill.

a_e: _____ /2 i_e: _____ /2 o_e: _____ /2 u_e: _____ /2 ee: _____ /2

ea: _____ /2 oo: _____ /2 oo: _____ /2 er: _____ /2 ar: _____ /2

or: _____ /2 oy: _____ /2 oi: _____ /2 ow: _____ /2 ou: _____ /2

Provide students with Activity Page 3.3.2 on the following page. Tell students that you are going to say a word and that they should write the word that they hear you say.

1. feast	16. boy
2. foil	17. shook
3. dark	18. rope
4. smile	19. leak
5. cube	20. serve
6. fort	21. trade
7. mouth	22. sleep
8. waves	23. froze
9. steep	24. mute
10. scoop	25. thorn
11. jerk	26. joy
12. clown	27. foot
13. march	28. growl
14. zoom	29. voice
15. drive	30. shout

Analyze students' spelling errors to identify any patterns. Note that spelling mastery often lags behind the ability to read the same words.

NAME: _____

DATE: _____

3.3.2 ASSESSMENT

Spell the words on the following blanks.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Section 3.4

Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels

TWO-SYLLABLE WORDS WITH VOWEL DIGRAPHS AND R-CONTROLLED VOWELS: LESSON TEMPLATE

Sample Lesson Template
Two-Syllable Words with Vowel Digraphs

Focus: Vowel Digraphs	Instructions	Materials
Warm-Up	Remind students that words can be broken into chunks called syllables. Each syllable has one vowel sound. For example, a word with one vowel sound, such as *cat*, is a one-syllable word; a word with two vowel sounds, such as *catnip*, has two syllables. Remind students that they have worked previously with reading two-syllable words in which both syllables had short vowel sounds, such as: /a/, /e/, /i/, /o/, or /u/. Write the following words on the board and guide students in chunking them into syllables by pointing to the two vowel sounds and dividing between the consonants to chunk the words into syllables: *catfish*, *picnic*, *contest*, *suntan*. The two syllables in each word have short vowel sounds.	board/chart paper

Focus: Vowel Digraphs	Instructions	Materials
Teaching	Tell students that today they will practice reading more two-syllable words, but these two-syllable words will include vowel digraphs. Write the words *base*, *rise*, and *home*. Ask students to read each word and tell how many syllables it has. Each word has only one syllable because there is only one vowel sound in each word. Point out to students that these words are spelled with a separated digraph/magic 'e'. Now write *basement*, *sunrise*, and *homeroom*. In each word, guide students in pointing to the vowel sounds and then chunking the words into syllables to read. For example, for *basement*, point out that the spelling 'a_e' represents one vowel sound—/ae/ as a separated diagraph—and the other vowel sound is represented by 'e'. The word can be chunked into two syllables as follows—*base ment*. Help students read the word. Continue in the same manner chunking and reading *sun rise* and *home room*. Now write the words *real*, *soy*, and *car*. Ask students to read each word and tell how many syllables it has. Each word has only one syllable because there is only one vowel sound in each word. Point out to students that these words are all spelled with vowel digraphs—'ea' > /ee/, 'oy' > /oi/, and 'ar' > /ar/. Note: 'ar' > /ar/ is also known as an r-controlled vowel, but it is technically a digraph, i.e., two letters represent one sound. Now write the words *sidebar*, *soybean*, and *carpet*. Guide students in recognizing the vowel digraphs so that they can chunk these words into syllables as follows and read them: *side bar*, *soy bean*, *car pet*.	board/chart paper
Guided and Independent Practice	Provide additional practice reading two-syllable words with digraphs in word lists, activity pages, practice sentences, and stories.	materials in this section of the Supplement

TWO-SYLLABLE WORDS WITH VOWEL DIGRAPHS AND R-CONTROLLED VOWELS: WORD LISTS

NAME: _____

DATE: _____

Mixed Review

stampede	compute	person	scoundrel
perform	mushroom	combine	treason
igloo	confuse	steamboat	expire
shampoo	popcorn	hamster	chapter
oyster	counter	translate	athlete

NAME: _____

DATE: _____

3.4.2 WORD LIST

Mixed Review

panther	escape	season	leapfrog	soybean
carpet	reptile	ignite	barber	tower
insane	seashore	bookmark	woodchuck	border
extreme	mistake	stubborn	beaver	pattern
snowflake	between	outside	spider	seaside

NAME: _____

DATE: _____

Mixed Review

complete	subscribe	retire	empire	oyster
shutter	structure	artist	sunrise	poison
enclose	compete	invite	rooster	shower
power	leader	suppose		

TWO-SYLLABLE WORDS WITH VOWEL DIGRAPHS AND R-CONTROLLED VOWELS: ACTIVITY PAGES

NAME: _____

DATE: _____

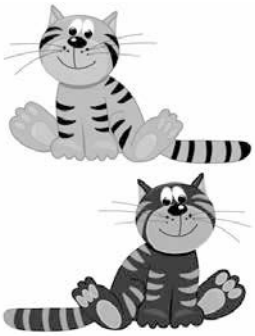
3.4.4 ACTIVITY PAGE

Write each word under its matching picture.

artist	barefoot	tadpole
~~duckling~~	comics	checkers



duckling











NAME: _____

DATE: _____

3.4.5

ACTIVITY PAGE

Write each word under its matching picture.

bookcase	broomstick	dentist
fireplace	handshake	iceberg



_____



_____



_____



_____



_____



_____

NAME: _____

DATE: _____

3.4.6 ACTIVITY PAGE

Read each word and horseshoe-circle the spelling in each word that matches the spelling at the top.

a_e	i_e
cupcake	sunshine
pancake	reptile
mistake	sunrise
fateful	timeline
bracelet	inside
cascade	pastime
snakeskin	combine
inflate	subscribe
translate	hostile

NAME: _____

DATE: _____

3.4.7

ACTIVITY PAGE

Write each word under its matching picture.

1. winter







winter

2. river







3. forest





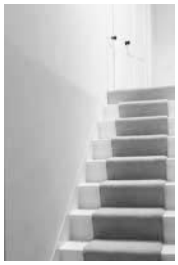


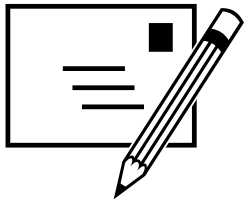
4. farmer





5. ladder





6. collar





NAME: _____

DATE: _____

3.4.8

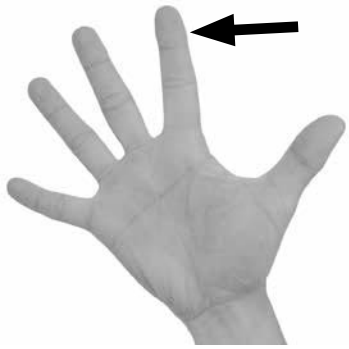
ACTIVITY PAGE

Write each word under its matching picture.

children	~~number~~	winter
kitchen	garden	finger

38





number _____ _____ _____







_____ _____ _____

NAME: _____

DATE: _____

3.4.9 ACTIVITY PAGE

Write each word under its matching picture.

writing	coffee	pocket
fireplace	fifteen	soccer

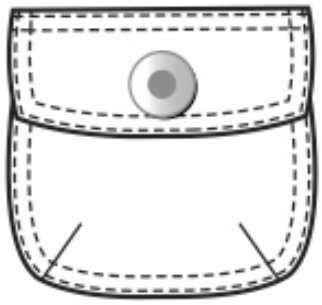
15





_____ _____ _____







_____ _____ _____

NAME: _____ **3.4.10** ACTIVITY PAGE

DATE: _____

Write each word under its matching picture.

bee	beans	leaf
peanuts	teacup	~~seashell~~



seashell











NAME: _____

DATE: _____

3.4.11 ACTIVITY PAGE

Write each word under its matching picture.

wheat	chimpanzee	eel
athlete	cheese	geese



_____



_____



_____



_____





_____



_____

NAME: _____ **3.4.12** ACTIVITY PAGE

DATE: _____

Circle the letters that spell the name of the item you see in the picture. Then write the name of the item on the line.

	(ar) r	(t) d	(i) c	k (s)	(t) f

artist

	h d	ar a	k p

	p b	u ar	x k

	qu k	oo ee	n m

	b d	oo ou	t k

NAME: _____

DATE: _____

	s c	p k	u oo	d n	_____
	kn k	e i	v f	i e	_____
	t f	ar or	d m	r er	_____
	p g	l w	o d	t b	e a	_____
	g c	ar r	m d	e o	n d	_____

NAME: _____

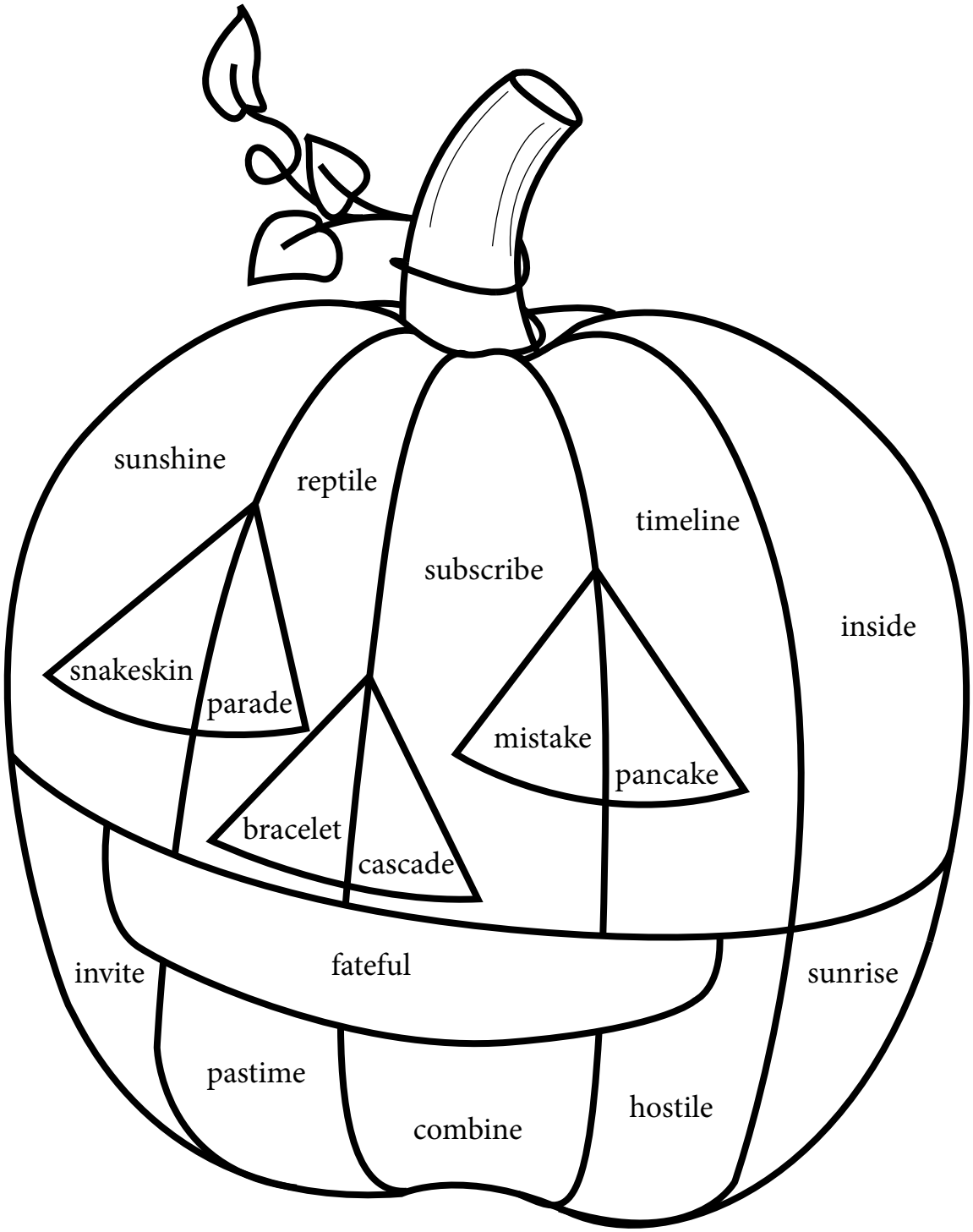
DATE: _____

3.4.13

ACTIVITY PAGE

Read each word and then color the spaces of words with /ae/ brown and the spaces of words with /ie/ orange.

/ae/ = brown **/ie/ = orange**



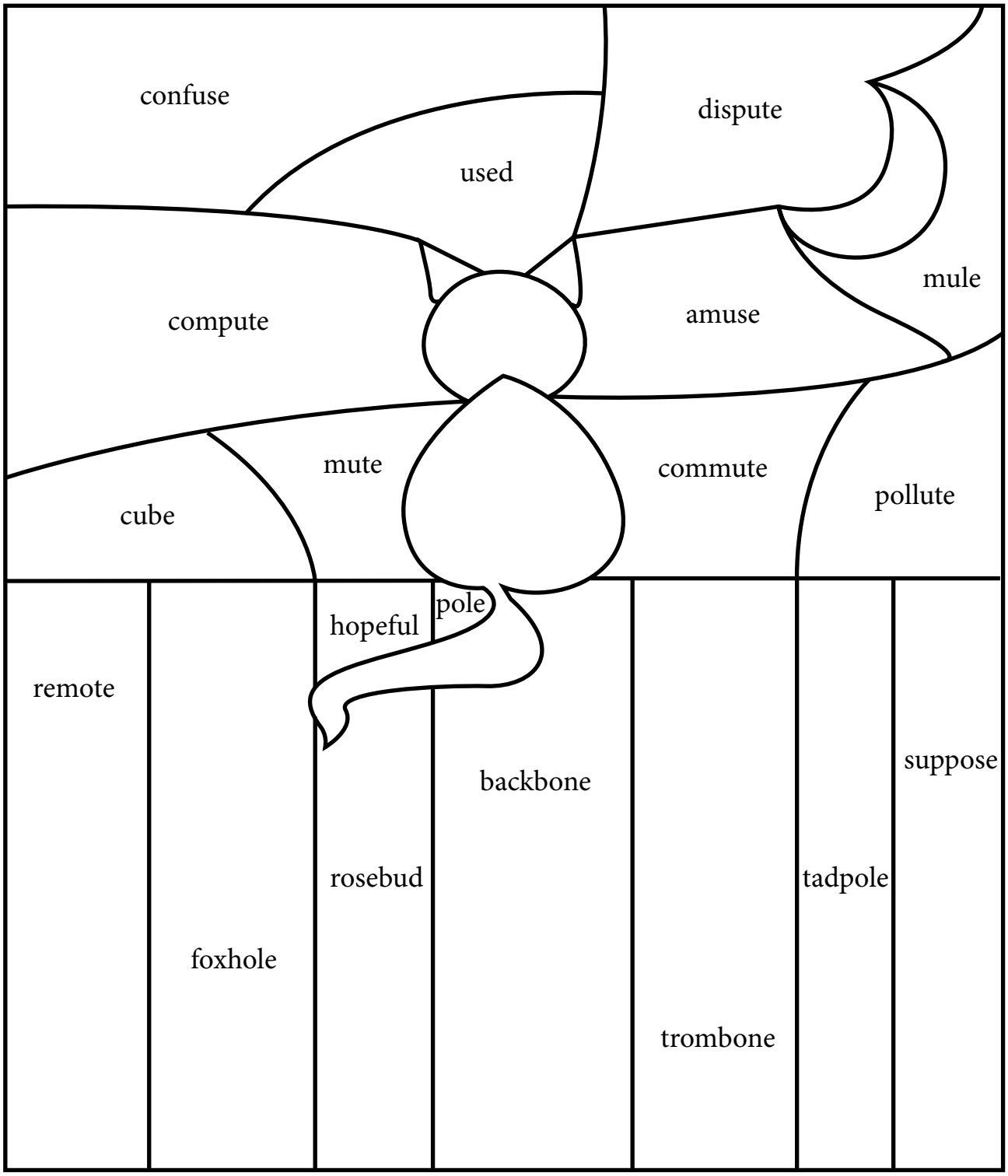
NAME: _____

DATE: _____

3.4.14 ACTIVITY PAGE

Color the areas with words with /oe/ light brown and words with /ue/ blue.

/oe/ = light brown **/ue/ = blue**



NAME: _____

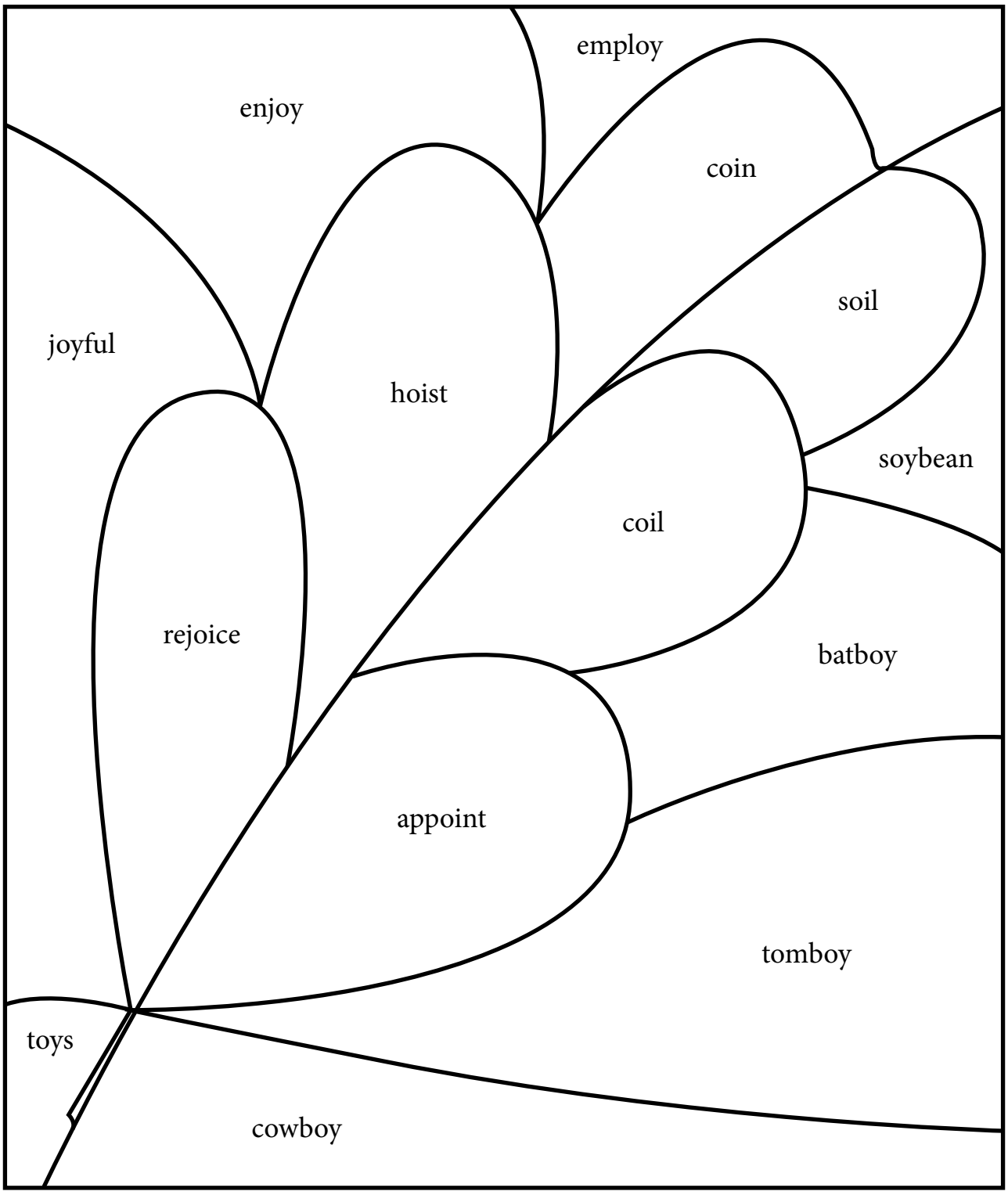
DATE: _____

3.4.15

ACTIVITY PAGE

Color the areas with words with /oi/ spelled 'oy' blue and words with /oi/ spelled 'oi' green.

'oy' = blue **'oi' = green**



TWO-SYLLABLE WORDS WITH VOWEL DIGRAPHS AND R-CONTROLLED VOWELS: PRACTICE SENTENCES AND STORIES FOR ORAL READING

NAME: _____

DATE: _____

3.4.16

PRACTICE SENTENCES FOR ORAL READING

1. The man wants to start a fire in the igloo because it is so cold.

2. That rooster is such a scoundrel! He wakes me up at sunrise.

3. The expired eggs were sitting on the counter.

4. Can you tell a beaver from a woodchuck?

5. James likes to play leapfrog with his pals.

6. He was confused and made a mistake on the math problem.

7. The athlete wanted to compete in the tennis match.

8. I season my popcorn with butter.

9. Chapter three is the best in the book.

10. The spider is on its web outside.

NAME: _____

DATE: _____

3.4.17

PRACTICE SENTENCES FOR ORAL READING

1. The artist drew a cool picture of a steamboat.

2. Sam wants to see panthers and big reptiles at the zoo.

3. The princess lives at the top of the tower with her pet hamster.

4. My dad subscribes to a sports channel and watches extreme sports.

5. Close the shutters if you want to keep the glare out of the room.

6. Jim got the barber to shave his face.

7. The leader of the empire has a lot of power.

8. Jill likes to catch snowflakes as they fall.

9. The stampede of cows made the ground shake.

10. Those beams support the house.

NAME: _____

DATE: _____

3.4.18

PRACTICE SENTENCES FOR ORAL READING

1. My teacher corrected the mistakes on my test.

2. I like to eat mushrooms in my salad.

3. Please combine all of the second graders on the same team.

4. Mom will shampoo the carpet to clean it.

5. The farmer planted soybeans.

6. I did not realize he was retired.

7. We ate oysters when we were at the seashore.

8. Who will perform on stage next?

9. The convict escaped from prison.

10. The expert said some spiders inject poison when they bite.

TWO-SYLLABLE WORDS WITH VOWEL DIGRAPHS AND R-CONTROLLED VOWELS: ASSESSMENT

NAME: _____

DATE: _____

3.4.19 ASSESSMENT

Read the following words aloud to your teacher.

1. person
2. empire
3. mistake
4. shampoo
5. deepen
6. support
7. suppose
8. power
9. insane
10. invite
11. enclose
12. treason
13. soybean
14. popcorn
15. target
16. compute
17. oyster
18. scoundrel
19. shower
20. poison
21. woodchuck
22. footstool
23. carpet
24. thousand
25. amuse

Score: _____ */25*

Students who correctly read 20 out of 25 words have mastered this skill.

a_e: _____ /2 i_e: _____ /2 o_e: _____ /2 u_e: _____ /2 ee: _____ /1

ea: _____ /2 oo: _____ /2 oo: _____ /2 er: _____ /4 ar: _____ /2

or: _____ /2 oy: _____ /2 oi: _____ /1 ow: _____ /2 ou: _____ /2

Provide students with Activity Page 3.4.21 and ask them to write each word after you say it.

1. person
2. empire
3. mistake
4. shampoo
5. deepen
6. support
7. suppose
8. power
9. insane
10. invite
11. enclose
12. treason
13. soybean
14. popcorn
15. target
16. compute
17. oyster
18. scoundrel
19. shower
20. poison
21. woodchuck
22. footstool
23. carpet
24. thousand
25. amuse

Analyze students' spelling errors to identify any patterns. Note that spelling mastery often lags behind the ability to read the same words.

NAME: _____ **3.4.21** ACTIVITY PAGE

DATE: _____

Spell the words on the following blanks.

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

Section 3.5

Stories

BEDTIME TALES (FROM GRADE 2, UNIT 2)

The Frog Race

"Dad," Mike said when he woke up, "what happened with the jumping frog? I missed the end of the tale. I was sleeping."

"I did not tell it to the end," said his dad. "When you drifted off to sleep, I stopped."

"Oh, tell the ending!" said Mike.

Mike's dad picked up the tale where he had left off.

Big Jim handed his frog to Pete and ran off to the stream.

Pete held Big Jim's frog in his hand. Pete looked at the frog. Then Pete reached into his pocket and got a pile of limes. Yum—Big Jim's frog drooled. The frog ate the whole pile of limes from Pete's hand! Then Pete set the frog down.

While Pete was feeding the frog limes, Big Jim was down at the stream. He tossed off his boots and went frog hunting. At last he nabbed a nice green frog. He ran back and handed the frog to Pete.



"There's your frog!" said Jim. "Just set him down there next to my frog. Then we will let them compete to see which one of them is the fastest!"

Pete set his frog down.

"All set?" said Jim.

"All set," said the man.

Then Jim yelled, "Jump, frogs, jump!"

Pete gave the two frogs a tap to get them jumping. His frog hopped off nice and quick. But Jim's frog just sat there. Once he hitched up his legs like he was fixing to jump. But it was no use. With all those limes in him, he was planted there just as solid as a rock. His tummy was full!

Pete's frog hopped and hopped till it got to the finish line.

"Fine race!" said Pete. He took Jim's ten bucks and slipped the cash in his pocket. Then Pete tipped his hat and set off.

Well, Big Jim was stunned. "What happened to my frog?" he said. "I hope he's not sick."

He bent down and picked up the frog and rubbed his tummy.

Goodness!" said Jim. "He must have had a big lunch!"

"I think Pete tricked me! He fed my frog too much to eat!" Jim said. Big Jim let out a whoop. His face got red. Jim ran to catch Pete. But it was no use. Pete had run off. Pete had tricked Big Jim!

How the Hedgehog Tricked the Hare

"Where was it I left off ?" asked Mike's dad.

"The hedgehog was telling his wife the plan to trick the hare," said Mike.

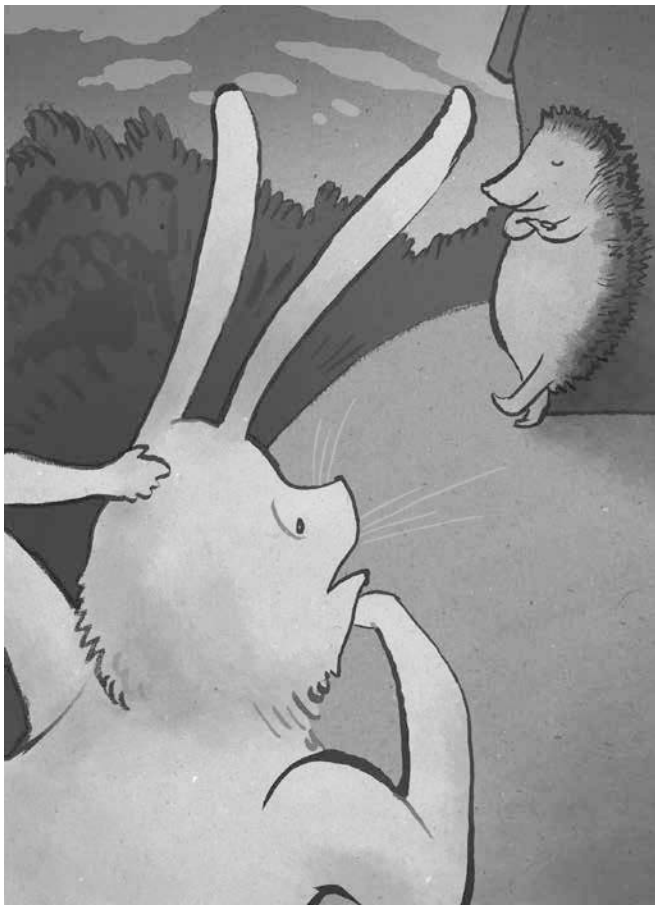
"Got it!" said his dad.

The hedgehog made a map of his plan. He pointed to the map and outlined his plan to trick the hare.

"The hare and I will race from down by the fence up to the house on the hill," the hedgehog said to his wife. "I need you to stand next to the house. Stand in a spot where the hare can't see you. And be on the lookout, my dear!"

The hedgehog's wife nodded and said, "Your map is clear. I will be there."

The hedgehog went on, "When the hare gets close, you must pop out and shout, 'There you are! What took





you so long?' But when you do this, make your voice deep and stern like my voice. The hare can't tell one hedgehog from the next. If you sound like me, he will think you are me. And he will think that he has lost the race!"

"What a clever plan!" said his wife. "It's perfect!" She puckered up and kissed him on one of his cheeks, where he had no spikes. The hedgehog handed his wife the map.

After his meal, the hedgehog went to the fence. His wife went up to the house on the hill.

The hedgehog and the hare lined up.

"All set?" said the hare.

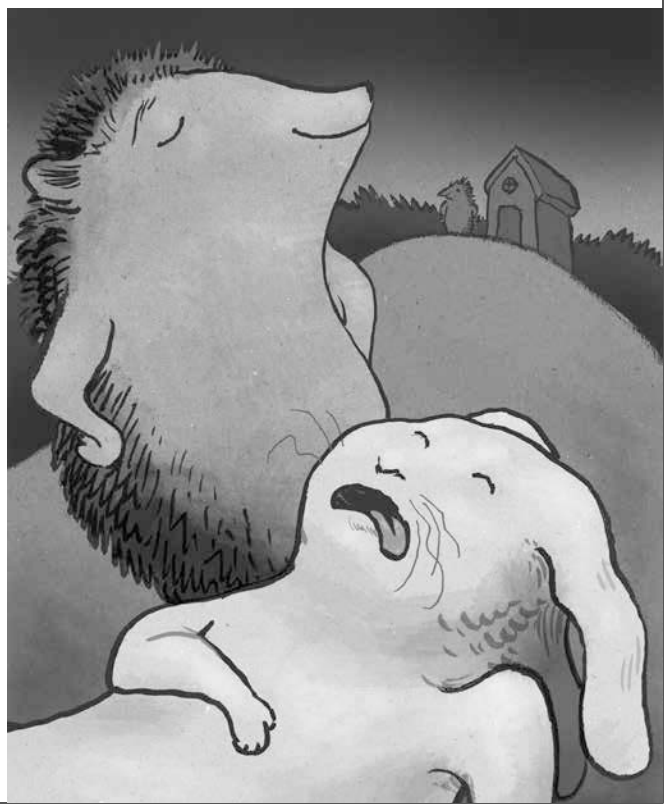
"All set," said the hedgehog.

"Run!" said the hare.

The hare bounded off. He was a fast and powerful runner. In a flash he ran down the hill, past the well, and up to the house.

When he got to the top of the hill, there was a hedgehog standing next to the house.

It was the hedgehog's wife, but she spoke in a deep, stern voice like a male hedgehog. "There you are!" she said. "What took you so long?"



The hare was stunned. "It can't be!" he said. "How did you get here so fast? I will race you back to the fence!"

And so the hare ran back past the well and up the hill until he got back to the fence.

And what did he see when he got there?

A hedgehog! This time it was the male hedgehog. The hedgehog said, "There you are! What took you so long?"

"No, no, no!" screamed the hare. The hare lost his temper. "It can't be. It can't be. I am faster. I will race you back to the house! You can't beat me!"

So the hare ran back up the hill, past the well, and up to the house.

And what did he see when he got there?

A hedgehog! This time it was the hedgehog's wife. In a deep, stern voice, she said, "There you are! What took you so long?"

The hare ran to the fence and back ten times. But it was the same all ten times. At last he was so tired out that he fell on the ground next to the male hedgehog. He could not stop huffing and puffing. He frowned and said, with a gasp, "I feel weak. You are faster and better than me!"

The hedgehog just smiled.

The Pancake, Part I

"Did you enjoy the tale of the hedgehog and the hare?" asked Mike's dad.

"Yes, I liked it," said Mike. "The hedgehog came up with a good trick."

"The tale I'd like to tell you next has a trick in it, too."

"Cool!" said Mike. "Is there a hedgehog in it?"

"Nope," said his dad. "But there is a pancake in it!"

"A pancake?"

"Yep."

"Neat! Tell it!"

"But the sun has not set yet! The street lamp is not on yet!"

"Please! I would like to hear it! Will you tell the pancake tale!"

Once upon a time there was a mom who had six kids. One morning the mom was grilling a pancake for the kids. The kids



looked at the pancake. They got out their forks and started licking their lips.

The pancake looked back at the kids. He was scared. He feared the kids would eat him.

When the mom was not looking, the pancake jumped out of the pan and ran off.

The pancake ran out of the house.

"Stop, pancake!" shouted the mom from the porch.

"Stop, pancake!" shouted the six kids.

All seven of them chased the pancake as he ran out of the yard.

But the pancake was too fast. He outran them all.

The pancake ran north on a foot path. He zoomed past a barn and two farmers who were plowing the ground.

"Why are you running, pancake?" the farmers asked.

The pancake shouted, "I've outrun a mom and six kids, and I can outrun you too! I'm too fast and too smart for you."

"You think so?" said the farmers. They started running. But the pancake was too fast. He outran the farmers.

Just then Mike's sister Ann came in. She was just three. She had on her gown for bed.

"Dad," she said, "will you tell it to me, too?" "Yes, I will," said her dad. "You can sit up here with Mike and hear the rest of the tale."

The Pancake, Part II

"Let's see," said Mike's dad. "Where did I stop?"

"The pancake was running," said Mike. "He had just outrun the two farmers."

"OK," said Mike's dad. "Let's start there."

The pancake ran on until, by and by, he ran past a pig.

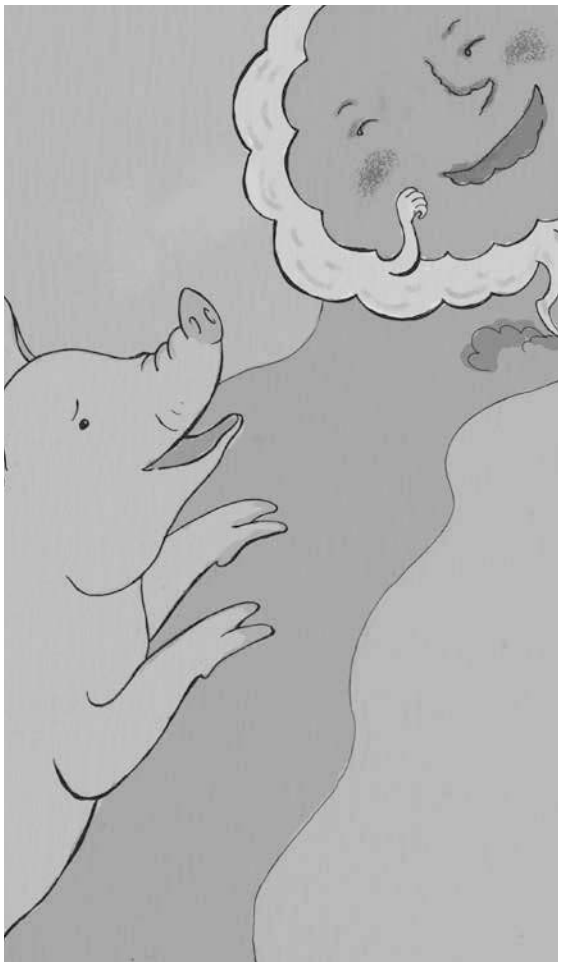
"Why are you running, pancake?" the pig asked.

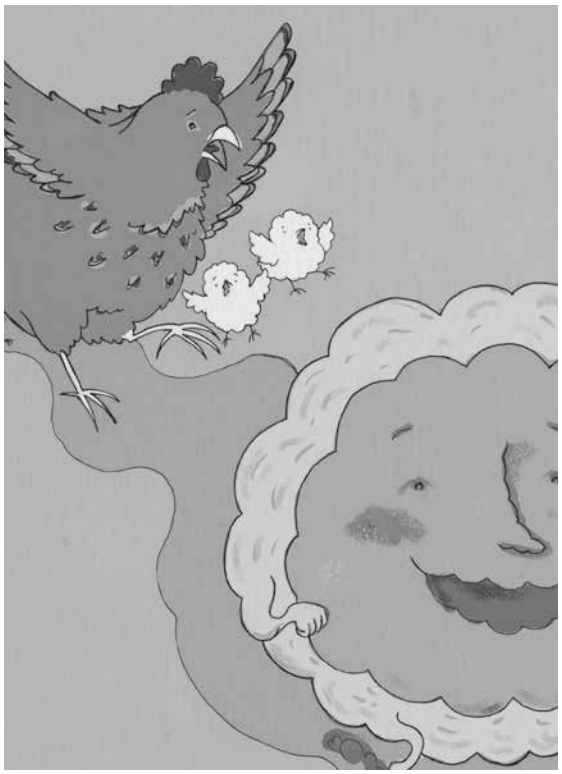
The pancake shouted, "I've outrun a mom, six kids, and two farmers, and I can outrun you too! I am too fast and too smart for you."

"You think so?" said the pig. Then it snorted and started running. The pig chased the pancake. But the pancake was too fast.

The pancake ran on until, by and by, he ran past a hen.

"Why are you running, pancake?" the hen asked.





The pancake shouted, "I've outrun a mom, six kids, two farmers, and a pig, and I can outrun you too! I am too fast and too smart for you."

"You think so?" said the hen. Then she set off, clucking as she ran. The hen chased the pancake. But the pancake was too fast.

The pancake went on until, by and by, he ran past a fox.

"Why are you running, pancake?" the fox asked.

The pancake said, "I've outrun a mom, six kids, two farmers, a pig, and a hen, and I can outrun you too! I am too fast and too smart for you!"

The fox did not get up. He just sat there and said, "What was that you said? I could not quite make it out."

The pancake stopped running and yelled, **"I've outrun a mom, six kids, two farmers, a pig, and a hen, and I can outrun you too! I am too fast and too smart for you!"**

The fox squinted and said, "What was that you said? I still could not quite hear you. Why do you stand so far off ? Stand nearer to me so I can hear you."

The pancake ran up near to the fox. Then he shouted at the top of his lungs: **"I'VE OUTRUN A MOM, SIX KIDS, TWO FARMERS, A PIG, AND A HEN, AND I CAN OUTRUN YOU TOO! I AM TOO FAST AND TOO SMART FOR YOU!"**

"You think so?" said the fox. "I think you made a mistake and got a bit too close." Then he scooped the pancake into his mouth and ate it for dinner.

And that was the end of the pancake. And that is the end of the tale.

The Panther

Mike and Ann ran in.

"Dad," said Mike, "Please tell us a bedtime tale!"

"Yes," said Ann, clapping her hands. "Tell us a pancake tale." "I would if I could," said their dad. "But I can't."

"Why not?" asked Mike.

"As far as I can tell, there is just one pancake tale." "Oh no!" said Mike. "Now I'm in a sad mood."

"Let's sit down on Mike's bed," said their dad. "I'll see if I can think of a good bedtime tale that you will enjoy. Would you kids like a tale that has a panther in it?"

"What's a panfer?" Ann asked. Since she was just three, sometimes when she said /th/ it came out sounding like /f/.

"It's panther," said Mike with a smile. "Panfer!" said Ann.

"Ug!" said Mike.

"Mike," said their dad. "Don't be mean.





Be nice to your sister. She's just three. When you were her age, you made mistakes too."

"I did?"

Their dad nodded. Then he spoke to Ann. "A panther is a huge black cat that has sharp teeth."

"Tell it!" said Ann. "Tell the panfer tale!"

"OK," said their dad. "The name of this tale is *The Panther*."

Once there was a panther who could no longer hunt. His legs were just too tired. His joints were just too stiff. So he went in his cave and sat down near the mouth of the cave.

The panther still had to get food to eat. But how could he get food without hunting? At last he came up with a plan.

Soon, an owl came up to the mouth of the cave. "How are you feeling, Panther?" the owl asked.

"Not so well," said the panther. "I am sick and can't leave my cave. Will you visit me in my cave? When someone is sick, it is so nice to have a pal visit." The owl went in for a visit. He stepped inside. But he did not step out.

Next a hare came hopping by.

"How are you feeling, Panther?" the hare asked. "Not so well," said the panther. "I am sick. Will you visit me in my cave? When someone is sick, it is so nice to have a pal visit." The hare went inside the cave for a visit. He hopped inside. But he did not hop out.

Next a fox ran up.

"How are you feeling, Panther?" the fox asked. "Not so well," said the panther. "I am sick. Will you visit me in my cave? When someone is sick, it is so nice to have a pal visit."

"Thanks," said the fox, "but no thanks!" "Why not?" asked the panther.

"You can't fool me," said the fox. "I see lots of footprints going into your cave, but there are no footprints going out of it."

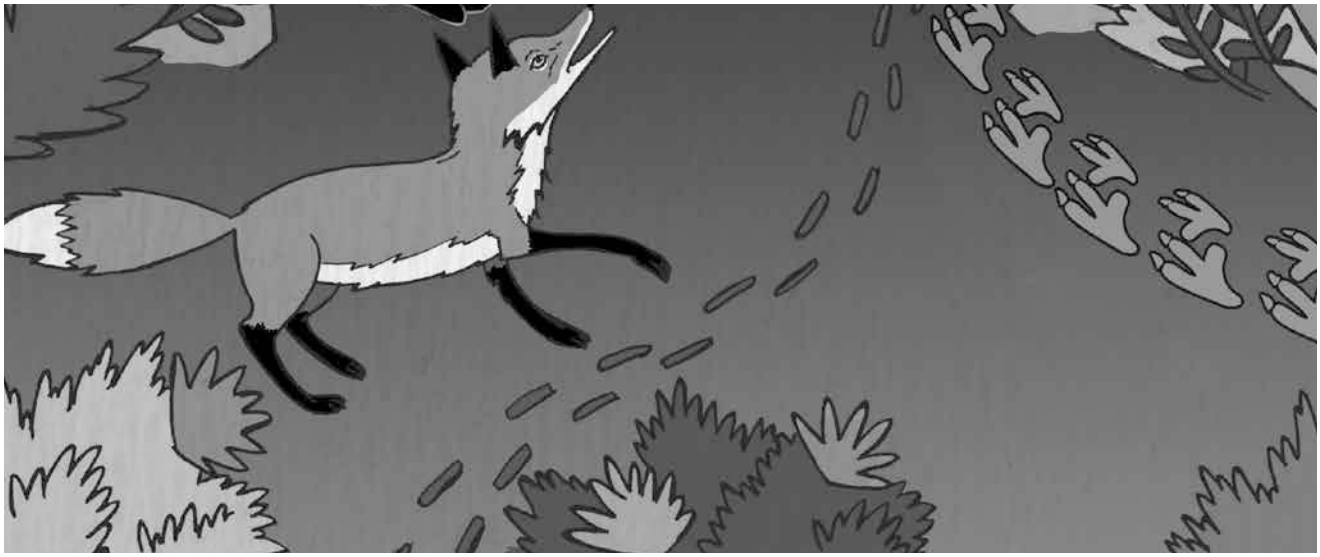
Moral: Be careful who you trust.

"What a clever fox," said Mike.

"I don't understand," shouted Ann. "What happened?"

"It seems that Mike is as smart as the fox," said the dad. "Perhaps he can tell you the reason the fox said 'No thanks!' to the panther."

"The fox is smart," Mike said. "He tricked the pancake and could tell that the panther was tricking him. You can't trick a trickster like the fox!"



Cat and Mouse Keep House

"Dad," said Mike, "can you tell us a bedtime tale that has a trick in it?" "A trickster tale?" asked the dad.

"Yes!" shouted the kids with one voice.

"OK," said the dad. "The name of this tale is Cat and Mouse Keep House." Once, a cat and a mouse set up house.

"We must get some food for the winter," said the mouse. "Yes," said the cat. "We must indeed."

So the two of them went out and got a jar of jam.

"Where can we hide this jar of jam to keep it safe?" asked the cat.

"Let's hide it in the house next door," said the cat. "No one is in that house."

"Yes," said the mouse. "The old house next door is just the place!"

So the cat and the mouse hid the jar of jam in a dark corner of the house next door. They said that they would let





it sit there until winter came.

A week passed. The cat felt a pang of hunger. He started thinking of the jar of jam. What if he went and had just a bit of jam for a snack? There would still be a lot left.

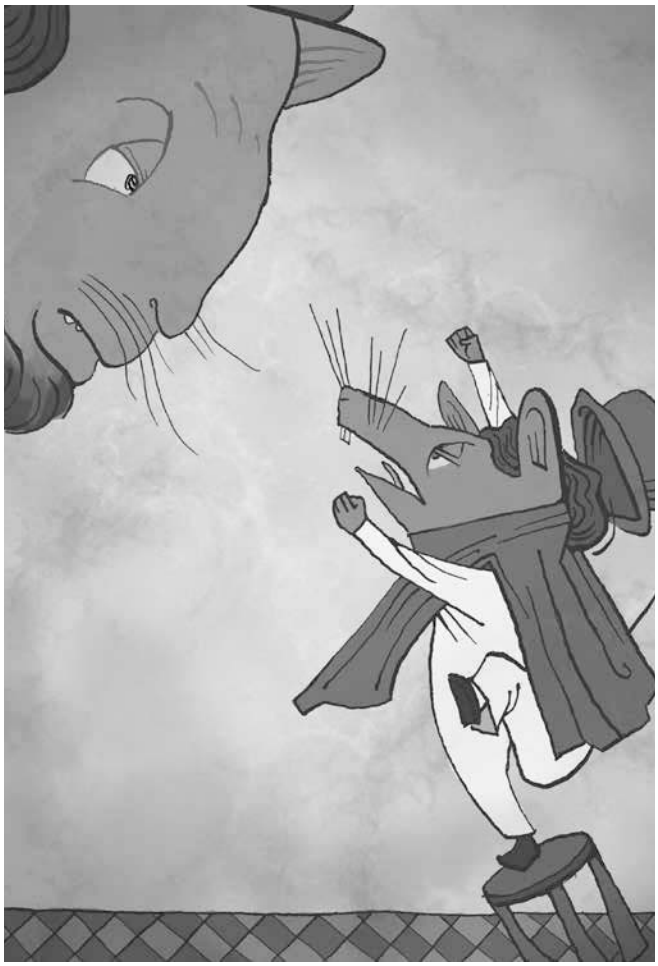
The cat made a plan to trick the mouse. "Mouse," said the cat, "I must run off for a bit. Will you keep the house while I am out?"

The cat ran to the house next door and got out the jar. He started licking the jam. He licked and licked. When he stopped there was just a bit of jam left. Then he ran back home.

A week passed. This time it was the mouse who felt a pang of hunger.

"The cat is napping," he said to himself. "I think I will visit the house and get myself a snack. I will just have a bit of the jam. What's the harm in that? There will still be a lot left."

The mouse ran to the house next door. When he got there, what did he see? A jar with no jam! The cat had tricked him. The mouse was mad.





He ran back and woke up the cat.

"You tricked me!" said the mouse. "Did I?" said the cat.

"You ate the jam we said we would save for winter! You had it for a snack!" the mouse yelled.

"Yes!" said the cat. "I could have you for a snack!" But the mouse was too mad to stop.

"You tricked me!" he shouted. "Now we have no jam! Now we. . . ."

But he did not have time to finish his sentence. The cat pounced on the mouse and made an end of him.

Moral: Be careful who you trust.

"What do you think is the point of the tale?" asked the dad. "Is there a point?"

Mike said, "I think that the point is that mice should not keep house with cats."

"I like that!" said the dad. "My dad used to tell me that tale when I was a kid. He said the point of it was: Be careful who you trust."

Then the dad got up and tugged on the drapes.

"Look there!" he said. "It's dark outside. The street lamp is on. The tale is finished. It's time for bed."

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an "X" above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an "SC."
Teacher-supplied words	Write a "T" above the word (counts as an error).

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark where the student was in the text at that point. Allow the student to finish reading the selection aloud.
- Assess the student's comprehension of the selection by asking him or her to respond orally to the following questions:

1. *Literal* What is the cat's trick to stay safe?
   » climbing up a tree and hiding in the leaves
2. *Inferential* Why did the fox tell the cat it was too bad the cat only had one trick?
   » The fox thought because he had so many tricks, he was better off than the cat, who only had one trick.
3. *Inferential* What happened as the fox was deciding which trick to use?
   » The hunter and his dogs found the fox and caught him.

- Repeat this process for additional students. Scoring can be done later, provided you have kept running records and marked the last word students read after one minute elapsed.

Section 4

Vowel Spelling Alternatives and Tricky Spellings

Section 4.1

Vowel Spelling Alternatives and Tricky Spellings

VOWEL SPELLING ALTERNATIVES AND TRICKY SPELLINGS: LESSON TEMPLATES

Sample Lesson Template
Spelling Alternatives

Focus: Spelling Alternatives	Instructions	Materials
Warm-Up	Working in a small group, show students Spelling Cards previously taught. Say the sound and have students repeat or have students say the sound as you show students the Spelling Card.	previously taught Spelling Cards
Teaching	Ask students for the spelling they already know for the particular sound. Write the spelling and write several words with that spelling. Introduce the spelling alternative, using the Spelling Card and the Individual Code Chart. Write words with the spelling alternative. Review with students the spelling alternative of the targeted sound and words that are written with that spelling. Have students repeat these words and refer to the Individual Code Chart.	board/chart paper Spelling Card(s) Individual Code Chart
Guided Practice	On a pocket chart, chart paper, or the board/chart paper, create a chart with a column for each spelling alternative. Give students cards with words using different spellings of the targeted sound. Have students read their words and sort them under the correct column according to their spelling.	pocket chart or board/ chart paper word cards with different spellings of targeted sound
Independent Practice	Have students read isolated words, phrases, or sentences with the targeted sound. More proficient students can read connected decodable text with target sound.	materials in this section of the Supplement

Sample Lesson Template
Multisyllable Words with Tricky Spellings (Open vs. Closed Syllables)

Focus: Two-Syllable Words	Instructions	Materials
Warm-Up	Remind students that in multisyllable words, they need to look at the words and try to break them apart into syllables and sound them out in chunks.	
Teaching	Write a word with the tricky spelling on the board/chart paper, but do not read the word aloud or ask students to say the word (e.g., *robot*). Write the word on the board/chart paper divided into two syllables (i.e., *rob ot* and *ro bot*). Tell students, "I am going to say a sentence using this word. I want you to listen carefully and decide how to say this word." Say a sentence (e.g., "The _____ can open doors and windows."). **Note**: Do not write the sentence on the board/chart paper—this is to be done orally as the emphasis is on decoding the target word, NOT decoding the words in the sentence. Point to the syllables of the first word and model how to sound out each syllable as it is divided. (/rob ot/) Then point to the syllables in the second word and model how to sound out each syllable as it is divided. (/roe bot/) Ask students which pronunciation makes sense. Circle the correct word. (*ro bot*)	board/chart paper
Guided Practice	Repeat the above procedure: write a word with the targeted spelling on the board/chart paper. Then write two different ways it can be broken into syllables. Use the word in an oral sentence, pronouncing it two different ways based upon how the word is divided.	board/chart paper
Independent Practice	Have students read isolated words, phrases, or sentences with the targeted sound. More proficient students can read connected decodable text with targeted sound.	materials in this section of the Supplement

Section 4.2

Spelling Alternatives ‘ai’ and ‘ay’ > /ae/;
Mixed Review with ‘a_e”

SPELLING ALTERNATIVES ‘AI’ AND ‘AY’ > /AE/; MIXED REVIEW WITH ‘A_E’: WORD LISTS

NAME: _____

DATE: _____

Spelling Alternative: 'ai' > /ae/ (*wait*)

chain	snail	fail	praise	nail
aim	raise	faint	braid	paid
brain	saint	gain	grain	pain
detail	waist	jail	wait	paint
drain	sail	maid	rail	plain

plain train

NAME: _____

DATE: _____

4.2.2 WORD LIST

Mixed Practice /ae/

chain	cave	rake	rain	shade
bake	state	brain	tape	lane
paid	nail	flake	rail	made
brake	detail	plane	tail	faint
shame	name	sail	grave	wake
same	pain	paint	raise	whale
grain	braid	fake	praise	pane
waist	waste	saint	snail	race
wait	plain	maid	drain	jail
sale	aim	amaze	take	gain
late	rain	snake	pale	train

NAME: _____

DATE: _____

Spelling Alternative: 'ay' > /ae/ (*day*)

day	way	pay
clay	essay	play
decay	gray	pray
delay	hay	ray
jay	lay	say
okay	may	spray
stay	stray	x-ray
tray	hurray	bay

NAME: _____

DATE: _____

4.2.4 WORD LIST

Mixed Practice /ae/

essay	chain	day	cave	rake
paid	rail	bake	pray	state
brain	okay	tape	lane	say
paid	nail	lay	flake	hurray
decay	made	spray	brake	play
detail	plane	tail	stray	faint
shame	tray	name	gray	sail
grave	wake	same	pay	pain
paint	snake	may	whale	grain
braid	fake	praise	pane	stay
x-ray	waist	way	waste	saint
ray	snail	race	wait	plain
delay	maid	drain	clay	jail
sale	aim	hay	amaze	take
gain	late	jay	pain	pave
raise	pale	gray	pail	slate

SPELLING ALTERNATIVES ‘AI’ AND ‘AY’ > /AE/; MIXED REVIEW WITH ‘A_E’: ACTIVITY PAGES

NAME: _____

DATE: _____

4.2.5

ACTIVITY PAGE

Fill in the blanks.

aim	gain	drain	tail
braid	nail	plain	raise

1. Will you help me _____ up the soccer goal?

2. The boy is going to _____ the lead in the race!

3. _____ with care for the basketball goal.

4. Will you help me _____ my hair?

5. Can you pound the _____ into the board?

6. I like my hot dog _____ with no bun.

7. Don't step on the cat's _____!

8. Let the water from the tub go down the _____.

NAME: _____

DATE: _____

4.2.6

ACTIVITY PAGE

Fill in the blanks.

day	may	stay	hay
stray	pay	play	say

1. Will you _____ me to help you paint your home?

2. I just stopped by to _____ "Hi!"

3. The sun is shining and it is a nice _____ outside.

4. Can you _____ here and play with me?

5. _____ I have a bite of your cake?

6. Let's jump into the big stack of _____.

7. I like to _____ with my jump rope.

8. A cat that does not have a home may be a _____.

NAME: _____

DATE: _____

4.2.7

ACTIVITY PAGE

Sort the words by their spellings. Write the words with the /ae/ sound spelled 'ai' under rain, *the words with the /ae/ sound spelled 'ay' under* day, *and the words with the /ae/ sound spelled 'a_e' under* cake.

stain	paid	playing	raining	plate	trait
train	strayed	brains	say	rake	daytime
clay	bait	tray	make	paints	mistake

/ae/ spelled 'ai' as in ***rain***	/ae/ spelled 'ay' as in ***day***	/ae/ spelled 'a_e' as in ***cake***
stain		

NAME: _____

DATE: _____

4.2.8

ACTIVITY PAGE

Read the pair of words. Write yes *if the underlined letters stand for the same sound, and* no *if they do not.*

Word 1	**Word 2**	**Are the sounds the same? Yes or No**
r<u>a</u><u>k</u><u>e</u>	r<u>ai</u><u>n</u>	Yes
1. m<u>ai</u><u>n</u>	w<u>ay</u><u>s</u>ide	
2. <u>wr</u><u>i</u><u>s</u>t	<u>w</u><u>e</u><u>t</u>	
3. s<u>ay</u>	s<u>ai</u><u>d</u>	
4. <u>kn</u><u>o</u><u>ck</u>	<u>n</u><u>o</u><u>t</u>	
5. br<u>a</u><u>k</u><u>e</u>	st<u>ai</u><u>n</u>	
6. t<u>ai</u><u>l</u>	t<u>a</u><u>l</u><u>e</u>	
7. cl<u>ay</u>	cl<u>a</u><u>m</u>	
8. s<u>ai</u><u>l</u>or	tr<u>ay</u>	
9. b<u>ea</u><u>n</u>	b<u>e</u><u>n</u><u>d</u>	

NAME: _____

DATE: _____

4.2.9

ACTIVITY PAGE

Read each word and circle the spelling for the vowel sound. Then write yes *if the words have the same vowel sound, and* no *if they do not.*

Word 1	**Word 2**	**Are the vowel sounds the same? Yes or No**
train	track	No
1. cap	cape	
2. wag	wade	
3. rate	rain	
4. stake	wait	
5. sand	sad	
6. hate	hat	
7. paid	paper	
8. faint	play	

Word 1	**Word 2**	**Are the vowel sounds the same? Yes or No**
9. pat	pay	
10. shave	faint	
11. pain	pan	
12. chain	chat	
13. stay	stain	
14. hay	hat	
15. plate	pain	
16. flag	flat	
17. fat	fate	
18. aim	am	

SPELLING ALTERNATIVES 'AI' AND 'AY' > /AE/; MIXED REVIEW WITH 'A_E': PRACTICE SENTENCES AND STORIES FOR ORAL READING

NAME: _____

DATE: _____

Spelling Alternatives for /ae/

1. Raindrops fell all day on the pavement.

2. The painter placed his pail of paint next to the mailbox.

3. The airplane came down the runway.

4. The waiter gave us a tray of hot dogs with some plates.

5. I daydreamed that there was a mermaid in the sea.

6. We played with crayons.

7. When I stepped on the nail, I felt a lot of pain.

8. The dog escaped from the basement.

9. The baker made a cake for my birthday.

10. We went for a sail on the lake.

NAME: _____

DATE: _____

4.2.11

PRACTICE SENTENCES FOR ORAL READING

Spelling Alternatives for /ae/

1. Do not be afraid to raise your hand.

2. The mailman explained that the mail was late.

3. There is a stain on the cape and the cap.

4. The waitress made a mistake and gave us grapes, so we did not pay.

5. Can you stay at the gate next to the lake to wait for me?

6. Dad ate the snails, but I hate them!

7. The tail of the snake started to shake.

8. What will we use for bait when we fish in the bay?

9. The man had a chain on his waist.

10. I tasted the raisins in the snack.

NAME: _____

DATE: _____

Wait, Snail, Wait!

Wait, Snail, wait!

Don't go so fast!

You could get a ticket and have to go to jail.

Wait, Snail, wait!

Don't go over the rail with your tail.

You could get a pain in your tail.

You could get a chain stuck to your tail.

Wait, Snail, wait!

NAME: _____

DATE: _____

4.2.13

PRACTICE STORIES FOR ORAL READING

Hurray! It's a Play Day!

Hurray! It's a Play Day!

What will you play?

Will you play with some clay?

Will you play in the haystack?

Is it okay to play in the spray of the sea?

What will you play?

Section 4.3

Tricky Spelling ‘a’ > /a/ or /ae/

TRICKY SPELLING ‘A’ > /A/ OR /AE/: WORD LISTS

NAME: _____

DATE: _____

4.3.1 WORD LIST

Tricky Spelling ‘a’

satin	haven	wager	wagon
acorn	acid	fragrant	fragment
agent	absent	vanish	vacant
radish	raven	basin	basket

NAME: _____

DATE: _____

4.3.2 WORD LIST

Tricky Spelling ‘a’

cabin	salad	paper	apron
halo	magic	flavor	April
planet	bacon	vacant	wafer
habit	major	crater	radar

TRICKY SPELLING 'A' > /A/ OR /AE/: ACTIVITY PAGES

NAME: _____

DATE: _____

4.3.4 ACTIVITY PAGE

Sort the words by their spellings. Write the words with the /a/ sound spelled 'a' under cat*, the words with the /ae/ sound spelled 'a' under* paper*, the words with the /ae/ sound spelled 'a_e' under* cake*, the words with the /ae/ sound spelled 'ai' under* paid*, and the words with the /ae/ sound spelled 'ay' under* tray.

shame	agent	race	acorn	cap
day	play	strain	radar	late
crane	faint	pain	snake	pray
napkin	basic	frame	tablet	David

'a'	'a'	'a_e'	'ai'	'ay'
cat	paper	cake	paid	tray

NAME: _____

DATE: _____

4.3.5

ACTIVITY PAGE

Fill in the blanks.

salad	habit	acorns	April	bacon
radish	baker	camel	later	label

1. There were many _____ on the ground next to the tree.

2. I will do that job at a _____ time.

3. I asked the waitress to put a _____ in my _____ for lunch.

4. Have you ever ridden a _____?

5. _____ showers bring May flowers.

6. Biting your nails is a bad _____.

7. The _____ made a cake for us.

8. I like to eat _____ and eggs in the morning.

9. Please write your name in the space on the _____.

NAME: _____

DATE: _____

4.3.6

ACTIVITY PAGE

This chart lists words with the /ae/ sound spelled four different ways. Use the chart to complete the activity page.

	'a_e'	**'a'**	**'ai'**	**'ay'**
a	ape	acorn	aim	
b	brake	bacon	bait	bay
c	cake		chain	clay
d	date			day
f	fake		faint	fray
g	gaze	gazing	Gail	gray
h	haze			hay
j	James		jail	Jay
l	late	laser		lay
m	made	making	maid	May
n		naming	nail	
p	plane	paper	plain	pray
r	race	ratings	raisin	ray
s	stake		sail	Sunday
t	take	taking	train	tray
w	wade	waking	wait	way

1. Which word on the chart is one of the days of the week?

   _____

2. Which word on the chart is a place where we lock up robbers and crooks?

   _____

3. Which word on the chart names something you write on?

   _____

4. Which three words on the chart are foods?

   _____ _____ _____

5. Can you track down three words that have the suffix *–ing*?

   _____ _____ _____

6. Can you track down two words that sound the same but are not spelled the same way and have a different meaning?

   _____ _____

7. Which word is the name of a nut that falls from a tree?

   _____

8. Which word on the chart is the thing you step on to stop a car?

   _____

9. Can you track down two words that are names?

_____ _____

10. Which word on the chart is something that you can ride in down the railroad tracks?

_____

11. Where is the 'ay' spelling used in words?

_____

12. Is the 'ai' spelling used at the end of words?

_____

13. Write a sentence using a word from the chart.

_____

_____

_____

14. Write a sentence using at least two words from the chart.

_____

_____

_____

NAME: _____

DATE: _____

4.3.7

ACTIVITY PAGE

Read each question and then write yes *or* no *to answer each question. On the last two lines, create your own questions.*

1. Can a dog shake its tail? _____
2. Can a raisin sing? _____
3. Do airplanes eat hay? _____
4. Can Jay bake a cake? _____
5. Can you sail a tree? _____
6. Are acorns from trees? _____
7. Do cakes sleep in parks? _____
8. Can you race a horse? _____
9. Do you have fingernails? _____
10. Can you make a sad face? _____
11. Can a rake shake a leg? _____
12. Do books have pages? _____
13. Can a crayon smile? _____
14. Is Sunday a day in the weekend? _____
15. Can you read a tale? _____
16. Can you use a rake to sweep leaves into a pile? _____
17. _____
18. _____

NAME: _____

DATE: _____

4.3.8 ACTIVITY PAGE

If a square has a word with the letter 'a' sounded /a/, make it red. If a square has a word with the letter 'a' sounded /ae/, make it green.

hayride	after	happen	cape	mermaid
yesterday	later	stamp	basic	subway
payment	acorn	fragrant	major	fragment
places	pad	snail	mattress	math
caper	rainstorm	packing	making	painted

NAME: _____

DATE: _____

4.3.9

ACTIVITY PAGE

Cut out the cards. Sort them into rows based on the sound of /ae/ or /a/.

mermaid	at	may	cap
paper	fat	Danish	pain
cake	rainstorm	taper	naptime
ray	wager	crab	rapping
train	caper	painter	stay
acorn	ape	lapping	mail
pray	batboy	daytime	basic
faking	subway	baking	batting
snail	grade	wait	hayride
waving	hag	play	mapping
snapped	yesterday	grab	payment

TRICKY SPELLING 'A' > /A/ OR /AE/: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

Tricky Spelling 'a'

1. The angel has a halo.
2. My dad is a major in the army.
3. I like to eat radishes in my salad.
4. My mom has a gray and black apron.
5. How many craters are on the moon?
6. My dress is velvet with a satin ribbon.
7. Radar can show how fast a car is going.
8. I dipped my wafer in my tea.
9. The tag on my shirt says it is made of cotton.
10. I washed my hands in the basin.

NAME: _____

DATE: _____

4.3.11

PRACTICE SENTENCES FOR ORAL READING

Tricky Spelling 'a'

1. The acid in the rain dulled the paint on the car.

2. The agent said we were late and missed the airplane.

3. The teacher said to correct the mistake on my paper.

4. I would wager all of my cash on that bet.

5. The perfume smelled fragrant.

6. I like the flavor of bacon and eggs.

7. The parking lot is vacant. There are no cars there today.

8. The teacher said not to make a habit of being late.

9. There were lots of acorns next to the tree.

10. Who is absent today?

Section 4.4

Spelling Alternatives ‘oa’ and ‘oe’ > /oe/;
Mixed Review with ‘o_e’

SPELLING ALTERNATIVES ‘OA’ AND ‘OE’ > /OE/; MIXED REVIEW WITH ‘O_E’: WORD LISTS

NAME: _____

DATE: _____

Spelling Alternative: 'oa' > /oe/ (*boat*)

coach	coal	coast
coat	float	foam
goal	road	roast
throat	toaster	roach
goat	load	loaf
loan	oak	oats
roam	soak	toad
croak	groan	moan
soap	toast	poach

oak boat

NAME: _____

DATE: _____

4.4.2 WORD LIST

Spelling Alternative: ‘oe’ > /oe/ (*toe*)

goes	heroes	hoe
Joe	toe	tomatoes
doe	foe	woe

doe toes

NAME: _____

DATE: _____

Mixed Practice /oe/

goat	goes	toaster
heroes	throat	hoe
Joe	coach	toe
toad	tomatoes	oak
float	doe	load
foe	woe	oats

NAME: _____

DATE: _____

4.4.4 WORD LIST

Mixed Practice /ae/ and /oe/

waist	coach	ray	snail	coast
race	coat	pay	cake	float
foam	flake	make	may	okay
x-ray	road	snake	lake	say
braid	toaster	roach	praise	pane
gain	pain	load	nail	essay
loan	cave	oak	hay	oats
roam	sale	spray	toad	faint
croak	groan	moan	roast	fray

SPELLING ALTERNATIVES ‘OA’ AND ‘OE’ > /OE/; MIXED REVIEW WITH ‘O_E’: ACTIVITY PAGES

NAME: _____

DATE: _____

Fill in the blanks.

Joe	hoe	goes	tomatoes
toe	foe	woe	doe

1. The bus _____ down that street for a stop.

2. Use the _____ to chop the weeds.

3. Someone who does not like you may be a _____.

4. A female deer is called a _____.

5. _____ is a name of a boy or man.

6. You stepped on my _____!

7. _____ are good to eat.

8. "_____ is me," said the sad girl.

NAME: _____

DATE: _____

4.4.6

ACTIVITY PAGE

Fill in the blanks.

goal	throat	goat	soap
coal	soak	roast	toad

1. I need some _____ to wash my hands.
2. _____ is black and is used as a fuel.
3. My _____ hurts when I talk.
4. My pet _____ does not eat tin cans.
5. Mom likes to _____ in the bath tub.
6. It is so hot, I feel like I am about to _____.
7. The big _____ is green and croaks.
8. Can you make a _____ for the team?

NAME: _____

DATE: _____

4.4.7 ACTIVITY PAGE

Sort the words by their spellings. Write the words with the /oe/ sound spelled 'oa' under load*, the words with the /oe/ sound spelled 'oe' under* doe*, and the words with the /oe/ sound spelled 'o_e' under* home.

~~toes~~	choke	boat	goes	coat
hoe	tote	coast	foe	toenail
tiptoe	Joe	road	vote	coach
poke	doze	loading	float	hope

/oe/ spelled 'oa' as in *load*	/oe/ spelled 'oe' as in *doe*	/oe/ spelled 'o_e' as in *home*
	toes	

SPELLING ALTERNATIVES ‘OA’ AND ‘OE’ > /OE/; MIXED REVIEW WITH ‘O_E’: PRACTICE SENTENCES AND STORIES FOR ORAL READING

NAME: _____

DATE: _____

Spelling Alternatives for /oe/

1. Joe wrote a note about a steamboat.
2. I groaned when I stubbed my toe.
3. The coach hoped the baseball players would win the game.
4. He played the trombone.
5. Do you suppose that I will need my raincoat today?
6. We went for a ride on the roller coaster.
7. We drove to the cove by the bay.
8. The men did not approach the king on the throne.
9. I like to eat meat loaf and oatmeal.
10. I chose to wash with the soap on the rope that was in the tub.

NAME: _____

DATE: _____

Spelling Alternatives for /oe/

1. The farmer loaded a hoe and a rake in his truck.
2. While I floated in the boat, I could hear the toads croaking.
3. The tadpoles were also croaking.
4. My mom forgot the toast in the toaster until she smelled smoke.
5. I had to tiptoe as my dad was dozing.
6. A foe is not a pal.
7. My throat is sore.
8. Hang your coat on the oak coat rack in the hall.
9. He made the winning goal in the game.
10. We drove down the coast.

NAME: _____

DATE: _____

Do You Want Toast, Goat?

Oh Goat, can you float over here on your oak boat?

Goat, do you want toast?

Or Goat, would you rather have oats?

Oh Goat, what will you do?

Will you eat oats or toast or will you groan?

Oh Goat, don't roam away from home.

Oh no, Goat—don't eat my coat!

NAME: _____

DATE: _____

Joe's Tomato Plants

Joe planted six tomato plants in his garden.

He tilled the soil and pulled the weeds.

Joe used his hoe to kill the horn worms.

Horn worms are a foe of tomato plants.

Joe was glad and went to bed.

In the dark, the doe smelled the tomato plants.

The doe ate all of the tomato plants.

Joe was sad the next day.

Section 4.5

Tricky Spelling ‘o’ > /o/ or /oe/

TRICKY SPELLING ‘O’ > /O/ OR /OE/: WORD LISTS

NAME: _____

DATE: _____

Tricky Spelling ‘o’

pocket	robot	solo	hotel
moment	comic	locust	solid
solar	token	bonus	omit
bonnet	motto	frozen	hippo

NAME: _____

DATE: _____

4.5.2 WORD LIST

Tricky Spelling ‘o’

open	donate	polite	polish
politics	romantic	program	object
rotate	protect	jumbo	robin
locate	cola	Robert	solar

TRICKY SPELLING 'O' > /O/ OR /OE/: ACTIVITY PAGES

NAME: _____

DATE: _____

4.5.3

ACTIVITY PAGE

*The words shown below contain the /oe/ sound (*road, toes, stroke*) and the /o/ sound (*hot, top, box*). Read the words and tally how many times each spelling occurs in the box below.*

toast	stroke	shopper	goes	coat
road	robber	loan	stone	home
foal	soap	toes	toad	oats
boat	shot	cot	coal	chomp
Rome	Joe	foe	goal	pose

‘o_e’ (*hope*)	
‘oe’ (*hoe*)	
‘oa’ (*boat*)	
‘o’ (*hop*)	

NAME: _____

DATE: _____

4.5.4

ACTIVITY PAGE

Sort the words by their spellings. Write the words with the /oe/ sound spelled 'o' under go, *the words with the /oe/ sound spelled 'oa' under* foal, *the words with the /oe/ sound spelled 'oe' under* toe, *and the words with the /oe/ sound spelled 'o_e' under* bone.

~~bone~~	~~go~~	~~foal~~	~~toe~~
rope	soap	doe	note
home	hole	choke	Joe
over	focus	donate	coat
coal	opened	moment	load
provide	robot	floating	mole

'o'	'oa'	'oe'	'o_e'
go	foal	toe	bone

NAME: _____

DATE: _____

4.5.5

ACTIVITY PAGE

Combine two of the three syllables to create a word that completes the sentence. Write the word in the blank.

1. king po smo

   A. One thing that is bad for your lungs is _____.

   B. Beth was sleeping until Sam started _____ her.

---

2. ver o kay

   A. The airplane zoomed _____ our house.

   B. I was sick yesterday, but this morning I feel _____.

---

3. ro dents bot

   A. The _____ made beeping noises.

   B. Rats, and mice, and voles are all _____ .

---

4. tect gram pro

   A. Please let me pick the TV _____ .

   B. The firemen will _____ us from the fire.

---

5. sol id rap

   A. The ice was frozen _____.

   B. A plane is faster and more _____ than a bike.

Circle the correct pronunciation.

6. My teacher is Po lish.
   Pol ish.

---

7. My mom asked me to po lish pol ish the desk.

---

8. Dan likes to collect mo del mod el cars.

---

9. Mr. Chang is the gro cer groc er at the corner store.

---

10. The chairs were made of so lid sol id oak wood.

NAME: _____

DATE: _____

4.5.6

ACTIVITY PAGE

This chart lists words with the /oe/ sound spelled four different ways. Use the chart to complete the activity page.

	'o_e'	**'o'**	**'oa'**	**'oe'**
b	bone	bonus	boast	
c	close	cola	coach	
d	dope	donate		doe
f		frozen	foam	
g		going	groan	goes
h	home	halo		hoe
j	joke	jumbo		Joe
l	lone	locate	loaf loan	
m	mope	moment	moan	mangoes
n	note			
o		open	oatmeal	
p		program		
r	rode	robot	road	
s	slope	solo	soap	
t	tone		toad toast	toes
w	wrote			

1. Which word is a female deer?

   _____

2. Which word on the chart is stuff you use to get clean when you take a shower?

   _____

3. Write three foods listed on the chart.

   _____ _____ _____

4. Which words sound the same, but are not spelled the same?

   _____ _____

5. Which word on the chart names things that are on your feet?

   _____

6. Which word on the chart names something that is a lot like a frog?

   _____

7. Which word on the chart is a man's name?

   _____

8. Which word on the chart names a tool farmers use to dig up the ground?

   _____

9. Count the words on the chart that have the sound /oe/ spelled 'o_e' and write the number here.

   _____

10. Count the words on the chart that have the sound /oe/ spelled 'o' and write the number here.

    _____

11. Count the words on the chart that have the sound /oe/ spelled 'oa' and write the number here.

    _____

12. Count the words on the chart that have the sound /oe/ spelled 'oe' and write the number here.

    _____

NAME: _____

DATE: _____

4.5.7

ACTIVITY PAGE

Fill in the blanks.

invite	explain	cockroach	entire
yesterday	umpire	explode	

1. The _____ said the batter was out!

2. I asked the teacher to _____ the math problem.

3. If today is Sunday, what day was it _____?

4. Let's _____ Ted and Carl to dinner.

5. A _____ is an insect.

6. Mister Smith drank so much cola, he said he felt as if he would _____.

7. Sam ate the _____ cake.

NAME: _____

DATE: _____

4.5.8 ACTIVITY PAGE

Write each word under its matching picture.

toad	tornado	hoe
airplane	bathrobe	mailman







_____ _____ _____







_____ _____ _____

NAME: _____

DATE: _____

4.5.9

ACTIVITY PAGE

If a square has a word with letter 'o' sounded /o/, make it red. If a square has a word with the letter 'o' sounded /oe/, make it green.

hotel	pole	open	shop	soak
oboe	comment	moment	drop	omit
bonus	poster	problem	lot	program
opal	chop	hippo	socks	polo
block	clock	oak	halo	oath

NAME: _____ **4.5.10** ACTIVITY PAGE

DATE: _____

Use the words from the box to fill in the crossword puzzle on the following page.

coat	broke	home	over	open
coach	hole	moaned	smoke	soap

Across

2. When winter is _____ , it is spring.

3. There is _____ from the fire.

7. I need some _____ to clean my hands.

8. Is the gate _____?

9. There is a _____ in my pocket.

Down

1. I _____ mom's vase when I dropped it.

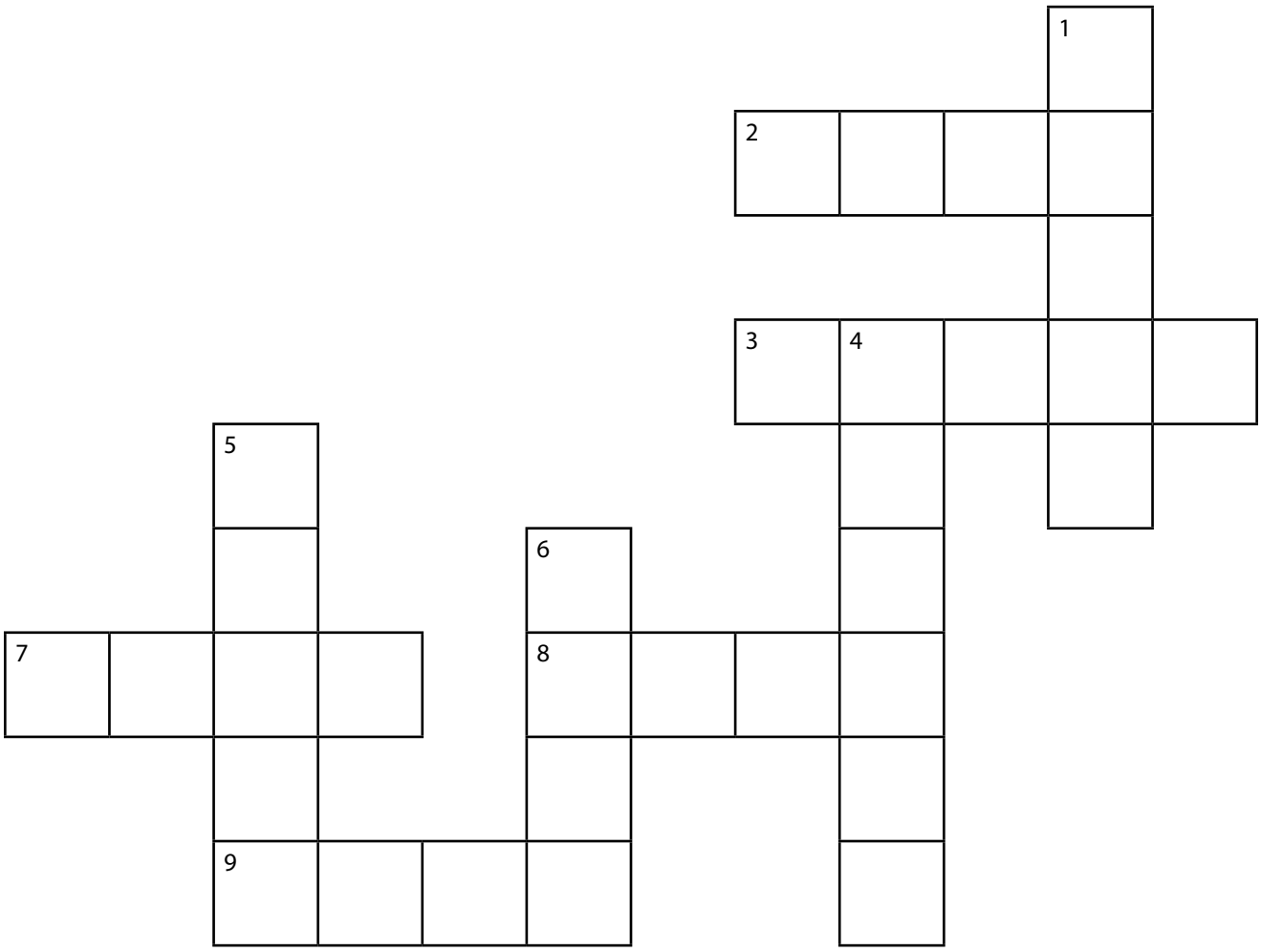
4. I _____ because my leg hurts.

5. The soccer _____ is Mr. Dave.

6. I would like to go _____ after class.

NAME: _____

DATE: _____



NAME: _____ **4.5.11** ACTIVITY PAGE

DATE: _____

Read the story and circle all the spellings for /oe/. Then sort the circled words by spelling in the chart at the bottom of the page.

Jo, the Eskimo, has a home not so far from the North Pole. Her home is an igloo. It is made from solid ice blocks. You may not think it, but her home is snug inside. Jo's dad keeps a fire going inside the ice home. There is a hole in the roof to let the smoke from the fire escape.

It is freezing at the North Pole. There are lots of frozen slabs of ice. The wind tosses things around as it swoops down from the Pole. If you go to visit Jo, take lots of thick clothing. Take an overcoat and a scarf. Take boots, too. If you don't, you could end up with frozen toes.

'o_e'	'o'	'oa'	'oe'

TRICKY SPELLING 'O' > /O/ OR /OE/: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

Tricky Spelling 'o'

1. Robert opened the door.
2. The hostess polished her nails.
3. Joe played a solo on the oboe.
4. There are solar spots on the sun.
5. The robin hopped over the object.
6. We stopped at the hotel for a moment.
7. The robot can pick up blocks.
8. Can I get a bonus point?
9. The ice was frozen solid.
10. I like to read comic books.

NAME: _____

DATE: _____

4.5.13

PRACTICE SENTENCES FOR ORAL READING

Tricky Spelling ‘o’

1. The program omitted the name of the singer.

2. Open the map so I can try to locate this road.

3. A polite man polished our car.

4. Maybe someday a robot will plow the road.

5. Will you donate any cash?

6. Please provide your name and address.

7. The cops will protect us.

8. The man said we should rotate the tires on the car.

9. I smelled the crocus.

10. My motto is “look before you leap.”

TRICKY SPELLING 'O' > /O/ OR /OE/: GAME

NAME: _____

DATE: _____

Game Cards: Focus Sound /oe/

Cut out and use with any game board.

frozen	blossom	omit	robber
poker	soon	robot	bonus
tadpole	oatmeal	woeful	comment
explode	sailboat	spoon	halo
omit	oboe	over	locate
hippo	raccoon	moment	solo
slope	raincoat	goat	copper
rope	polo	open	hoedown
spoke	stone	poem	soap
rosebud	roadway	bathrobe	stepmom
without	toes	lobster	comet

Section 4.6

Spelling Alternative ‘ie’ > /ie/; Mixed Review with ‘i_e‘

SPELLING ALTERNATIVE ‘IE’ > /IE/; MIXED REVIEW WITH ‘I_E’: WORD LISTS

NAME: _____

DATE: _____

Spelling Alternative: 'ie' > /ie/ (*tie*)

die	lie	pie	tie
tied	pies	lied	untie

untie the tie

NAME: _____

DATE: _____

4.6.2 WORD LIST

Mixed Practice /ie/

invite	untie	entire	fries
cries	termite	agile	hemline
tried	ignite	advise	spies

NAME: _____

DATE: _____

4.6.3 WORD LIST

Mixed Practice

pip	live	lit
pill	time	crime
price	side	dim
pride	bit	dive
rice	like	till
rip	bike	mine
drill	ride	nine
fill	fin	pride
five	hid	nice
hit	kit	smile
mice	mile	spice

SPELLING ALTERNATIVE ‘IE’ > /IE/; MIXED REVIEW WITH ‘I_E’: ACTIVITY PAGES

NAME: _____

DATE: _____

4.6.4 ACTIVITY PAGE

Fill in the blanks.

die	lie	pie	tie
tied	pies	lied	untie

1. Would you like a slice of _____ to eat?
2. Would you help me _____ my mixed-up shoe laces?
3. The plant will _____ without sunshine.
4. We have _____ the rope to the post.
5. "I can not tell a _____," said George Washington.
6. I can bake six _____ in one day!
7. My dad's _____ is red.
8. Jane _____ and said that Max ate the cake, but Jane ate it.

NAME: _____

DATE: _____

4.6.5

ACTIVITY PAGE

Fill in the blanks.

rice	five	mice	bite
bike	dime	mine	nice

1. She smiles a lot and is so _____.
2. Do you have _____ sheets of paper?
3. May I have a _____ of your cake?
4. _____ is good to eat.
5. I need one more _____ to pay for the toy.
6. That doll is _____, not yours.
7. May I have a turn to ride your _____?
8. The _____ ate the rice.

NAME: _____

DATE: _____

4.6.6 ACTIVITY PAGE

Fill in the blanks.

invite	untie	sunshine	flies	fries
cries	reptile	spies	umpire	combine

1. The baby _____ all day.

2. The _____ made us think it would be a good time to have a picnic.

3. Can you help him _____ his laces?

4. A snake is a _____.

5. Would you like to eat some French _____?

6. Mom asked me to _____ the milk and eggs and mix them well.

7. The FBI put the _____ in jail.

8. The _____ yelled, "Strike three!"

9. Who will you _____ to your home to play on Sunday?

10. The _____were buzzing around the food.

SPELLING ALTERNATIVE ‘IE’ > /IE/; MIXED REVIEW WITH ‘I_E’: PRACTICE SENTENCES AND STORIES FOR ORAL READING

NAME: _____

DATE: _____

Spelling Alternatives for /ie/

1. I admire firemen because they are so brave.

2. Do you subscribe to a newspaper?

3. We ate the entire pie!

4. The date on the ice cream was expired.

5. He tried to open the can, but could not.

6. Ted ignited the bonfire.

7. The spies are confined to jail.

8. My mom fried some French fries for dinner.

NAME: _____

DATE: _____

4.6.8

PRACTICE STORIES FOR ORAL READING

My Dad's Tie

My dad puts on a tie to go to work.

My dad ties his tie in front of the mirror.

Sometimes my dad gets a spot of pie on his tie.

My dad's tie gets untied when my dad comes home.

NAME: _____

DATE: _____

Mice on a Bike

Nine mice went for a hike.

The mice came upon a bike on the path.

All the mice wanted to ride the bike at the same time.

The mice did not like to take turns to ride the bike. The mice needed to be nice.

Three of the mice sat on the path and ate rice.

The mice on the bike could not stay in a line.

The mice crashed into the tree.

Oh no! No more bike!

Section 4.7

Tricky Spelling ‘i‘ > /i/ or /ie/

TRICKY SPELLING ‘I’ > /I/ OR /IE/: WORD LISTS

NAME: _____

DATE: _____

Spelling Alternative: ‘i’ > /ie/ (*biting*)

Friday	spider	liking
miner	silent	ivy
library	biting	fiber
rising	shining	item
digest	hiding	diver
icy	invited	idea

biting spider

NAME: _____

DATE: _____

4.7.2 WORD LIST

Mixed Practice

pip	Friday	live	diver	lit
pill	time	crime	miner	invited
price	side	dim	fiber	silent
item	pride	bit	dive	idea
rice	spider	like	till	hiding
rip	minor	bike	mine	spice
drill	liking	ride	nine	mile
fill	fin	digest	side	mice
five	hid	nice	biting	smile

NAME: _____

DATE: _____

Mixed Practice

untie	pip	die	Friday
live	pies	diver	pill
time	lie	crime	miner
invited	lit	tied	price
pie	side	dim	fiber
silent	item	pride	bit
tie	lied	dive	idea

NAME: _____

DATE: _____

4.7.4 WORD LIST

Mixed Practice

dinner	diner	silver	silent
lilac	lining	limit	iris
visit	timer	virus	timid
river	pilot	horizon	item

TRICKY SPELLING 'I' > /I/ OR /IE/: ACTIVITY PAGES

NAME: _____

DATE: _____

4.7.5 ACTIVITY PAGE

Read the story and circle all the spellings for /ie/. Then sort the circled words by spelling in the chart at the bottom of the page.

Last Friday, Mike and his dad visited the zoo in Ohio. Mike was excited at the idea of seeing the tigers, but as soon as he saw them, he became scared. (Mike is only five.) His dad tried to tell Mike that it would be fine, but Mike started weeping. He was scared of the tigers! At last, Mike's dad asked Mike if he'd like to see the hippos instead. Mike nodded and his sobs went away. He was quiet as he and his dad tried to find the hippos. Once they found them, Mike started smiling and chatting with his dad.

'i_e'	'i'	'ie'

NAME: _____

DATE: _____

4.7.6

ACTIVITY PAGE

Fill in the blanks.

fried	reptiles	umpire	lie	siren	tie
cried	spider	exercise	pie	pilot	decide

1. The airplane _____ said we were going to take off.
2. At the game, the _____ said the player was out.
3. Please _____ a strong knot in the string on the kite.
4. A _____ has eight legs and can weave a web.
5. I like to eat _____ after dinner.
6. My teacher is scared of _____ like snakes.
7. I cannot tell a _____!
8. He fell and _____.
9. Did you _____ what to wear today?
10. We had _____ chicken for dinner.
11. My dad likes to jog in the morning for _____.
12. A fire truck has a loud _____.

NAME: _____

DATE: _____

4.7.7

ACTIVITY PAGE

This chart lists the words with the /ie/ sound spelled three different ways. Use this chart to complete the activity page.

	'i_e'	'ie'	'i'
b	bike		bicep
c	crime		cider
d	dine	die	diner
f	fine		finest
h	hide		hijack
i	ice		iris
k	knife		
l	like	lie	lilac
m	mice		mining
p	prize	pie	
q	quite		quiet
r	ride		riding
s	side smile		silent spider
t	time	tie	tiger
v	vine		Viking
w	write		writing

NAME: _____

DATE: _____

4.7.8

ACTIVITY PAGE

1. Which word on the chart is something you do when you are glad?

   _____

2. Which two words on the chart mean there is no sound?

   _____ _____

3. Which word on the chart is something that you place in a drink to make it cooler?

   _____

4. Which word on the chart has two wheels?

   _____

5. Which word on the chart is a plant that has grapes?

   _____

6. Which word on the chart is an animal that growls?

   _____

7. Which word on the chart is the name of a place you could go to eat lunch or dinner?

   _____

8. Can you track down three words that end with /ie/?

   _____ _____ _____

9. Count the words on the chart that have the sound /ie/ spelled ‘i_e’ and write the number here.

   _____

10. Count the words on the chart that have the sound /ie/ spelled ‘ie’ and write the number here.

    _____

11. Count the words on the chart that have the sound /ie/ spelled ‘i’ and write the number here.

    _____

NAME: _____

DATE: _____

4.7.9

ACTIVITY PAGE

Fill in the blanks.

hiding	biting	liking	timer
spider	item	rising	Friday

1. I spell my words on _____ at school.
2. Did you see the balloon _____ up in the sky?
3. The _____ is making a web.
4. The rabbit is _____ in the thicket.
5. I want to stop _____ my finger nails.
6. Mom set the _____ to bake the pies.
7. We need to take one _____ out of the cart.
8. We are _____ our new home very much.

TRICKY SPELLING 'I' > /I/ OR /IE/: PRACTICE SENTENCES AND STORY FOR ORAL READING

NAME: _____

DATE: _____

Tricky Spelling 'i'

1. We want to visit the lions and tigers when we go to the zoo.

2. Some animals hibernate in the winter.

3. The pilot is making his final approach to the runway.

4. What is the limit to the number of items we can get on sale?

5. The spider bite was a minor problem.

6. I think I am sick with a virus.

7. I see an iris on the other side of the river.

8. The lilacs are blooming.

9. The teacher said we each need three spiral notebooks.

10. The fire truck siren was loud.

NAME: _____

DATE: _____

4.7.11

PRACTICE STORIES FOR ORAL READING

The Biting Spider

The spider needs to eat.

The spider makes a web in the tree to catch food.

The silent spider is hiding and waiting for food to come to the web.

When the food comes to the web, the spider bites it.

The spider will use its spinnerets to keep the food.

The spider will eat the food.

When the spider is full, it will digest the food.

TRICKY SPELLING 'I' > /I/ OR /IE/: GAME

NAME: _____

DATE: _____

4.7.12

ACTIVITY PAGE

Game Cards: Focus Sound /ie/

Cut out and use with any game board.

life	price	visit	spider
dining	quiet	timeline	siren
river	lifetime	limestone	igloo
bridesmaid	limit	pinecone	hippo
spine	minus	bidding	sliding
wisecrack	singing	linebacker	lining
Viking	tide	grapevine	pie
lipstick	sideline	timeline	timer
hi	sister	die	bedtime
item	silent	winter	wishbone
lie	slime	milestone	pipeline

Section 4.8

Spelling Alternative ‘ue’ > /ue/; Mixed Review with ‘u_e’

SPELLING ALTERNATIVE ‘UE’ > /UE/; MIXED REVIEW WITH ‘U_E’ : WORD LISTS

NAME: _____

DATE: _____

4.8.1 WORD LIST

Spelling Alternative: ‘ue’ > /ue/ (*cue*)

argue	cues	rescue	tissue
value	barbecue	cue	hue

tissue box

NAME: _____

DATE: _____

Mixed Practice

mule	utilize	menu	Utah
pun	huge	tub	unit
humor	uniform	cubic	fun
compute	unified	infuse	document
dispute	user	music	mutt
future	cute	rescuer	cut
fumes	united	dump	unite
cube	confuse	but	universe
perfume	refuse	January	commute
popular	excuse	human	nun

NAME: _____

DATE: _____

4.8.3 WORD LIST

Mixed Practice

futile	dump	rescue	cut
argue	January	cubic	music
pun	barbecue	unit	cue
future	tissue	humor	value

NAME: _____

DATE: _____

Mixed Practice

mutt	mule	but	infuse	cut
amuse	dump	confuse	fun	cube
cute	strut	refuse	stun	commute
compute	nun	perfume	pun	huge
dispute	run	excuse	sun	fumes
sub	fuse	tub	use	mute

SPELLING ALTERNATIVE ‘UE’ > /UE/; MIXED REVIEW WITH ‘U_ E’: ACTIVITY PAGES

NAME: _____

DATE: _____

4.8.5 ACTIVITY PAGE

Fill in the blanks.

mule	cube	cute	huge
use	fumes	fuse	mute

1. What a _____ little kitten!

2. The _____ from the fresh paint made my nose hurt.

3. May I _____ your pencil?

4. Nell, the _____, pulled the cart.

5. We have a _____ basket of fresh food from our garden!

6. A _____ is a shape that has squares.

7. Push the _____ button on the TV remote so I can talk to you.

8. The flame is so hot, it may _____ the two bits of glass into one.

NAME: _____

DATE: _____

4.8.6

ACTIVITY PAGE

Fill in the blanks.

argue	fuel	rescue	tissue
value	barbecue	cue	

1. My dad likes to grill on the _____.
2. You use a _____ stick to play the game of pool.
3. Please don't _____ with your sister.
4. Can we _____ the hurt dog?
5. Gas is a _____ used in trucks.
6. May I have a _____ for my nose?
7. What is the _____ of a dime?

NAME: _____

DATE: _____

4.8.7 ACTIVITY PAGE

Fill in the blanks.

cute	fuse	confused	refused
fumes	compute	used	mute

1. There is too much noise. Please put the TV on _____.

2. If there is a gas leak, you will smell _____.

3. In math class, we learn how to _____.

4. Dad checked the _____ box when the power went off in the storm.

5. I asked to stay up later, but my mom _____ and said it was time for bed.

6. I still felt _____ even after the teacher explained how to do the activity page.

7. Pam said my dress was _____.

8. The robber _____ a mask to keep his face hidden.

SPELLING ALTERNATIVE ‘UE’ > /UE/; MIXED REVIEW WITH ‘U_E’: PRACTICE STORIES FOR ORAL READING

NAME: _____

DATE: _____

The Cute Mule

Nell is a mule who lives with Farmer Ted.

Nell is cute.

Nell has huge long ears.

Nell likes to eat sugar cubes.

Nell is a good pal with the cows.

NAME: _____

DATE: _____

Dad Cooks!

Dad cooks outside.

Dad cooks on the barbecue grill.

Dad uses gas for fuel.

Dad cooks hot dogs.

Dad makes good food.

Section 4.9

Tricky Spelling ‘u’ > /u/ or /ue/

TRICKY SPELLING ‘U’ > /U/ OR /UE/: WORD LISTS

NAME: _____

DATE: _____

Spelling Alternative: ‘u’ > /ue/ (*unit*)

utilize	menu	Utah
unit	universe	user
humor	uniform	cubic
unified	document	January
futile	music	popular
future	infuse	human
unite	regular	humid

popular music

NAME: _____

DATE: _____

4.9.2 WORD LIST

Tricky Spelling ‘u’

music	punish	human	humid
cubic	user	puppet	unit
until	student	unite	tulip
stupid	supper	super	humor

TRICKY SPELLING 'U' > /U/ OR /UE/: ACTIVITY PAGES

NAME: _____

DATE: _____

4.9.3

ACTIVITY PAGE

This chart lists words with the /ue/ sound spelled three different ways. Use the chart to complete the activity page.

	'u_e'	'u'	'ue'
a		argument	argue
b			barbecue
c	confuse cube cute		cue
f	fumes fuse		fuel
h		humid	
j	June		
m	mule mute	menu music	
p	pure	pupil	
r	refuse	refusing	rescue
t			
u	use	using unicorn uniform	
v			value

1. Which spelling for /ue/ is the least common?

   _____

2. Where does the spelling 'ue' tend to be found in a word?

   _____

3. Which word in the chart is another name for a student?

   _____

4. What word in the chart is a shape that looks like a box or square?

   _____

5. What word in the chart is the name of something you would use at a diner to order lunch?

   _____

6. What word on the chart means to cook on a grill outside?

   _____

7. Pick a word from the chart that can be used as a verb. Write a sentence that uses that verb.

_____

_____

_____

8. Pick a word from the chart that can be used as a noun. Write a sentence that uses that noun.

_____

_____

_____

NAME: _____

DATE: _____

4.9.4 ACTIVITY PAGE

Read the story and circle all the spellings for /ue/. Then sort the circled words by spelling in the chart at the bottom of the page.

Last week, my sister and I argued about whether or not unicorns exist. I tried to tell my sister that unicorns are not real, but she did not listen to me. She said that they are just as real as humans. She said that she's seen one. If you ask me, I think she has confused a horse or a mule with a unicorn. We continued our dispute, but then I realized that arguing with her is useless. I will never be able to get her to understand that unicorns don't exist. Besides, it's sort of cute that she thinks unicorns are real.

'u_e'	'u'	'ue'

TRICKY SPELLING 'U' > /U/ OR /UE/: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

Tricky Spelling ‘u’

1. The students listened to the music.

2. It is very hot and humid in the summer.

3. Another word for student is pupil.

4. I need extra help in reading so I am going to a tutor.

5. Everyone in the army unit has a uniform.

6. He has a super sense of humor.

7. Mom praised me for doing something cute.

8. We had tuna for supper.

TRICKY SPELLING 'U' > /U/ OR /UE/: GAME

Group students in pairs or small groups to play. Make a copy of Activity Pages 4.9.6 and 4.9.7 for each player.

Explain that the first student should choose and read any "card" on the page. After the student reads the card, all players should cross out the card on their own page.

If the student reads the card correctly, he or she may place a checkmark on one space of his or her own game board. If the student can also answer the question correctly, he or she may place another checkmark on another space on the game board.

After the first student finishes his or her turn, the other player(s) should take a turn.

The first player to lead Sunshine back to the barn wins.

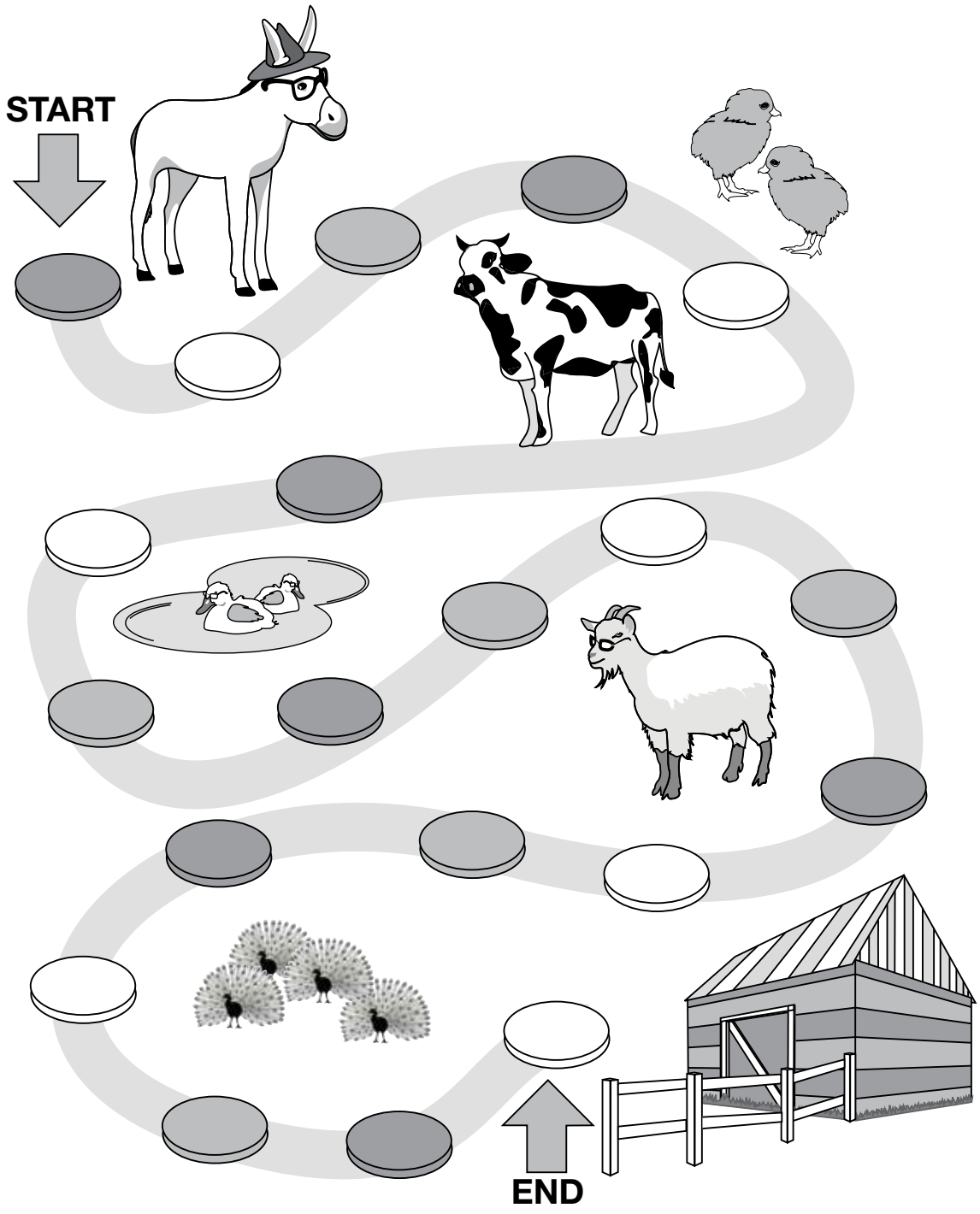
NAME: _____

DATE: _____

4.9.6 ACTIVITY PAGE

Help Farmer Chester Get Sunshine the Mule Back to the Barn!

Farmer Chester is in a fix. Sunshine, the mule, has escaped from the barn again! Help Farmer Chester get Sunshine to the barn.



NAME: _____

DATE: _____

4.9.7

ACTIVITY PAGE

Help Farmer Chester Get Sunshine the Mule Back to the Barn!

Would you kiss a mule?	Do you add in a math unit?	Can corn on the cob rescue you?
Is a unicorn real?	Are we in the United States?	Should you argue with your mom?
Is the moon red?	Does a unicorn have 3 horns?	Do mules wear uniforms?
Can a mule sing a song?	Can a boy be named Sue?	Do you eat bacon in the bathtub?
Can you place mail in a mailbox?	Can you read a menu at a diner?	If you are seen in public, are you hiding?
Can a cucumber play a song?	Is gas a sort of food?	Can it be humid on a hot summer day?
Can a cute cat eat a dog?	Can a unicorn use a crayon?	Can you argue with a spider?
Can you write with a pencil on paper?	Are you using your brain?	Can you eat corn on a cob?

Would you use a stick to cut a slice of cake?	Can a mule point to a book?	Could a powerful king wear a crown?
Can you cook an ice cube?	Can a cow be rescued by an ant?	Can you play music with an ice cube?
Can a mouse count out loud?	Could a huge eggplant be in a garden?	Could you hear the TV if it is on mute?
Will it be quiet if you press mute on your TV?	Can you eat a cube of fudge?	Would an ice cube start a fire?
Can you eat a raisin?	Would a dog rescue a shark?	Would a cube of ice be a good snack?
If your book is overdue, do you have to pay a fine?	Can you act sad?	Can a mule dance a jig?
Are you a cube?	Have you petted a unicorn?	Can you knit a set of books?
Can you dance to the music?	Can beans have three wheels?	Are you a duck?

Section 4.10

Spelling Alternatives ‘aw’, ‘au’, and ‘augh’ > /aw/

SPELLING ALTERNATIVES ‘AW’, ‘AU’, AND ‘AUGH’ > /AW/: WORD LISTS

NAME: _____

DATE: _____

Spelling Alternative: ‘aw’ > /aw/ (*paw*)

saw	law	raw	draw
straw	jaws	paws	claws
lawn	yawn	crawl	hawk

hawk claw

NAME: _____

DATE: _____

4.10.2

WORD LIST

Mixed Practice

sat	saw	late	law
hay	straw	shape	jaws
fame	lawn	yawn	can
rate	raw	date	draw
paws	pan	claws	day
crawl	hat	hawk	slaw

NAME: _____

DATE: _____

Spelling Alternative: ‘au’ > /aw/ (*Paul*)

August	faucet	sauce
vault	sausage	pause
saucer	haunted	applause
author	auto	autumn
launch	haul	cause
fault	clause	laundry

haul auto

NAME: _____

DATE: _____

4.10.4

WORD LIST

Mixed Practice /aw/

August	haunted	launch	auto	raw
fault	autumn	straw	saucer	jaws
law	lawn	yawn	cause	crawl
applause	faucet	author	sauce	saw
pause	haul	laundry	hawk	claws
vault	paws	clause	sausage	draw

NAME: _____

DATE: _____

4.10.5 WORD LIST

Spelling Alternative: 'augh' > /aw/ (*caught*)

caught	daughter	taught

caught daughter

NAME: _____

DATE: _____

4.10.6

WORD LIST

Mixed Practice /aw/

August	caught	haunted	daughter
draw	taught	raw	claw

SPELLING ALTERNATIVES ‘AW’, ‘AU’, AND ‘AUGH’ > /AW/: ACTIVITY PAGES

NAME: _____

DATE: _____

4.10.7

ACTIVITY PAGE

Fill in the blanks.

straw	jaws	paws	draw
claws	lawn	yawn	crawl

1. Please help me wipe the dog's wet _____.
2. A shark has strong _____.
3. The grass on the _____ needs to be cut.
4. I _____ when it is close to bedtime.
5. Can you _____ under the sink and get the rag?
6. The sharp _____ of the cat grabbed the leaf.
7. I like to _____ with pencils.
8. The hen will line the nest with _____ for her eggs.

NAME: _____

DATE: _____

4.10.8

ACTIVITY PAGE

Fill in the blanks.

August	vault	launch	fault
haul	sauce	pause	autumn

1. In _____, leaves fall from the trees.
2. I like the _____ my mom puts on noodles.
3. A bank will have a _____ that will keep things safe.
4. We will _____ the rocket into space.
5. It is my _____ that the vase is broken.
6. The truck will _____ the big rocks away.
7. _____ is a summer month.
8. A small break is called a _____.

NAME: _____

DATE: _____

4.10.9 ACTIVITY PAGE

Fill in the blanks.

caught	daughter	taught

1. A girl can be a _____.

2. My mom _____ me how to bake.

3. I got _____ taking a slice of cake.

NAME: _____ **4.10.10** ACTIVITY PAGE

DATE: _____

Use the words from the box to fill in the crossword puzzle on the following page.

paw	claw	August	author	faucet
saucepan	Claus	pause	lawn	Autumn

Across

2. Summer, _____, Winter, Spring

4. This is at the sink.

7. The cat's _____ has a cut.

9. You cook using this.

Down

1. _____, September, October

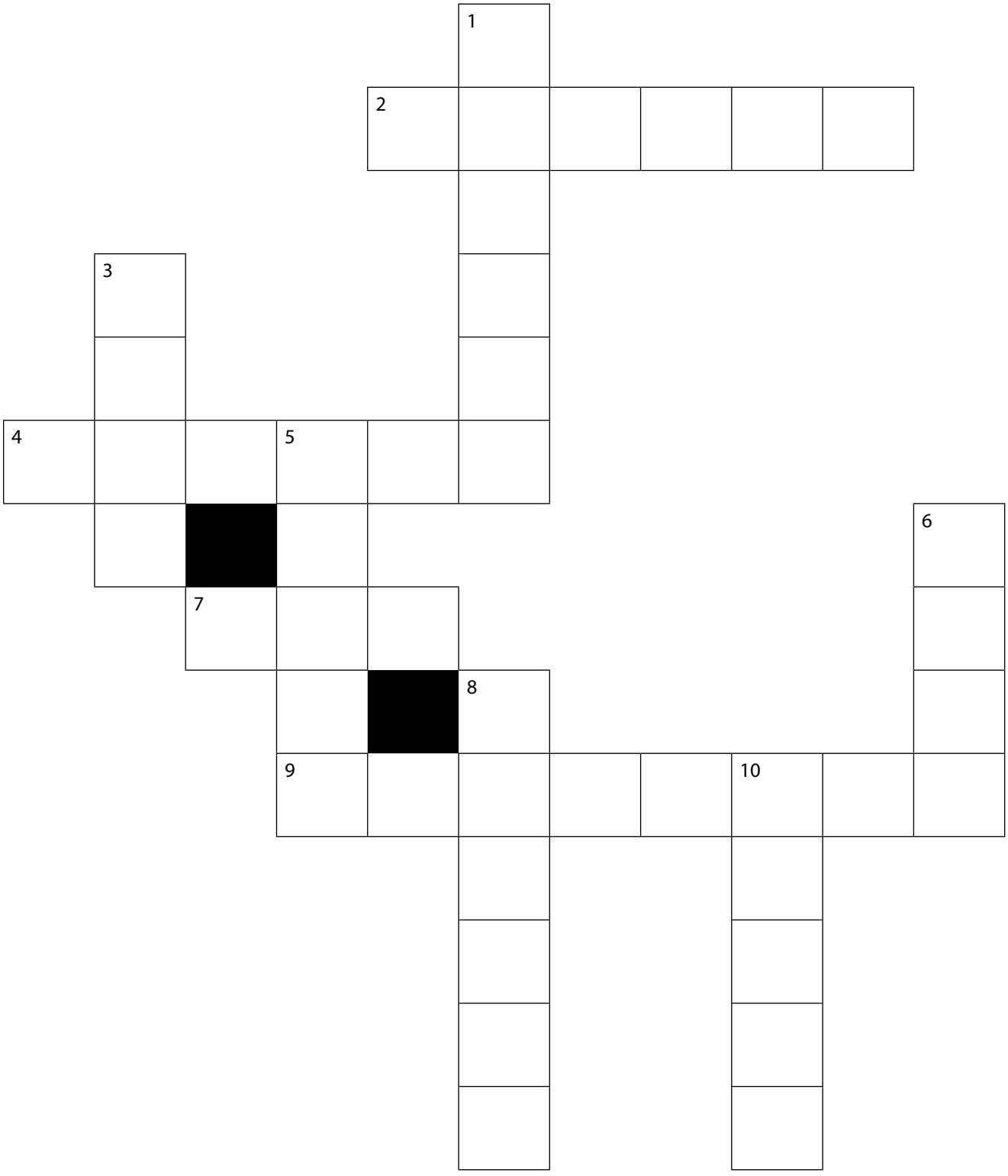
3. The tiger's _____ is sharp.

5. Santa _____

6. You cut the grass of a _____.

8. An _____ writes a book.

10. This is a short rest.


1
2
3
4
5
6
7
8
9
10

NAME: _____ **4.10.11** ACTIVITY PAGE

DATE: _____

Read each question and then write yes *or* no *to answer each question.*

1. Can you applaud after a play? _____
2. Does an author draw the different parts of a book? _____
3. Can a dump truck haul rocks? _____
4. Could a fisherman tell a tale about a fish he caught? _____
5. Could you help a dog with a thorn in his paw? _____
6. Has your teacher taught you how to write? _____
7. Does the exhaust from a bus smell like peaches? _____
8. Can you launch a pumpkin? _____
9. Do ice cubes make drinks cool? _____
10. Could there be a tiger on your lawn? _____
11. Can a faucet drip? _____
12. Could you pause to look at the sunset? _____
13. Is it good to get in an argument with your sister? _____
14. Would a mule drink from a straw? _____
15. Could a shark bite with the teeth in his jaws? _____

NAME: _____ **4.10.12** ACTIVITY PAGE

DATE: _____

Fill in the blanks.

paw	taught	awful	lawn	caught
daughter	hawk	faucet	saw	yawn

1. Miss Smith _____ us to add and subtract numbers.
2. I baited the hook, cast the rod, and _____ a fish.
3. Karen is her parents' _____.
4. That was an _____ storm.
5. Can you cut the grass on the _____?
6. The sink _____ in the kitchen is dripping.
7. I saw you _____ and then I yawned, too.
8. Did you see the _____ chase the mouse?
9. The dog cut his _____.
10. Dad used a _____ to cut the wood.

NAME: _____ **4.10.13** ACTIVITY PAGE

DATE: _____

Use the words from the box to fill in the crossword puzzle on the following page.

paw	taught	dawn
lawn	caught	yawn

Across

2. Grass

4. She _____ me how to ride a bike.

6. You do this with your mouth when you are tired.

Down

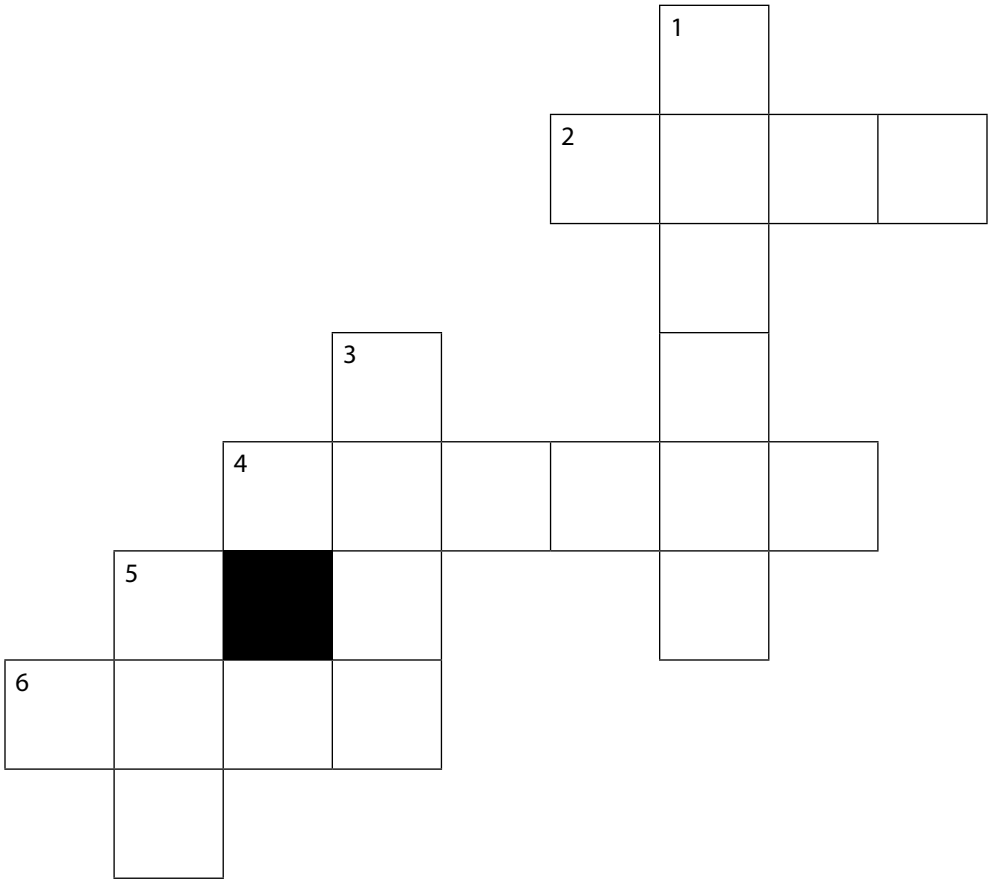
1. I _____ a fish!

3. This is when the sun rises.

5. An animal's foot

NAME: _____

DATE: _____



NAME: _____ **4.10.14** ACTIVITY PAGE

DATE: _____

Fill in the blanks.

taught	caught	daughter	applaud
sauce	argument	auto	bacon

1. My sister and my mom had an _____ over her messed up room.

2. My sister is my mom's _____.

3. I like to eat _____ and eggs.

4. We picked tomatoes and made _____.

5. My dad _____ me how to tie my laces.

6. We will _____ when the singers finish.

7. I got _____ taking cake from the plate.

8. Another word for *car* is an _____.

SPELLING ALTERNATIVES 'AW', 'AU', AND 'AUGH' > /AW/: PRACTICE STORIES FOR ORAL READING

NAME: _____ **4.10.15**

DATE: _____

PRACTICE STORIES FOR ORAL READING

The Hawk

We saw a hawk floating on the wind.

The hawk has strong jaws and claws.

The hawk uses its claws to snag food.

The hawk has wide wings.

NAME: _____ **4.10.16**

DATE: _____

PRACTICE STORIES FOR ORAL READING

Paul's Auto Tow Truck

In August, Paul takes his tow truck to the school.

Paul uses his truck to haul the autos from the lot.

In the autumn, Paul sells the autos.

Paul puts the cash in the vault after the sale.

NAME: _____ **4.10.17**

DATE: _____

PRACTICE STORIES FOR ORAL READING

Jill, the Daughter

Jill listens to her mom.

Jill's mom taught her to be nice.

Jill gets caught being sweet to the dog.

Jill is doing what her mom taught her.

Section 4.11

Vowel Spelling Alternatives and Tricky Spellings

ASSESSMENT

Provide students with Activity Page 4.11.1, labeled *Section 4 Assessment*, which follows this page.

Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each of the following words, calling out each number to indicate the row that students should point to and look at as you read the word.

1. goes	8. fraud
2. beach	9. fail
3. shawl	10. hay
4. cue	11. thaw
5. caught	12. pilot
6. wait	13. music
7. boast	14. pupil

Mastery: 12/14 words correct

(Alternate Administration: Ask each individual student to read all of the words aloud in rows 3–14. Mastery: 39/48 words correct.)

The following are the sound-spelling correspondences targeted for each word. If a student misses a word, have the student read the line(s) that contained the error. Then ask the student to point to and say aloud the correct word for that line. The student's response will indicate whether the mistake was a careless error or if the student needs additional instruction in a specific letter-sound correspondence. Please pay attention to other errors as well, as they may indicate additional areas in need of remediation.

1. 'oe' > /oe/
2. 'ea' > /ee/
3. 'aw' > /aw/
4. 'ue' > /ue/
5. 'augh' > /aw/
6. 'ai' > /ae/
7. 'oa' > /oe/
8. 'au' > /aw/
9. 'ai' > /ae/
10. 'ay' > /ae/
11. 'aw' > /aw/
12. 'i' > /ie/
13. 'u' > /ue/
14. 'u' > /ue/

Section 4 Assessment

Circle the word your teacher says.

1.	goes	gaze	go	Gus
2.	bake	brook	beach	beat
3.	sell	sauce	shawl	saw
4.	caught	cup	cue	cute
5.	taught	coat	caught	daughter
6.	wait	white	wade	way
7.	best	boast	boat	bones
8.	fraud	freed	fray	frame
9.	fail	fray	frail	fame
10.	hail	hill	hay	hate
11.	thaw	than	teach	taught
12.	pale	pile	pilot	pills
13.	music	muse	mute	mud
14.	place	pup	puppet	pupil

Section 4.12

Stories

KIDS EXCEL (FROM GRADE 2, UNIT 3)

A Letter From the Publisher

Kids,

My name is Mark Deeds, and I have a fun job. I visit with kids who *excel* at what they do.

When you *excel* at something, you are good at it.

The kids I visit all excel at different things. Some of them excel at sports like running or jumping.

Some of them excel at math. Some of them excel at skipping rocks or standing on their hands. All of them are good at something.

I visit with the kids. I chat with them. I ask them how they got started doing what they do and how they got good at it. Sometimes I chat with their moms and dads, too. I jot down notes and take snapshots. Then I write up what they tell me so I can share it with you.

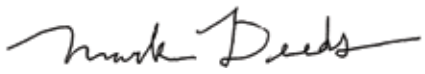
In *Kids Excel* you will meet a lot of kids who excel. I had fun meeting them.



I think you will like meeting them, too.

When I meet someone who excels at something, it inspires me to be as good as I can be. I hope the kids in *Kids Excel* have the same effect on you, too!

Mark Deeds



Publisher
Kids Excel

The Spelling Bee

This past spring I went to see the state spelling bee.

The state spelling bee is a spelling contest that lasts two days. On Day 1, a bunch of kids sit down to take a written spelling test. On Day 2, the kids who do the best on the written test get up on a stage and spell.

One hundred ten kids took the spelling test last spring. The kids had to spell words like *chimpanzee*. The 50 who did the best on the written test went on to Day 2 of the spelling bee.

Day 2 is the part of the bee I like best. That's when the kids get up on stage and spell words out loud.

A man will say a word. Then the speller has to spell the word one letter at a time. If the speller spells the word without a mistake, he or she gets to keep spelling. If the speller makes a mistake, a bell rings.

Ding!







Once the bell rings, that is the end. The speller is out of the bee. He or she must sit down in a chair and look on while the rest of the spellers stay in the bee and keep spelling.

On Day 2 of the bee I sat and looked on as the bell rang for lots of kids in the bee.

Airplane. A-e-r-p-l-a-n-e? *Ding!*

Graying. G-r-a-i-n-g? *Ding!*

Sunday. S-u-n-n-d-a-y? *Ding!*

The bell went on ringing all day, until there were just three spellers left.

Nate Griffin, age 12, was one of the three. He was the runner-up at the last spelling bee. Two of the experts I spoke with said they expected him to win the bee.

Craig Ping, age 12, was still in the hunt, too. He had finished in fifth place at the last bee. The experts I spoke with said he had a good chance of winning.

Gail Day, age 11, was the dark horse. When I asked the spelling experts who she was, they just shrugged.

Craig Ping was spelling well. Then he got a hard word. He stood thinking. He spelled the word as well as he could. He waited.

Ding!

Craig Ping was out of the bee. That left just Gail Day and Nate Griffin.

Miss Baker

I was sitting with spelling champ Gail Day.

I asked her, "How did this Miss Baker make you into a good speller?"

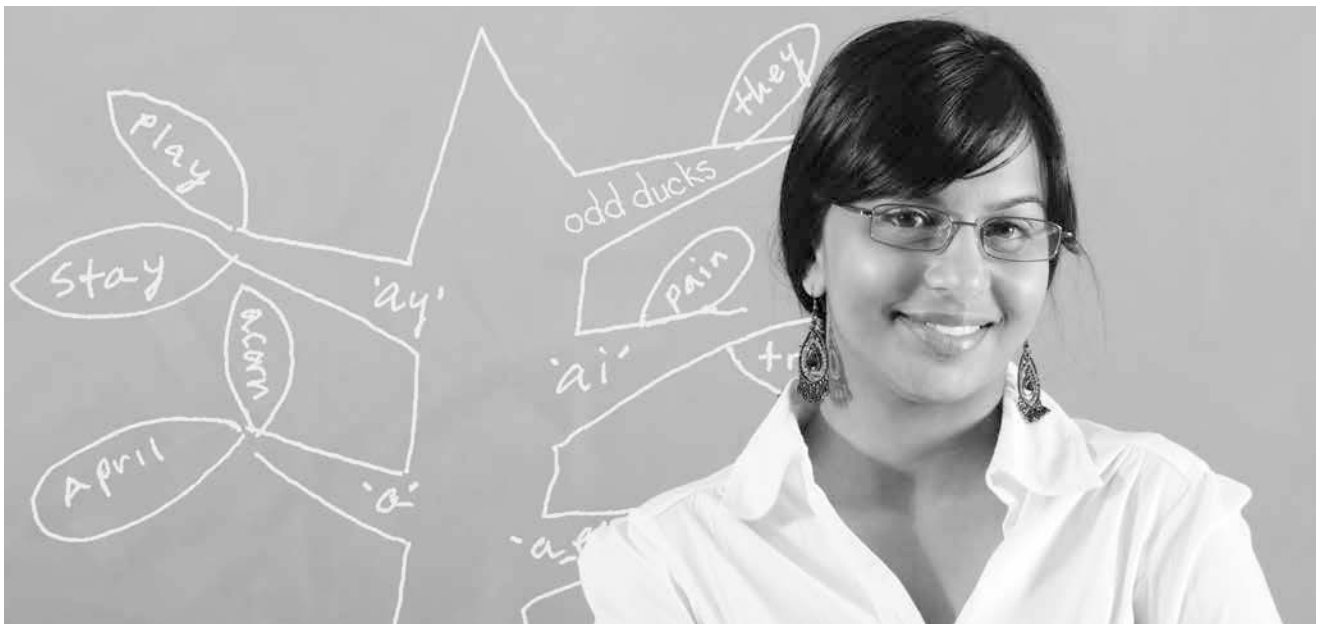
"Well," said Gail, "Miss Baker had a cool way of explaining English spelling. She made spelling trees."

"Spelling trees?"

"Yes," said Gail. "Here, I'll make one for you."

Gail got a sheet of paper and made a tree.

She pointed at the trunk of the tree and explained, "The trunk stands for a sound, like the sound /ae/ as in *cake*. The branches stand for the spellings for that sound. There's one branch for words with the 'a_e' spelling like *flame* and *stake*. There's one branch for words that have the 'ay' spelling like *play* and *stay*. There's one branch for words that have the 'ai' spelling like *pain* and *train*. And so on. Get it?"



"Got it."

"So Miss Baker would make a big spelling tree for a sound. Then we kids would add words to it. When we found words with the sound in them we would stick the words on the branches of the tree. We would stick all of the words with the 'ai' spelling on this branch. We would stick all of the words with the 'ay' spelling on that branch."

"I see. And this helped you get better at spelling?"

Gail nodded.

"The spelling trees helped us see the patterns and keep track of the spellings. They helped us see which spellings are used a lot and which ones are used less. There were a lot of good spellers in Miss Baker's class."

"But not all of them went on to win the state spelling bee," I said. "Why did you?"

Gail shrugged.

"I was good at spelling. But I did not understand why English spelling was so hard. Once I asked Miss Baker why it was so hard. 'Miss Baker,' I said, 'why are there five or six spellings for some sounds? That makes no sense. Why isn't there just one spelling for a sound?'"

Miss Baker explained as much as she could. Then she gave me a book on spelling. It was a cool book. It explained how English has taken in lots of spellings from French, Latin, Greek, and Spanish. When I finished that book, Miss Baker gave me a longer book. Then I found the next book by myself. One book sort of led to the next. So that's how I got started."

The Swimming Sisters

Kim and Val Castro are swimming sisters.

Kim is sixteen. Val is fifteen. The sisters swim for the Red River Swim Program (RRSP). Both of them are fast. In fact, they are two of the fastest swimmers in the state.

I went to see the two sisters at the pool where they swim. They were training for a big meet.

"So," I said, "do I dare ask which of you is faster?"

Kim smiled. "I am faster in the sprints," she said. "But Val is faster in the long races."

"So what counts as a sprint in swimming?"

"The 50 Free is a sprint," said Kim.

"50?" I said. "Is that 50 feet?"

"No," said Kim, "it's 50 yards."

"Gosh!" I said. "50 yards? That's a sprint? It sounds long to me! You see, I am not much of a swimmer."

"The 50 Free is an all-out sprint," Kim said. "It's like the hundred yard dash in track. It's over in a flash. The 100 Free is a sprint, too."





"So what counts as a long race in swimming?"

"The 500 Free is a long race," Kim groaned. "It's too long for me. I start to get tired after 150 yards or so. But not Val! The longer the race is, the better she is."

"The 500 Free is my best race!" said Val.

"500 yards?" I said. "What's that, a hundred laps?"

"Um, no," Val said. "In a 25-yard pool, it's up and back ten times."

I jotted notes in my notebook.

"So let's see," I said. "100 yards counts as a short race. Kim is good at the short races. 500 yards is a long race. Val is good at the long races. Is there a race that is longer than 100 yards and shorter than 500?"

"Yes, there is," said Kim. "The 200 Free."

"So which of you speedsters wins that race?" I asked.

Kim looked at Val. She had a smile on her face. It was a sister-to-sister smile, and there was something else in it. There was a sort of challenge in the look.

Val smiled back. She had the same look on her face.

I waited.

At last Kim spoke. "It's hard to say who is faster in the 200 Free. Sometimes Val wins and sometimes I win."

"I see," I said. "It sounds like the 200 Free is the race to see. When will that race take place?"

"It will be on Sunday," said Val, "the last day of the state meet."

I got out my pen and wrote: "Sunday the 25th. 200 Free. Castro versus Castro!"

The Big Race

I got to the pool in time for the 200 Free. I sat in the stands with Grover and Joan Castro, Kim and Val's parents.

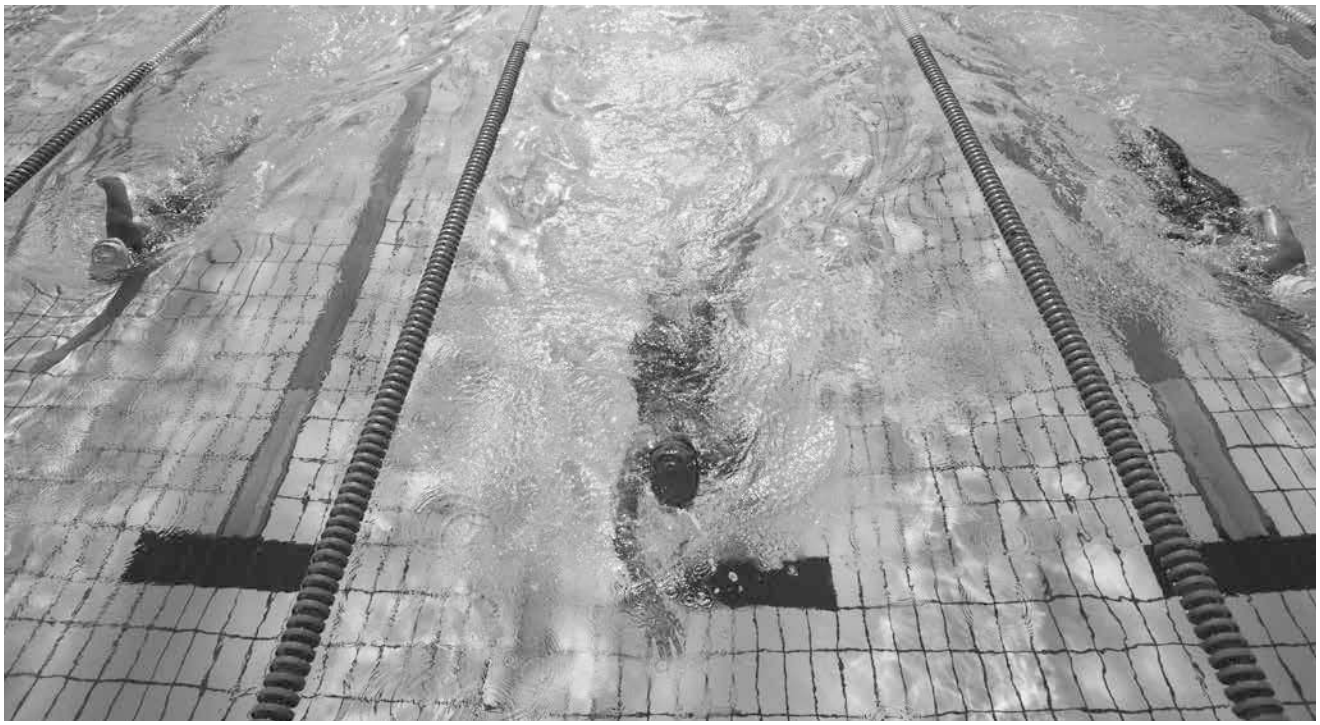
"I am so proud of Kim and Val," said Grover Castro. "But I have a bad case of nerves. I hate it when the two of them swim in the same race. They have both been training so hard. They would both like to win this race. But they can't both win. I don't like to think that one of them may be upset."

A man's booming voice filled the air. "It's time for the last race of the meet!" the man said.

"Let's meet our swimmers!" The man started listing the swimmers in the race.

"In Lane 2," he said, "from Red River Swim Program, we have the winner of the 500 Free, Val Castro." Cheers rose up from the RRSP swimmers on the deck and from fans in the stands.

"In Lane 3," the man said, "from Red River Swim Program, the winner of the 50 and 100 Free, Kim Castro." There were shouts and cheers for Kim, as well.



The swimmers got up on the starting blocks.

A man in a white coat said, "Swimmers, take your marks." The swimmers bent down and grabbed the starting blocks.

Then there was a beep. The swimmers shot off. Kim's start was perfect. She did her kick. Then she popped up and started swimming. Her arms went so fast. She seemed to be coasting.

Kim was the fastest swimmer for a hundred yards. She made a big wave. The rest of the swimmers were trailing her. They seemed to be bouncing and sloshing in Kim's waves.

I was starting to think it would not be such a close race after all. But just as I was thinking this, Grover Castro said, "Wait for it!"

"Wait for what?" I said.

"You'll see!" said Grover.

I looked back at the pool. Kim was still winning. But Val was closing in on her. The gap was five feet. Then it was three.

The swimmers flipped one last time. Kim was starting to look a bit tired. The gap was down to two feet. Then it was one foot. Then the two sisters were swimming side by side. As they came to the finish line it was too close to pick a winner. Kim and Val smacked the side of the pool at what looked to be the same moment.

A hundred parents in the stands looked up at the clock. A hundred swimmers on the deck looked up as well.

This is what the clock said:

Val Castro	Lane 2	1:45
Kim Castro	Lane 3	1:46

Val was the winner!

Section 5

Spelling Alternatives and Tricky Spellings

Section 5.1

Spelling Alternatives and Tricky Spellings

SPELLING ALTERNATIVES AND TRICKY SPELLINGS: LESSON TEMPLATES

Sample Lesson Template
Spelling Alternatives

Focus: Digraphs	Instructions	Materials
Warm-Up	Working in a small group, show students Spelling Cards previously taught. Say the sound and have students repeat or have students say the sound as you show students the Spelling Card.	previously taught Spelling Cards
Teaching	Ask students for the spelling they already know for the particular sound. Write the spelling and several words with that spelling on the board/chart paper. Introduce the spelling alternative, using the Spelling Card and the Individual Code Chart. Write words with the spelling alternative. Review with students the spelling alternative of the targeted sound and words that are written with that spelling. Have students repeat these words and refer to the Individual Code Chart.	board/chart paper Spelling Card(s) Individual Code Chart
Guided Practice	On a pocket chart, chart paper, or the board/chart paper, create a chart with a column for each spelling alternative. Give students cards with words using different spellings of the targeted sound. Have students read their words and sort them under the correct column according to their spelling.	pocket chart or board/chart paper word cards with different spellings of targeted sound

Focus: Digraphs	Instructions	Materials
Independent Practice	Have students read isolated words, phrases, or sentences with the targeted sound. More proficient students can read connected decodable text with targeted sound.	materials in this section of the Supplement

Sample Lesson Template
Tricky Spellings

Focus: Digraphs	Instructions	Materials
Warm-Up	Remind students that in multisyllable words, they need to look at the words and try to break them apart into syllables and sound them out in chunks.	
Teaching	Write a word with the tricky spelling on the board/chart paper but do not read the word aloud or ask students to say the word (e.g., *robot*). Write the words on the board/chart paper divided into two syllables (i.e., *rob ot* and *ro bot*). Tell students, "I am going to say a sentence using this word. I want you to listen carefully and decide how to say this word." Say a sentence (e.g., "The __ can open doors and windows."). **Note**: Do not write the sentence on the board/chart paper—this is to be done orally as the emphasis is on decoding the targeted word, NOT decoding the words in the sentence. Point to the syllables of the first word and model how to sound out each syllable as it is divided. (/rob ot/) Then point to the syllables in the second word and model how to sound out each syllable as it is divided. (/roe bot/) Ask students which pronunciation makes sense. Circle the correct word. (*ro bot*)	board/chart paper
Guided Practice	Repeat the above procedure: write a word with the targeted spelling on the board/chart paper. Then write two different ways it can be broken into syllables. Use the word in an oral sentence, pronouncing it two different ways based upon how the word is divided.	board/chart paper
Independent Practice	Have students read words with the targeted spelling in word lists, phrases, and sentences. Have students read unknown words in unfamiliar texts such as trade books or the provided decodable texts.	materials in this section of the Supplement

Section 5.2

Spelling Alternatives ‘ir’ and ‘ur’ > /er/; Mixed Review

SPELLING ALTERNATIVES ‘IR’ AND ‘UR’ > /ER/; MIXED REVIEW: WORD LISTS

NAME: _____

DATE: _____

5.2.1 WORD LIST

Spelling Alternative: ‘ir’ > /er/ (*bird*)

thirsty	shirt	birth
bird	girl	stir
thirst	whirl	firm
flirt	thirteen	aspirin
third	sir	circus
dirt	skirt	birthday
thirty	twirl	fir

The girl likes to sing.

NAME: _____

DATE: _____

5.2.2 WORD LIST

Spelling Alternative: 'ir' > /er/ (*bird*)

birch	birthday	circling
direct	fir	chirp
swirled	twirl	girls
firmer	flirt	whirl
thirst	shirt	squirt
Kirk	dirty	blackbird

NAME: _____

DATE: _____

Spelling Alternative: 'ur' > /er/ (*hurt*)

turn	surf	turnip	nurse
hurl	hurt	fur	Saturday
turf	burst	curve	curl
blurt	church	blur	disturb
churning	murmur	during	urge

A fish has no fur.

NAME: _____

DATE: _____

Spelling Alternative: ‘ur’ > /er/ (*hurt*)

curb	purse	murmur
lurk	turnout	unhurt
outburst	Wilbur	blurted
curve	curlers	burlap
Thursday	burning	churned
Saturn	sunburn	hamburger

NAME: _____

DATE: _____

Spelling Alternative: ‘er’ > /er/ (*her*)

after	bigger	butter
gather	germs	helper
powder	flower	tower
wrapper	enter	permit
her	pepper	verb

A hot desert has sand.

NAME: _____

DATE: _____

5.2.6

WORD LIST

Spelling Alternative: ‘er’ > /er/ (*her*)

ever	fishermen	verse
checkers	cracker	sprinkler
spinner	termites	sticker
letters	flatter	finger

SPELLING ALTERNATIVES ‘IR’ AND ‘UR’ > /ER/; MIXED REVIEW: ACTIVITY PAGES

NAME: _____

DATE: _____

5.2.7 ACTIVITY PAGE

Read each question and then write yes *or* no *to answer each question.*

1. Can a dog chirp with joy? _____
2. Can yogurt sing as you eat it? _____
3. Can birds sit on a tree branch? _____
4. Do squirrels have gray fur? _____
5. Do you like to stir dirt into your milk? _____
6. Would your mom be pleased if you burped out loud at dinner? _____
7. Could a nurse place a thermometer in your mouth? _____
8. Can you draw a pattern on your paper? _____
9. Can a clown be part of a circus? _____
10. If you use sunblock, should you get a sunburn? _____
11. Could your purse eat popcorn? _____
12. Would a glass of sawdust take away your thirst? _____
13. Can a waitress serve us lunch after she takes our order? _____
14. Is Thursday a day in the weekend? _____
15. Could you surf in the desert? _____

16. Can you cook hamburgers on a grill? _____

17. Can you make a cake in a whirlpool? _____

18. Can a girl turn and turn to make her skirt twirl? _____

19. Can a person with short hair have curls? _____

20. Can you jump feet first into a pool? _____

21. Can a curb be at the side of the road? _____

NAME: _____

DATE: _____

5.2.8 ACTIVITY PAGE

Read each pair of words and listen to decide if the vowel sounds are the same. Write yes *if the sounds are the same or* no *if the sounds are different.*

1. third – thorn _____
2. nurse – jerk _____
3. bird – burn _____
4. chirp – church _____
5. skirt – shirt _____
6. fur – far _____
7. surf – sir _____
8. burst – barn _____
9. prize – purse _____
10. Carl – curl _____
11. hurt – girl _____
12. flirt – dirt _____
13. verb – herd _____
14. Burt – Bert _____
15. perk – park _____

16. fir – fur _____

17. curve – churn _____

18. fern – curb _____

19. stir – turn _____

20. thorn – bore _____

NAME: _____

DATE: _____

5.2.9 ACTIVITY PAGE

Write the correct word to complete each sentence.

1. _____ and Kim are job hunting.
(Kurt, Corn)

2. Jill would like to get three more _____.
(skirts, swirls)

3. A bird will _____ to its mom for food.
(curb, chirp)

4. Did you _____ a log in the fireplace?
(burn, burst)

5. Can a _____ help you when you are hurt?
(purse, nurse)

6. Did you see the boy as he _____ the huge waves?
(surfed, barked)

7. Beth asked her mom to help _____ her hair.
(churn, curl)

8. Would you rather put on a red or a green _____?
(shirt, fork)

9. Who was your teacher in _____ grade?
(fire, first)

10. The_____ dug holes next to the tree to hide its acorns.
(sunburn, squirrel)

11. The _____ is herding sheep.
(artist, shepherd)

12. Did you _____ that today is my birthday?
(target, forget)

NAME: _____ **5.2.10** ACTIVITY PAGE

DATE: _____

Fill in the blanks.

hurt	circus	skirts
burned	birthday	flirt
surprise	Saturday	birds
thirsty	dirty	clerks

1. I like pants better than _____.

2. Be careful near the edge! I don't want you to get _____.

3. Is the party on Friday or _____?

4. In the nest sat three baby _____.

5. Shirley saw clowns at the _____.

6. Is the party a _____?

7. Abby got lots of gifts for her _____.

8. Can I have something to drink? I am so _____.

9. Jeannie likes to _____ with the boys.

10. My mom makes me shower when I am _____.

11. The fire _____ all night.

12. The store _____ were very helpful.

NAME: _____

DATE: _____

5.2.11

ACTIVITY PAGE

Write yes *or* no *to answer each question.*

1. Can a bird swim in a birdbath? _____
2. Is today Thursday? _____
3. Do fish have fur? _____
4. Can tigers run fast? _____
5. Does a hamburger have corners? _____
6. Is a goose a bird? _____
7. Does a nurse use a thermometer? _____
8. Does a shepherd take care of squirrels? _____
9. Is Mars a planet? _____
10. Do you have to go to class on Saturday? _____
11. Do you go to bed in the morning? _____

NAME: _____ **5.2.12** ACTIVITY PAGE

DATE: _____

Write the correct word to complete each sentence.

1. The _____ will make a nest in the spring.
(bard, bird)

2. Her hair has lots of _____.
(church, curls)

3. My mom's _____ has lots of stuff in it.
(nurse, purse)

4. Can you ask that_____ to skip rope with us?
(grill, girl)

5. The _____ gave me a shot in the arm.
(purse, nurse)

6. If you can ride the waves in the sea, then you can _____.
(sure, surf)

7. Last year I was in _____ grade.
(fist, first)

8. I like the _____ ice cream cones at the shop.
(swirl, skit)

9. To make butter, you have to _____ cream.
(churn, curl)

10. My _____ is green and red for the holidays.
(skirt, skit)

11. Dad lets me _____ the pancake batter on Saturday mornings.
(skirt, stir)

12. The cat's _____ is so soft.
(fur, first)

NAME: _____

DATE: _____

5.2.13

ACTIVITY PAGE

Fill in the blanks.

hurt	purse	concert	flavor
fur	bird	turns	twirl
nurse	first	butter	beaver

1. I fell and _____ my arm.
2. _____ is yellow and tasty.
3. The _____ made a dam.
4. We have to take _____ when playing games.
5. Do you have some gum in your _____?
6. I like to spin and _____.
7. A _____ was in the nest.
8. That cat has a lot of _____!
9. I don't know what _____ of ice cream to pick.
10. He was _____ in line to get a sticker.
11. I liked the songs at the _____.
12. The _____ said I had a fever.

SPELLING ALTERNATIVES 'IR' AND 'UR' > /ER/; MIXED REVIEW: PRACTICE SENTENCES AND STORY FOR ORAL READING

Wiggle Cards

Whole Group or Small Group

Wiggle Cards are phrases or words describing a motion or activity students can act out. If your students enjoy reading and acting out the Wiggle Cards, here are some decodable words and phrases that you can use with your students. Feel free to pull from these suggestions any time during the day, not just the language arts period, when students need an active transition.

turn around

point at a girl

return to your seat

act surprised

twirl around

NAME: _____

DATE: _____

5.2.14

PRACTICE STORY FOR ORAL READING

Kurt in the Dirt

Kurt was outside on Thursday. He looked at a fir tree and saw three big birds.

He gathered up some flowers.

He took a nap in a cluster of clover.

Kurt liked to be outside.

When he went home, his mom said, "Kurt! Go change your shirt!"

Kurt's shirt had dirt all over it. Kurt's mom was mad.

Kurt put on a red shirt with no dirt on it.

He went to his mom and gave her the flowers.

Kurt's mom was no longer mad.

She gave Kurt a hug.

Section 5.3

Spelling Alternative ‘y’ > /i/

SPELLING ALTERNATIVE ‘Y’ > /I/: WORD LIST

NAME: _____

DATE: _____

5.3.1 WORD LIST

Spelling Alternative: ‘y’ > /i/ (*myth*)

gym	myth	system
mystic	Brooklyn	syntax
bicycling	cyst	Lynn
hymn	Syd	synonym
oxygen	antonym	cylinder

What is an antonym for *fast*?

SPELLING ALTERNATIVE ‘Y’ > /I/: ACTIVITY PAGES

NAME: _____

DATE: _____

5.3.2 ACTIVITY PAGE

Fill in the blanks.

cylinder	system	gym
antonyms	oxygen	myths

1. I work out at the _____ to get strong.

2. "Big" and "small" have meanings that are the reverse of each other, so they are _____.

3. I made a new _____ for cleaning up my room so I know where things go.

4. In the _____ there was a rolled-up map.

5. All humans must have _____.

6. Have you read Greek _____ in your class?

NAME: _____

DATE: _____

5.3.3

ACTIVITY PAGE

Fill in the blanks.

symbolic	synonyms	system
gymnastics	antonyms	myth

1. The sprinkler _____ in the store went off without warning.

2. Is that a fact, or is it a _____?

3. The stars on the U.S. flag are _____ of the 50 states.

4. "Street" and "road" are _____.

5. "Hot" and "cold" are _____.

6. I like to do flips in my _____ class.

NAME: _____

DATE: _____

5.3.4 ACTIVITY PAGE

Fill in the blanks.

syntax	synonyms	oxygen	gym
cylinder	myths	symbolic	antonym

1. A can is shaped like a _____.

2. I exercise at the _____.

3. _____ relates to how words go together in a sentence.

4. An _____ of the word "yes" is the word "no."

5. In math problems, the _____ way to say numbers need to be added is a "+."

6. "Smile" and "grin" have the same meaning and are _____.

7. The teacher read the class some Greek _____.

8. Humans breathe _____.

NAME: _____

DATE: _____

5.3.5

ACTIVITY PAGE

Sort the words by their spellings. Then circle the letter that stands for the /i/ sound in each word. Then write the words with the /i/ sound spelled 'i' under skin *and the words with the /i/ sound spelled 'y' under* system.

~~kick~~	gym	gift	hill	myth	lip
mystic	milk	antonym	synonym	syntax	did

'i' like *skin*	**'y' like *system***
kick	

SPELLING ALTERNATIVE 'Y' > /I/: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

Spelling Alternative: 'y' > /i/ (*myth*)

1. I exercise at the gym on Saturday.

2. How many syllables are there in the word "myth?"

3. We are studying synonyms and antonyms in grammar.

4. The oxygen tank was shaped like a cylinder.

5. I would like to learn how the new computer system at the library works.

6. Brooklyn is part of the city of New York.

7. Lynn and Syd ordered hamburgers.

8. The stars in the U.S. flag are symbolic of the fifty states.

Section 5.4

Spelling Alternatives ‘i’, ‘igh’, and ‘y’ > /ie/

SPELLING ALTERNATIVES ‘I’, ‘IGH’, AND ‘Y’ > /IE/: WORD LISTS

NAME: _____

DATE: _____

Spelling Alternative: ‘i’ > /ie/ (*biting*)

mild	wild	find
kind	blind	grind
mind	bind	rind
wind	hind	child

NAME: _____

DATE: _____

5.4.2 WORD LIST

Spelling Alternative: ‘i’ > /ie/ (*biting*)

meek and mild	kind man
wild child	wind a watch
find your sock	mind your manners

NAME: _____

DATE: _____

5.4.3 WORD LIST

Spelling Alternative: ‘i’ > /ie/ (*biting*)

blind	bind	find	kind
mind	mild	child	wild
wind	hind	rind	grind
blinded	minded	kindness	finding
silent	Friday	spider	tiger
quiet	diet	item	virus

NAME: _____

DATE: _____

Spelling Alternative: 'igh' > /ie/ (*night*)

right	might	delight
night	bright	slight
lighter	fright	daylight
fight	sight	flight
frightening	sighting	tights
thigh	knight	tonight

A big and bright spotlight shines.

NAME: _____

DATE: _____

Spelling Alternative: 'y' > /ie/ (*try*)

try	my	shy
sly	fly	dry
nearby	supply	butterfly
by	why	dryer
spy	sky	magnify
multiply	satisfy	flying
crying	flyer	skylight

A big python snake slithers.

NAME: _____

DATE: _____

5.4.6 WORD LIST

Mixed Review

untie	Olympics	life	silence
symbolic	prices	crime	gym
satisfy	prize	child	satisfies
supply	drive	driver	gymnastics

SPELLING ALTERNATIVES 'I', 'IGH', AND 'Y' > /IE/: ACTIVITY PAGES

NAME: _____

DATE: _____

5.4.7 ACTIVITY PAGE

Fill in the blanks.

kind	entire	grind
child	mind	surprise
pilot	find	wild

1. A cat is tame and can be a pet, but a tiger is _____.

2. What _____ of ice cream do you like the best?

3. Lynn hid my notebook and now I cannot _____ it.

4. The _____ landed the plane on time.

5. A _____ cannot drive a car.

6. The farmer will _____ the wheat into flour.

7. Don't tell Kim what I got for her birthday. I want to _____ her.

8. Do you _____ if I sit next to you?

9. Bill ate the _____ pie and then felt sick!

NAME: _____

DATE: _____

5.4.8

ACTIVITY PAGE

Fill in the blanks.

writing	silence	kind	siren
shining	Friday	spider	finds

1. The sun is _____.

2. A _____ has eight legs.

3. Is he mean, or is he _____?

4. "Quiet" and " _____ " are synonyms.

5. Here is the story that I am _____.

6. One of the days of the week is _____.

7. When we play hide-and-seek, he never _____ me.

8. The fire truck has a loud _____.

NAME: _____

DATE: _____

5.4.9 ACTIVITY PAGE

Fill in the blanks.

bright	tonight	fight
tight	right	thigh
fright	flight	flashlight

1. It is dark and I need my _____ to see.

2. My pants are too _____!

3. He snuck up and gave me a _____.

4. We will go to the store after dinner _____.

5. That was the _____ thing to do.

6. Your _____ is near your hip.

7. Those are _____ colors.

8. Do not _____ with your sister.

9. They had to travel on a long _____ to get home.

NAME: _____

DATE: _____

5.4.10

ACTIVITY PAGE

Write each word under its matching picture.

light	lightning
knight	fight



_____



_____



_____



_____

NAME: _____ **5.4.11** ACTIVITY PAGE

DATE: _____

Use the words from the box to fill in the crossword puzzle.

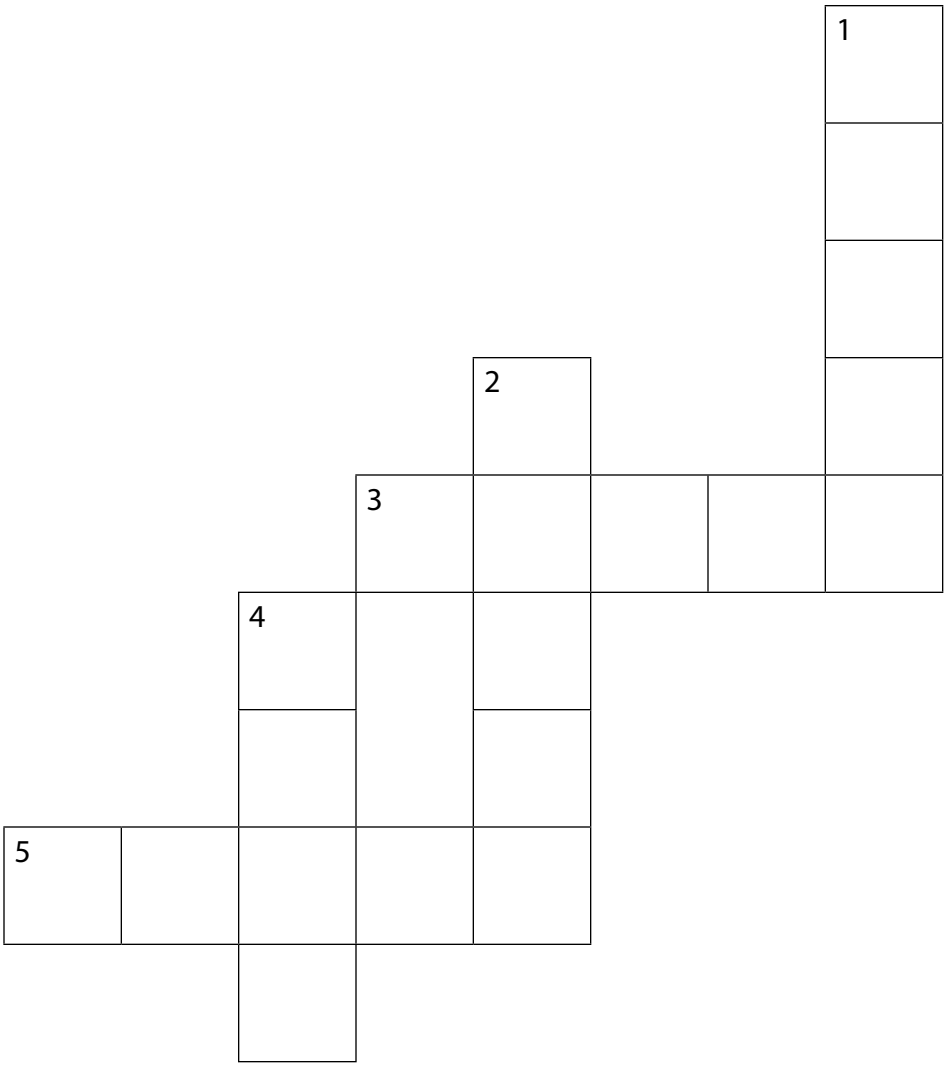
light	might	night	right	high

Down

1. I _____ like an ice pop.
2. We can see the stars at _____.
4. Put the book on the _____ shelf.

Across

3. Turn _____ at the corner.
5. Please turn on the _____.



NAME: _____ **5.4.12** ACTIVITY PAGE

DATE: _____

Read the story and answer the questions.

Last week m**y** dad went on an all-lettuce d**i**et. For six days he ate just lettuce. B**y** Fr**i**day n**igh**t he was f**igh**ting to stay on his d**i**et. That n**igh**t **I** went and got m**y**self a sl**i**ce of p**ie**. Dad s**igh**ed. "Would you m**i**nd not having that p**ie** in my s**igh**t?" he cr**ie**d out. "**I**'m tr**y**ing to stay on my d**i**et." **I** went in the d**i**ning room and started munching on the p**ie**. **I** tr**ie**d to be qu**i**et. But **I** think the s**igh**t and smell of the p**ie** was too much for m**y** dad. He ran into the d**i**ning room and ate three sl**i**ces of p**ie**. "Well," he said, "**I** tr**i**ed to d**i**et."

1. What did the dad do?
   A. He went on an all-lettuce diet.
   B. He went on an all-pie diet.
   C. He went on an all-chicken diet.

2. What did the kid have that the dad wanted?
   A. The kid had a slice of cake.
   B. The kid had a slice of pie.
   C. The kid had a chicken pot pie.

3. What happened in the end?
   A. The dad gave up on his all-lettuce diet and had pie.
   B. The dad stayed on his all-lettuce diet.
   C. The kid went on an all-lettuce diet too.

SPELLING ALTERNATIVES 'I', 'IGH', AND 'Y' > /IE/: PRACTICE PHRASES, SENTENCES, AND STORIES FOR ORAL READING

NAME: _____

DATE: _____

Spelling Alternative: 'igh' > /ie/ (*night*)

high on the hog

Turn on the nightlight.

Jump up high!

Shake your right hand.

Drive on the highway.

Look at the bright side!

Go and see the sights.

much to my delight

NAME: _____

DATE: _____

5.4.14

PRACTICE SENTENCES FOR ORAL READING

Spelling Alternative: 'y' > /ie/ (*try*)

Don't cry over spilled milk.

Are my pants dry yet?

I am frying chicken fingers.

We are flying there next week.

Sh! I am trying to spy on him.

Cyrus is from Wyoming.

Let's try to catch a butterfly.

NAME: _____

DATE: _____

Spelling Alternative: 'y' > /ie/ (*try*)

Tyler's Chores

Tyler has chores.

He has to put the wet clothes in the dryer.

He must wash and dry the dishes.

Tyler has to mop and dry the floor.

He has to help his crying sister.

Do you have chores to do like Tyler?

NAME: _____

DATE: _____

5.4.16

PRACTICE STORIES FOR ORAL READING

Spelling Alternatives: 'y', 'igh', and 'i' > /ie/

Wild Dream

I had a dream on Friday night.

It was midnight and I was in a wild place.

There were fast tigers.

There were big spiders with fangs.

Up high, there were flying bats.

In the moonlight, I could see critters of all sizes.

But I did not want to run out of sight.

I did not feel like crying with fright.

I was not having a nightmare.

The tigers and spiders and critters were my pals!

We were all smiling and having fun.

It was a good dream.

Section 5.5

Spelling Alternatives ‘o’ and ‘ow‘ > /oe/

SPELLING ALTERNATIVES ‘O’ AND ‘OW’ > /OE/: WORD LISTS

NAME: _____

DATE: _____

Spelling Alternative: ‘o’ > /oe/ (*open*)

bold	old	mold
fold	host	most
colt	stroll	hold
gross	gold	both
poll	post	roll
troll	toll	sold

cold colt

NAME: _____

DATE: _____

5.5.2 WORD LIST

Spelling Alternative: ‘o’ > /oe/ (*open*)

focus	colder	clover
robot	program	poet
frozen	cargo	broken
poking	rodents	roller
bongo	totem	token
ozone	protest	hotel
clothing	over	program
closer	voted	banjo

NAME: _____

DATE: _____

5.5.3 WORD LIST

Spelling Alternative: 'ow' > /oe/ (*snow*)

slow	snow	grow
elbow	owners	glow
throw	yellow	window

NAME: _____

DATE: _____

5.5.4 WORD LIST

Spelling Alternative: 'ow' > /oe/ (*snow*)

low	tow	row
show	crow	blow
below	pillow	fellow

Mow the yard.

SPELLING ALTERNATIVES ‘O’ AND ‘OW’ > /OE/: ACTIVITY PAGES

NAME: _____

DATE: _____

5.5.5 ACTIVITY PAGE

Write the correct word to complete each sentence.

1. My sister is one year _____ today.
   (told, old)

2. A _____ of lightning hit the tree.
   (toll, bolt)

3. We had to pay a _____ to drive on the highway.
   (told, toll)

4. Would you like a dinner _____with your meal?
   (scroll, roll)

5. Who has the _____ eggs in a basket?
   (told, most)

6. I have a stuffed up nose and a bad _____.
   (cold, gold)

7. Dad will _____ us if we don't do our jobs.
   (sold, scold)

8. Can you help me _____ the fence post while I fix it?
   (sold, hold)

9. Would you like to go for a _____ outside to get some exercise?
   (colt, stroll)

10. Will you help me _____ the clean shirts?
    (fold, sold)

NAME: _____

DATE: _____

5.5.6

ACTIVITY PAGE

Fill in the blanks.

cold	over	scold	solo	cola
mold	hold	banjo	moment	open

1. Will you please _____ the door for me?

2. I jumped _____ the pile of leaves.

3. Please wait one _____ and then we will all go to the store.

4. To sing by yourself means to sing a _____.

5. Would you like a _____ to drink?

6. There was green _____ on my sandwich so I didn't eat it.

7. Can you _____ my mittens?

8. My mom might _____ me if I am not home on time.

9. My sister can play the _____.

10. I am so _____, I think I will just freeze.

NAME: _____

DATE: _____

5.5.7 ACTIVITY PAGE

Fill in the blanks.

growth	elbow	blown	hollow	shadows
bowl	pillow	window	shallow	flown

1. The crows had already _____ to the top of the tree as soon as they heard the bear growling below.

2. I like to sleep on a firm _____.

3. The leaves have all _____ off the trees.

4. I hurt my _____ and have to keep my arm in a cast and sling for two weeks.

5. We used the flashlight and our hands to make different _____ on the wall.

6. Please serve my ice cream in a very large _____ so I can have a lot.

7. We check the _____ of the seeds we planted with a ruler each week.

8. The tree died long ago, so that now all that is left is a _____ stump.

9. When we looked out of the _____ , we could see that it was snowing.

10. The opposite of deep is _____.

SPELLING ALTERNATIVES 'O' AND 'OW' > /OE/: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

Spelling Alternative: ‘o’ > /oe/ (*old*)

Take a stroll in the park during daylight.

Hold your nose.

Run like a light colt.

The troll was mad.

Hold the door.

How old is the girl?

NAME: _____

DATE: _____

5.5.9

PRACTICE SENTENCES FOR ORAL READING

Spelling Alternative: 'ow' > /oe/ (*snow*)

I see a yellow flower.

A black crow flew under the branch.

How low can you go?

Please open the window.

I don't know.

Follow me!

That's a long row of corn.

Section 5.6

Spelling Alternatives ‘ee’, ‘y’, ‘ey’, and ‘ie’ > /ee/; Mixed Review

SPELLING ALTERNATIVES ‘EE’, ‘Y’, ‘EY’, AND ‘IE’ > /EE/; MIXED REVIEW: WORD LISTS

NAME: _____

DATE: _____

5.6.1 WORD LIST

Spelling Alternative: ‘e’ > /ee/ (*me*)

report	respond	recent	repair
remain	respect	refuse	repeat
between	began	became	behind
below	retreat	beneath	belong
decide	sequence	demand	decent
hero	fever	even	secret

NAME: _____

DATE: _____

5.6.2 WORD LIST

Mixed Review /ee/

sea	creek	eat	beat
wheat	week	peas	feet
me	least	be	peach
leave	happy	bee	beach
speak	we	see	meet
meat	meter	she	below

NAME: _____

DATE: _____

5.6.3 WORD LIST

Mixed Review /ee/

prepare	here	discrete	cities
creek	near	predict	sea
healed	these	activities	east
deal	cheeks	sincere	pieces
details	create	carries	peel
priest	interfere	three	sunbeam

NAME: _____

DATE: _____

5.6.4 WORD LIST

Spelling Alternative: ‘y’ > /ee/ (*funny*)

only	very	body	city
story	study	speedy	slowly
easy	heavy	party	carry
nearly	tiny	happy	baby
angry	army	empty	twenty
lady	hungry	lately	mostly

NAME: _____

DATE: _____

Mixed Review /ee/

library	meet	tweet	obese
meal	field	began	safety
these	mean	real	reach
bodies	greedy	decide	prepare
cookie	sheets	fifty	stampede
funny	repeat	Chinese	sweet

NAME: _____

DATE: _____

5.6.6 WORD LIST

Mixed Review /ee/

these	here	mere	theme
genes	eve	Steve	Pete
Chinese	supreme	extreme	athlete
sincere	stampede	discrete	Irene

NAME: _____

DATE: _____

5.6.7 WORD LIST

Spelling Alternative: ‘ey’ > /ee/ (*key*)

key	valley	donkey	chimney
hockey	jersey	kidneys	trolley
keyhole	gooey	alley	volleyball
Casey	Wesley	Stacey	Jeffrey

NAME: _____

DATE: _____

5.6.8 WORD LIST

Spelling Alternative: 'ie' > /ee/ (*cookie*)

chief	achieve	belief	field
yield	fierce	believe	thief
priest	pierce	piece	relief
shield	shriek	grief	thieves

NAME: _____

DATE: _____

Mixed Review /ee/

hockey	tiny	secret	happy
carefully	Ashley	healthier	valleys
chimneys	behave	create	alien
hero	suddenly	donkeys	December

SPELLING ALTERNATIVES ‘EE’, ‘Y’, ‘EY’, AND ‘IE’ > /EE/; MIXED REVIEW: ACTIVITY PAGES

NAME: _____

DATE: _____

5.6.10 ACTIVITY PAGE

Fill in the blanks.

athlete	beach	zebra	expect	fever	replied
else	second	became	pretend	create	decide

1. He is a good _____ and plays football for a pro team.

2. Sometimes my sister likes to wear a crown and a long dress and _____ she is a princess.

3. When I asked my mom if I could stay up until midnight, she firmly _____, "No way!"

4. A _____ looks like a horse with black and white stripes.

5. He _____ a third grader at the end of the year.

6. In the summer, I like to go to the _____ to relax and swim.

7. Mark has a _____ and does not feel well.

8. Lynn came in first place in the race and Sheryl came in _____.

9. Kurt had a hard time trying to _____ what kind of ice cream to order because he liked them all.

10. What time do you _____ your aunt to get here?

11. The artist will _____ a new painting for the art show.

12. I have looked everywhere for my lost purse and don't know where _____ to search.

NAME: _____

DATE: _____

5.6.11 ACTIVITY PAGE

Fill in the blanks.

behave	December	fever	female
video	secret	repaired	recall

1. Steven told Peter his _____.

2. Is Eli's dog male or _____?

3. Edith is sick with a _____.

4. When did you begin watching this _____?

5. "Remember" and " _____" are synonyms.

6. Leo is leaving in November or _____.

7. The bench is broken and needs to be _____.

8. We have to teach our new dog how to _____.

NAME: _____

DATE: _____

5.6.12

ACTIVITY PAGE

Fill in the blanks.

happy	slowly	story	funny
heavy	shiny	candy	forty

1. Mary will tell us a _____.

2. Twenty plus twenty is _____.

3. Jenny is driving _____.

4. Is Danny sad or _____?

5. Henry can't carry the box as it's too _____.

6. Amy's joke was really _____.

7. The _____ is sticky and sweet.

8. I saw a _____ penny on the ground.

NAME: _____

DATE: _____

5.6.13

ACTIVITY PAGE

Use the words from the box to fill in the crossword puzzle on the following page.

Billy	daddy	cavity	puppy	dirty
daisy	easy	chilly	jelly	candy

Down

1. baby dog
2. not clean
3. a kind of flower
4. sweet treat
5. toast and ____
7. a boy's name

Across

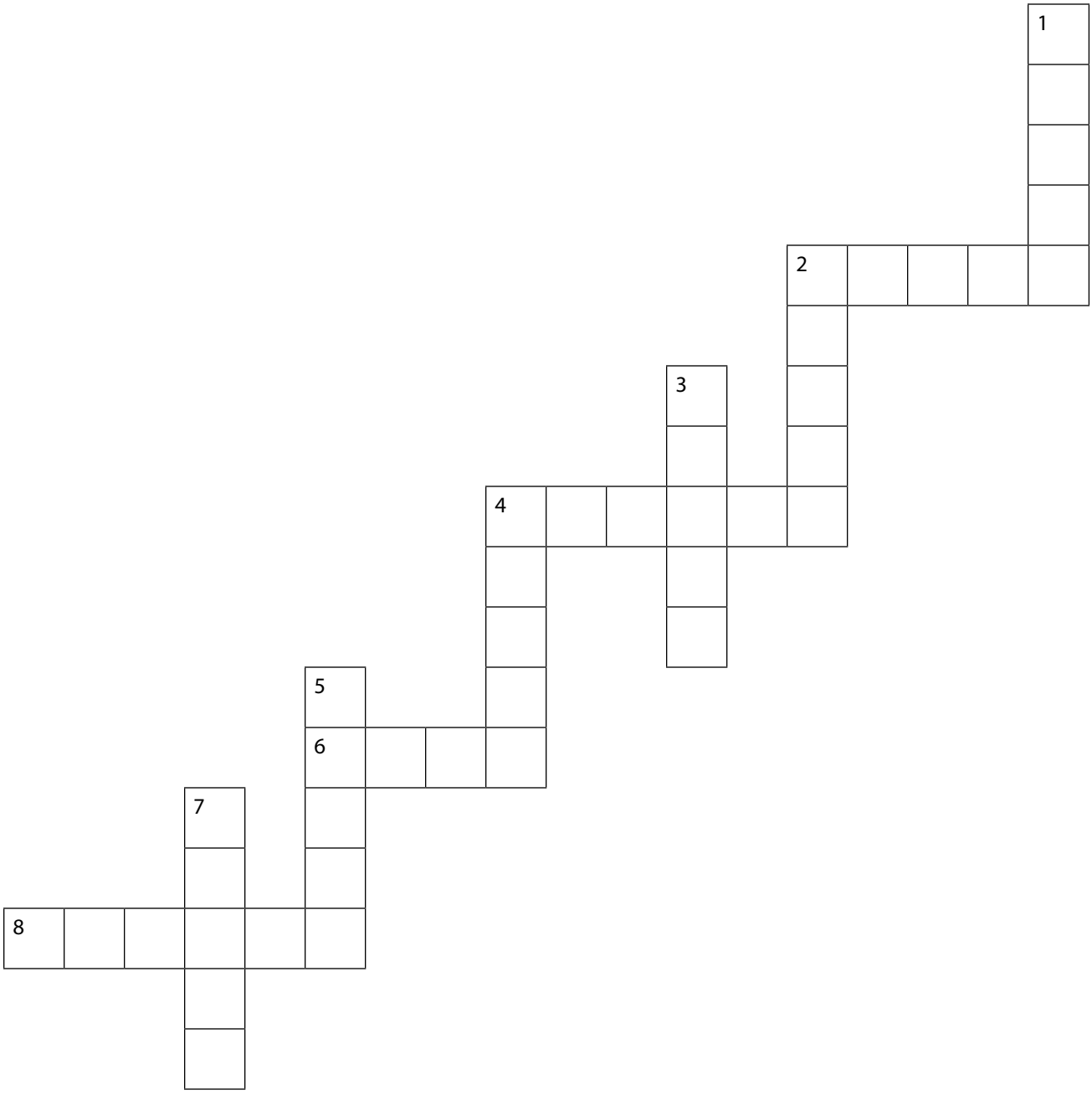
2. mommy and ____
4. hole in your tooth
6. not difficult
8. a bit cold

NAME: _____

DATE: _____

5.6.13
CONTINUED

ACTIVITY PAGE



NAME: _____

DATE: _____

5.6.14 ACTIVITY PAGE

Use the words from the box to fill in the crossword puzzle on the following page.

lady	baby	crazy	gravy	tasty
shaky	tummy	sunny	wavy	

Down

1. I get _____ when I am cold.

2. My hair is curly and _____.

4. I like _____ and rolls.

6. A nice _____ gave me a clean napkin to wipe my hands.

8. It is a hot and _____ day.

Across

3. Ice cream is _____.

5. I have a _____ idea.

7. A _____ can crawl.

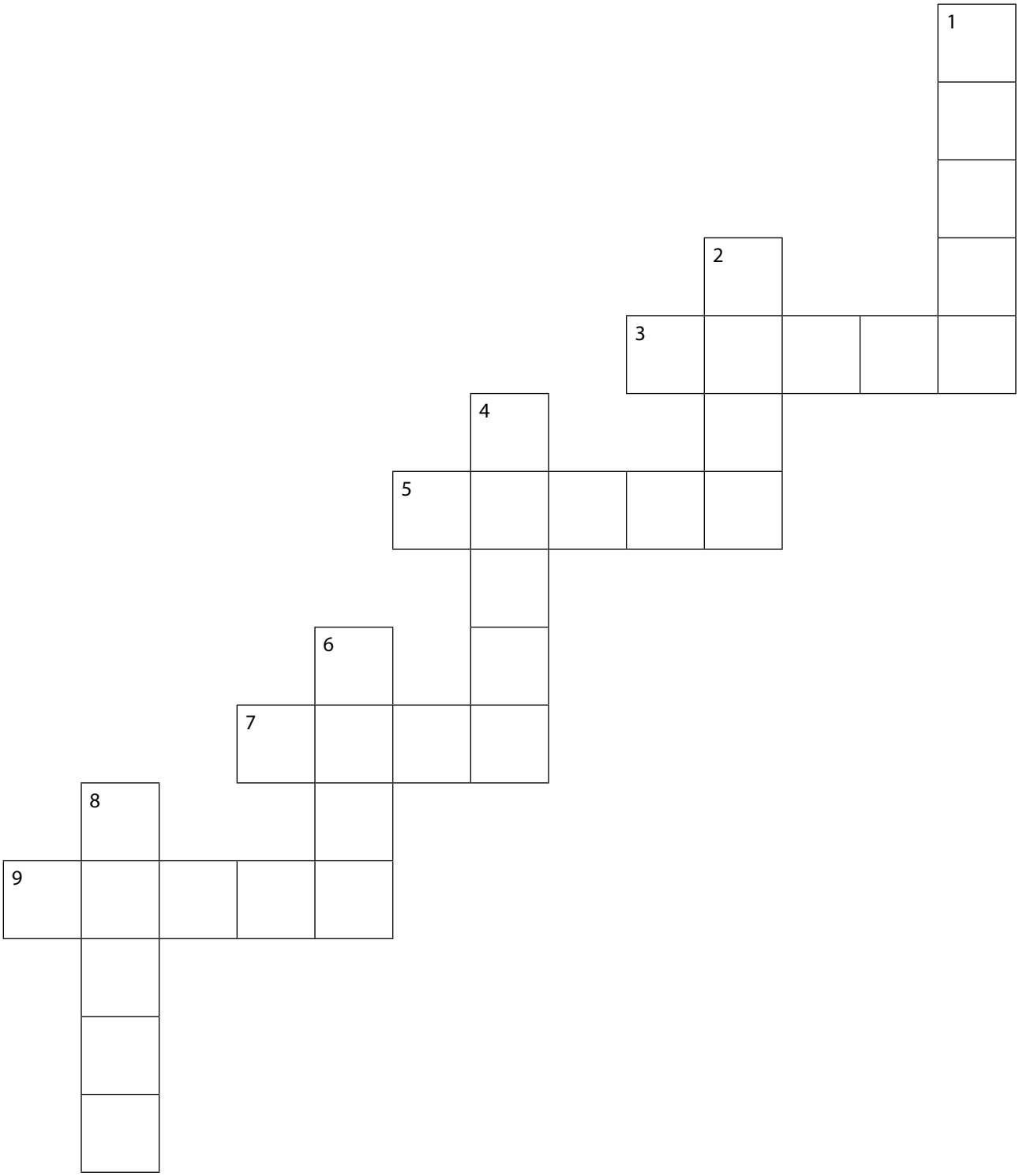
9. My _____ is filled with good food.

NAME: _____

DATE: _____

5.6.14
CONTINUED

ACTIVITY PAGE



NAME: _____

DATE: _____

5.6.15 ACTIVITY PAGE

Fill in the blanks.

nurse	easy	light	butterfly	twenty
squirrel	furry	really	angry	body

1. I stayed outside all day and got a sunburn over my entire _____.

2. The _____ told me I had a fever.

3. My sister is _____ years old.

4. I practice a lot, so math problems are _____ for me now.

5. The _____ ate the corn from the feeder.

6. I did not eat lunch, so I am _____ hungry!

7. Can you turn on the _____?

8. A soft, _____ bunny hopped past the lawn.

9. My mom was _____ when she saw the hole in my pants.

10. The _____ flitted from flower to flower.

NAME: _____

DATE: _____

5.6.16

ACTIVITY PAGE

Fill in the blanks.

key	bunny	story	city	baby	shy
myth	chimney	yard	funny	study	donkey

1. A _____ looks a lot like a horse.

2. The grass in the back _____ needs to be mowed.

3. The _____ was crying because he was hungry.

4. Kurt asked his sister to read him a silly _____.

5. Do you have your house _____ so you can unlock the door?

6. I saw a fluffy white _____ burrow into its hole.

7. There was smoke blowing from the _____ because we had a fire in the fireplace.

8. The Greek _____ we are reading is about gods and goddesses.

9. What a _____ joke!

10. Don't forget to _____ for your spelling assessment!

11. Jenny is _____ with people that she does not know well.

12. I do not like the noise of the traffic in the _____.

NAME: _____

DATE: _____

5.6.17

ACTIVITY PAGE

Fill in the blanks.

believe	relief	field	chief	shriek
yield	thief	achieve	ladies	piece

1. May I have another _____ of chicken?

2. Can you _____ how easy our homework is?

3. My sister slammed her finger in the car door and started to _____.

4. I don't think we will get any _____ from the heat because it is supposed to be hot every day this week!

5. My dad got a ticket because he did not _____ at the yellow light.

6. The _____ who robbed the bank yesterday went to jail.

7. I always try my best to _____ good grades.

8. The fire _____ told the other men to get the fire trucks ready.

9. I'll meet you at the _____ for our soccer game.

10. All of the _____ were wearing pretty straw hats.

NAME: _____

DATE: _____

5.6.18 ACTIVITY PAGE

Fill in the blanks.

dizzy	parsley	priest	relax	erase
pierce	money	fever	chimney	slippery
turkey	zebra	grief	angry	refund

1. After it rained, the road was very _____.

2. How much _____ do I need to go to the movie?

3. My mom mixed salt, pepper, and _____ into the oil and vinegar to make salad dressing.

4. There is smoke coming out of the _____ of the house next door.

5. Amy returned the jeans to the store and asked for a _____.

6. The teacher asked students to _____ their mistakes, rather than crossing them out.

7. Cindy was very sad when her dog died, but she did not show her _____ by crying.

8. Jeremy knows the _____ at the church in town.

9. When I looked at the thermometer, I realized I had a _____.

10. We will have _____ and mashed potatoes with gravy on Thanksgiving.

11. I felt _____ after I fell down the steps.

12. I would rather _____ at home tonight, rather than go out.

13. A _____ has black and white stripes.

14. Mad is a synonym for _____.

15. The nail in the driveway may _____ the tire and make it flat.

NAME: _____

DATE: _____

5.6.19 ACTIVITY PAGE

Read the story and answer the questions.

Last w**ee**k, Henr**y**'s mom told Henr**y** to cl**ea**n his room. Since Henr**y** is ver**y** ob**e**dient, his mom did not have to rep**ea**t herself. Henr**y** promptl**y** b**e**gan cl**ea**ning. H**e** picked up his hock**ey** jers**ey** and tossed it in the laundr**y** basket. H**e** wiped goo**ey** gunk off of his desk. H**e** picked up p**ie**ces of cook**ie** from his rug. H**e** washed his sh**ee**ts. H**e** **e**ven caught a centip**e**de that was crawling under his bed and set it fr**ee** outside. Cl**ea**ning was **ea**sier than Henr**y** thought it would b**e**. His room was compl**e**tel**y** fr**ee** of clutter by thr**ee**.

1. What did Henry's mom tell Henry to do?
   A. She told him to rake the leaves.
   B. She told him to sweep the porch.
   C. She told him to clean his room.

2. What did Henry wash?
   A. Henry washed his sheets.
   B. Henry washed his jeans.
   C. Henry washed his puppy.

3. What did Henry catch?
   A. Henry caught a bee.
   B. Henry caught a flea.
   C. Henry caught a centipede.

SPELLING ALTERNATIVES 'EE', 'Y', 'EY', AND 'IE' > /EE/; MIXED REVIEW: PRACTICE SENTENCES AND STORIES FOR ORAL READING

NAME: _____

DATE: _____

5.6.20

PRACTICE SENTENCES FOR ORAL READING

Spelling Alternative: ‘e’ > /ee/ (*me*)

He’s got a high fever.

She’s a hero to me.

She told me a secret.

We’ve got to watch this video.

She is being a good helper.

He’s not even six yet.

Recess is between one and two.

Maybe he is right.

Six minus six equals zero.

NAME: _____

DATE: _____

5.6.21

PRACTICE SENTENCES FOR ORAL READING

Spelling Alternative: 'ey' > /ee/ (*key*)

Stacey plays volleyball.

Wesley plays hockey.

Jeffrey is hiding in the alley.

Tracey is having her kidney taken out.

Casey rode the trolley.

NAME: _____

DATE: _____

Spelling Alternatives: /ee/

Annie is here, but Steve is not.

Pete bit off a piece of pie.

Debbie is my niece.

Eddie went out in right field.

The chief made a brief speech.

Eve went to see a priest.

Steve, try these cookies.

NAME: _____

DATE: _____

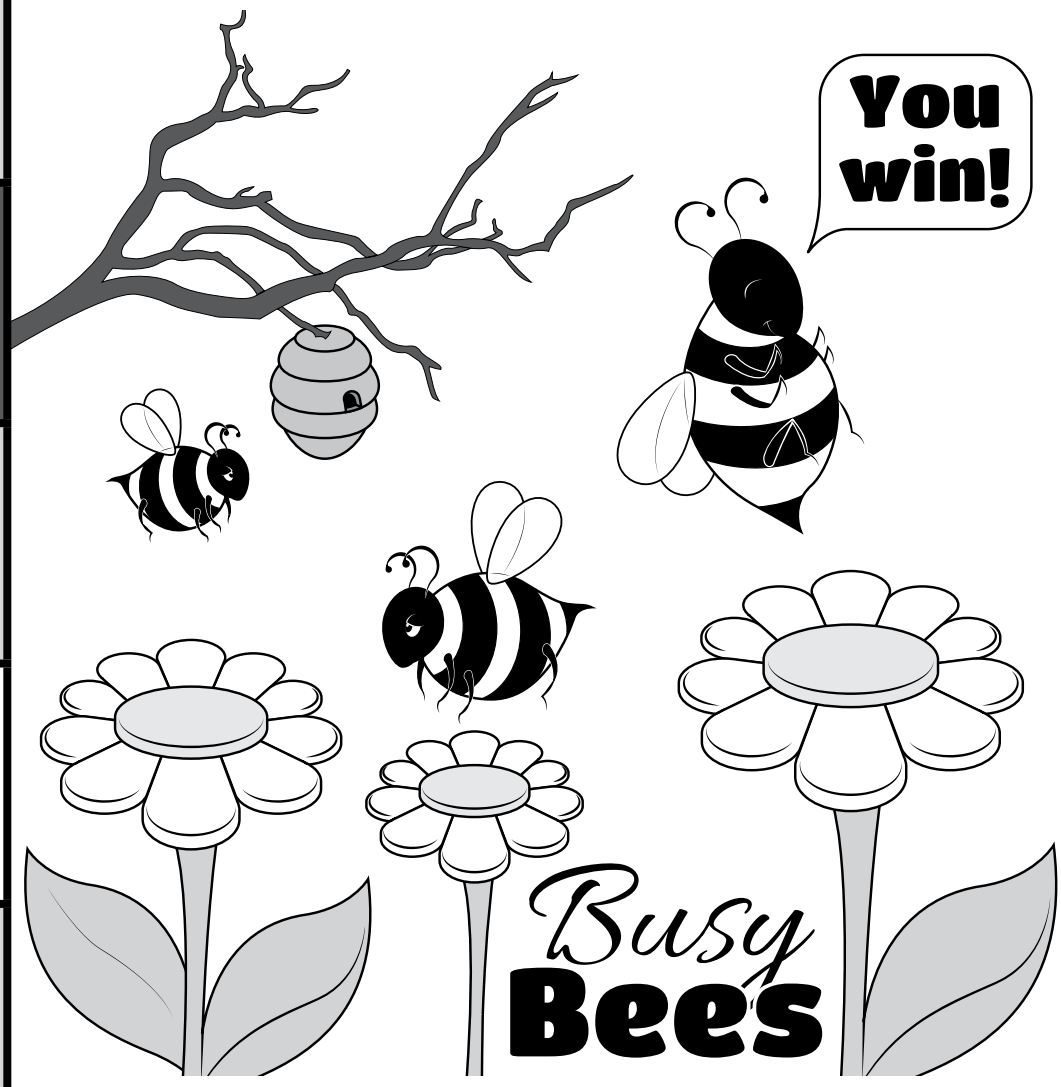
5.6.23

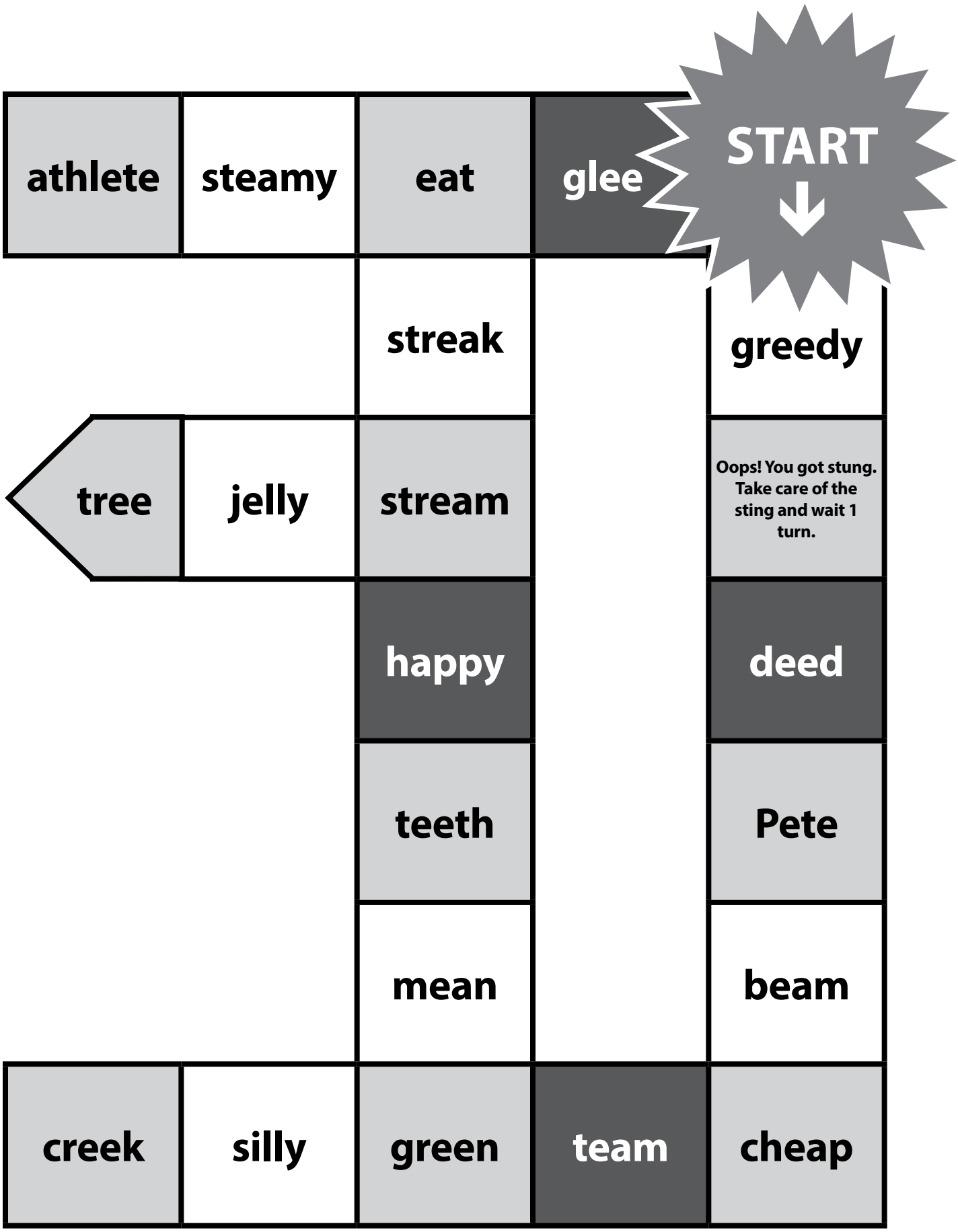
PRACTICE STORIES FOR ORAL READING

Read the story. Circle all of the spellings for the /ee/ sound.

Katie, Molly, and their mom took a cab from their hotel to the beach. At the beach, all three smeared sunblock all over their skin. It was hot so they got in the sea for a bit. Then they looked for seashells. After that, Katie and Molly played volleyball with some teenagers. Katie made some really sweet plays. (She's quite the athlete.) In fact, a small group formed to look at her play. After the game, Katie, Molly, and their mom started to feel hungry. They left the beach to find something to eat. What a good day!

SPELLING ALTERNATIVES ‘EE’, ‘Y’, ‘EY’, AND ‘IE’ > /EE/; MIXED REVIEW: GAME

scream	dream	weed	Good job! You planted many flowers for the bees. Move ahead 1 space.	sleep
eve				
lucky				
beet				
puppy				
wheat				
Oh no! The hive fell on the ground. Wait 1 turn.	steep	compete	queen	seam


START
athlete
steamy
eat
glee
streak
greedy
tree
jelly
stream
Oops! You got stung. Take care of the sting and wait 1 turn.
happy
deed
teeth
Pete
mean
beam
creek
silly
green
team
cheap

NAME: _____

DATE: _____

5.6.24

ACTIVITY PAGE

Throw the die to move a game piece. Read the word in the space then write the word in the correct column on this sheet.

'e_e'	'ea'	'ee'	'y'

Section 5.7

Spelling Alternative ‘al’ > /aw/

SPELLING ALTERNATIVE ‘AL’ > /AW/: WORD LIST

NAME: _____

DATE: _____

5.7.1 WORD LIST

Spelling Alternative: ‘al’ > /aw/ (*wall*)

hallway	always	false
wall	install	walnut
call	tall	also
wallpaper	ball	salt

There is salt for the food.

SPELLING ALTERNATIVE ‘AL’ > /AW/: ACTIVITY PAGE

NAME: _____

DATE: _____

5.7.2 ACTIVITY PAGE

Fill in the blanks.

salty	caught	dawn	wallpaper
false	always	almanac	walrus

1. The sun rises in the east at _____.

2. My sister is _____ last to wake up at our house.

3. I went to the store with my mom to pick out _____ to decorate my bedroom walls.

4. The _____ says that the first snowfall this year will be in December.

5. The test will be a true or _____ test.

6. There was a sudden thunderstorm and we got _____ in the rain.

7. I got very thirsty because the peanuts were _____.

8. A _____ has whiskers and long white tusks.

SPELLING ALTERNATIVE 'AL' > /AW/: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

Spelling Alternative: 'al' > /aw/ (*wall*)

1. I think this meat tastes too salty.
2. Martin scalded his hand with the hot water.
3. Do you like malt balls?
4. Students had to mark the sentences as true or false on the test.
5. The farmer cleaned out the barn stalls and put down clean hay.
6. My dad is almost bald.
7. We had a new stove delivered and installed today.
8. A synonym for stop is halt.
9. She had tripped and fallen down the steps.
10. My pants were too long so my mom altered them.

Section 5.8

Tricky Spelling ‘y’ > /y/, /ee/, /i/, or /ie/

TRICKY SPELLING ‘Y’ > /Y/, /EE/, /I/, OR /IE/: WORD LISTS

NAME: _____

DATE: _____

5.8.1 WORD LIST

Tricky Spelling ‘y’

yesterday	body	fry	system	mummy
crystal	myth	lobby	monkey	yearly
multiply	honey	yardstick	gypsy	trolley
lullaby	yellow	oxygen	sympathy	crazy

NAME: _____

DATE: _____

5.8.2 WORD LIST

Tricky Spelling 'y'

volley	hungry	yogurt	antonym	supply
satisfy	valley	myth	turkey	empty
synonym	yummy	candy	butterfly	penny
plenty	chimney	nearby	Olympics	yearlong

TRICKY SPELLING 'Y' > /Y/, /EE/, /I/, OR /IE/: ACTIVITY PAGES

NAME: _____

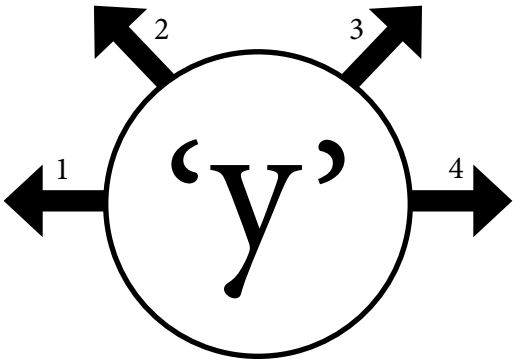
DATE: _____

5.8.3 ACTIVITY PAGE

Sort the underlined words by the sounds of 'y'.

myth
system
cylinder

funny
fifty
sandy



try
by
fly

yes
yet
yuck

	funny	***myth***	***try***	***yes***
The grass in our <u>yard</u> is green.				yard
We watched the <u>Olympics</u> on TV.				
We are visiting <u>Brooklyn</u> this week.				
Do not swat that <u>fly</u>!				
I have not seen her in a <u>year</u>.				
A <u>baby</u> cat is called a <u>kitty</u>.				
She is soft-spoken and <u>shy</u>.				

NAME: _____

DATE: _____

5.8.4

ACTIVITY PAGE

Read the words and sort them by the sounds of 'y'.

fry	baby	cry	picky
spy	system	only	softly
yarn	symbol	yes	fly

/ie/ as in *try*

_____

_____

_____

_____

/i/ as in *myth*

_____

_____

_____

_____

/ee/ as in *funny*

_____

_____

_____

_____

/y/ as in *yes*

_____

_____

_____

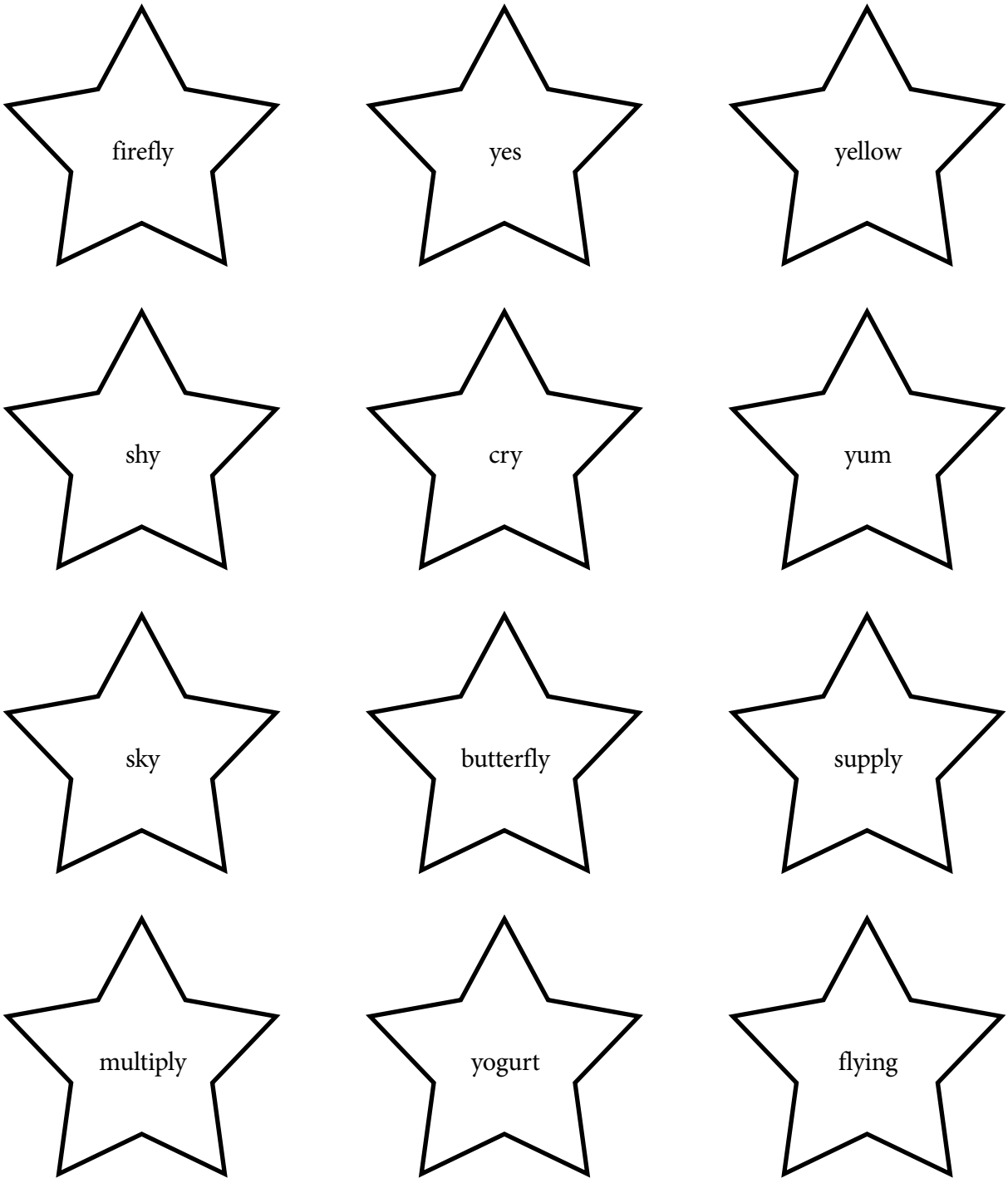
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NAME: _____

DATE: _____

5.8.5 ACTIVITY PAGE

If the word on the star has the /ie/ sound, color it blue. If the word on the star has the /y/ sound, color it yellow.



NAME: _____

DATE: _____

5.8.6

ACTIVITY PAGE

Sort the words by the sounds of 'y'. Write the words that have the tricky spelling 'y' sounded /ee/ under funny, *the words that have the tricky spelling 'y' sounded /i/ under* myth, *the words that have the tricky spelling 'y' sounded /ie/ under* try, *and the words that have the tricky spelling 'y' sounded /y/ under* yet.

empty	very	satisfy	system
yawn	energy	really	multiply
story	gym	study	yuck

funny	***myth***	***try***	***yet***
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

NAME: _____

DATE: _____

5.8.7

ACTIVITY PAGE

Part 1: *Circle the letter 'y' in each word. Read the word pairs aloud. Decide if the sound of 'y' is the same or different in each word pair. Write* yes *if they are the same and* no *if they are different.*

Part 2: *Circle the vowel sound in each word. Read the word pairs aloud. After reading each pair, write if the vowel sounds are the same or different. Write* yes *if they are the same and* no *if they are different.*

Part 1: Does the letter 'y' have the same sound in each word pair?

1. yelp – myth _____
2. gym – myth _____
3. Lynn – yarn _____
4. yikes – lynx _____
5. Syd – gym _____

Part 2: Do these words have the same vowel sound?

1. join – gym _____
2. miss – myth _____
3. gym – jam _____
4. myth – math _____
5. quill – lynx _____

NAME: _____

DATE: _____

5.8.8

ACTIVITY PAGE

Sort the words by the sound of 'y'. Write the words that have the tricky spelling 'y' sounded /y/ under yarn*, the words that have the tricky spelling 'y' sounded /ie/ under* my*, the words that have the tricky spelling 'y' sounded /i/ under* myth*, and the words that have tricky spelling 'y' sounded /ee/ under* funny*.*

yellow	tricky	butterfly	baby	gym	antonym
story	dry	study	supply	crazy	fairy

'y' > /y/ (*yarn*)	**'y' > /ie/ (*my*)**
'y' > /i/ (*myth*)	**'y' > /ee/ (*funny*)**

NAME: _____

DATE: _____

5.8.9 ACTIVITY PAGE

If a square has a word with the letter 'y' sounded /ee/, make it green. *If a square has a word with the letter 'y' sounded /i/, make it* yellow. *If a square has a word with the letter 'y' sounded /ie/, make it* red. *If a square has a word with the letter 'y' sounded /y/, make it* blue.

try	system	year	dry	simply
gym	sky	likely	plenty	funny
yet	gingerly	Brooklyn	yes	supply
flying	beyond	myth	easy	copy
happy	daddy	satisfy	lynx	yelled

TRICKY SPELLING 'Y' > /Y/, /EE/, /I/, OR /IE/: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

5.8.10

PRACTICE SENTENCES FOR ORAL READING

Tricky Spelling 'y'

1. The yams tasted really yummy because I was so hungry.

2. I saw smoke coming out of the chimney of the nearby house.

3. Mindy sang a lullaby to the baby.

4. The crystal bracelet was pretty.

5. The flag had the Olympic symbol.

6. There is plenty of candy for everyone.

7. I started to cry when it was time to say goodbye.

8. I used the hair dryer yesterday.

NAME: _____

DATE: _____

5.8.11

PRACTICE SENTENCES FOR ORAL READING

Tricky Spelling 'y'

1. Why is Beverly crying?

2. I dropped my keys in the alley.

3. The yellow honey looked yummy.

4. The gypsy was playing a cymbal.

5. We waited for everybody in the lobby.

6. The shelves of the pantry are empty.

7. The silly monkey yelled loudly.

8. I would like a cherry on my ice cream.

Section 5.9

Tricky Spelling ‘e’ > /e/ or /ee/

TRICKY SPELLING ‘E’ > /E/ OR /EE/: WORD LISTS

NAME: _____

DATE: _____

5.9.1 WORD LIST

Tricky Spelling ‘e’

before	bedroom	eraser	effort	legal
repair	behave	Beverly	benefit	destroy
decoy	return	temper	exact	result
extreme	recommend	equipment	retire	revenge

NAME: _____

DATE: _____

5.9.2 WORD LIST

Tricky Spelling ‘e’

tempest	mental	second	meter	lemon
lender	eleven	elect	ever	even
pretend	explore	secret	seven	elastic
resting	event	demon	demonstrate	reflex

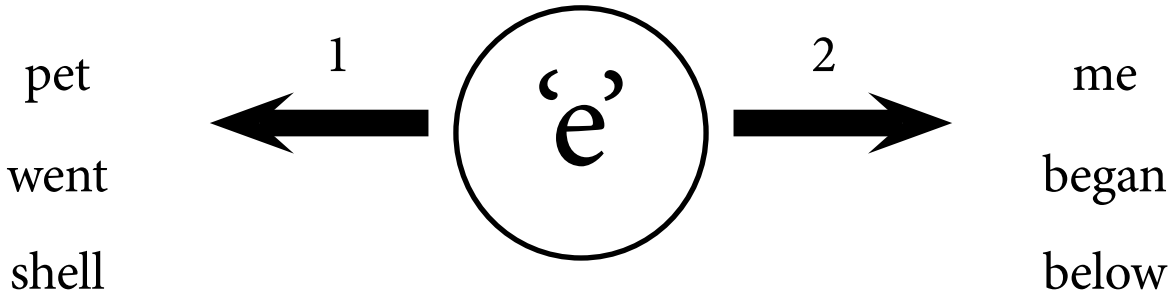
TRICKY SPELLING ‘E’ > /E/ OR /EE/: ACTIVITY PAGES

NAME: _____

DATE: _____

5.9.3 ACTIVITY PAGE

Sort the underlined words by the sounds of 'e'.



	pet	***me***
I find <u>sweets</u> hard to resist.		sweets
Should we go <u>east</u> or <u>west</u>?		
The horse jumped the <u>fence</u>.		
I saw a cow at the <u>rodeo</u>.		
If you make a mistake, <u>erase</u> it.		
Who came in <u>second</u> place?		
Is it on the right or the <u>left</u>?		
Batman is my <u>hero</u>.		
I will write a <u>report</u> for homework.		

NAME: _____

DATE: _____

5.9.4

ACTIVITY PAGE

Sort the words by the sounds of 'e'. Write the words with the tricky spelling 'e' sounded /e/ under bed*, and the words with the tricky spelling 'e' sounded /ee/ under* me.

she	net	Venus	wet
we	wedding	desk	maybe

/e/ as in *bed*	**/e/ as in *me***
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

NAME: _____

DATE: _____

5.9.5 ACTIVITY PAGE

Sort the words by the sounds of 'e'. Write the words that have the tricky spelling 'e' sounded /e/ under pet *and the words that have the tricky spelling 'e' sounded /ee/ under* me.

~~fever~~	bench	behind
zebra	maybe	tense
eleven	went	seven

/e/ as in *pet*	**/ee/ as in *me***
_____	fever
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

NAME: _____

DATE: _____

5.9.6

ACTIVITY PAGE

If a square has a word with the spelling 'e' sounded /ee/, make it yellow. *If a square has a word with the spelling 'e' sounded /e/, make it* brown.

seven	them	then	being	western
below	get	result	went	maybe
because	never	decide	men	require
best	tell	reply	next	default
end	redo	zero	better	destroy

TRICKY SPELLING 'E' > /E/ OR /EE/: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

Tricky Spelling ‘e’

1. We needed to add money to the parking meter.

2. My dad plans to retire and relax before he turns fifty-seven.

3. For a second, I didn’t even realize you were here.

4. We pitched the tent on level ground.

5. I had to squeeze ten lemons to make lemonade.

6. Mark is an expert in legal advice.

7. Could you lend me a pencil and eraser?

8. The stack of envelopes was held together by an elastic band.

9. What equipment do we need to explore the cave?

10. Beverly would not tell me her secret.

Teacher: Write the target word on the board. Beside the target word, write the two possible divisions. Read the sentence aloud to students. Ask them to tell you the correct division to circle.

Target Word	**Possible division**	**2nd possible division**	**Possible sentence for meaning** *(Remember the sentence is done orally.)*
below	be low	bel ow	Go down _____ to the basement.
before	be fore	bef ore	Brush your teeth _____ you go to bed.
ever	ev er	e ver	Have you _____ been to the beach?
seven	sev en	se ven	She is _____ years old.
behind	be hind	beh ind	It's not in front of you, but _____ you.
meter	met er	me ter	Put your coins in the _____.
recess	re cess	rec ess	What do you like to play at _____ time?
even	e ven	ev en	The picture was not _____.
hero	he ro	her o	She was the _____ of the day!
video	vid e o	vide o	That was a good _____.

Section 5.10

Tricky Spelling ‘ow’ > /ou/ or /oe/

TRICKY SPELLING ‘OW’ > /OU/ OR /OE/: WORD LISTS

NAME: _____

DATE: _____

Tricky Spelling 'ow'

powder	snowdrift	owe	power	borrow
howl	chowder	fellow	swallow	downtown
prowler	towel	elbow	below	tower
pillow	flower	owl	slowly	crowd

NAME: _____

DATE: _____

5.10.2

WORD LIST

Tricky Spelling 'ow'

snowplow	willow	throw	crown	however
widow	frown	flower	shallow	rowboat
owners	growling	snowing	grown	downstairs
shower	showed	hollow	countdown	tow

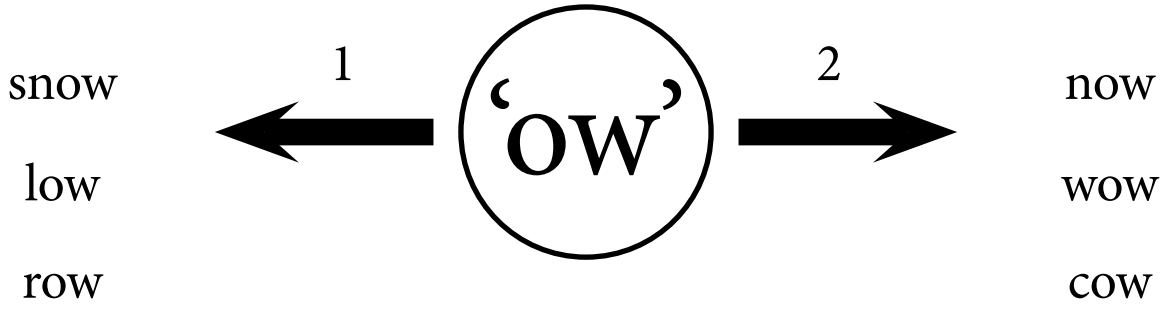
TRICKY SPELLING 'OW' > /OU/ OR /OE/: ACTIVITY PAGES

NAME: _____

DATE: _____

5.10.3 ACTIVITY PAGE

Sort the underlined words by the sounds of 'ow'.



	snow	***now***
The king is wearing a crown.		crown
That boy needs to take a shower.		
Troy has some food in his bowl.		
The baby pool is very shallow.		
On Hugo's bed, there are two pillows.		
The starving tiger growled.		
Jake looked at the sky and saw a rainbow.		

NAME: _____

DATE: _____

5.10.4

ACTIVITY PAGE

Sort the words by the sounds of 'ow'. Write the words that have the tricky spelling 'ow' sounded /oe/ under snow *and the words that have the tricky spelling 'ow' sounded /ou/ under* now.

blow	fowl	owl	glow	row
show	howl	slow	prowl	snow
tow	crown	grow	frown	gown
clown	throw	growl	scowl	town

/oe/ as in *snow*

_____

_____

_____

_____

_____

_____

_____

_____

/ou/ as in *now*

_____

_____

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

5.10.5

ACTIVITY PAGE

Fill in the blanks.

glow	snow	throw	gown	cloud
pound	sound	howl	town	crown

1. We have a house in a small _____.

2. Did you hear the _____ of the crickets?

3. Can you _____ a ball?

4. Fireflies can _____ in the dark at night.

5. Did you hear the dog _____ at the moon?

6. Sometimes when it is cold, _____ will fall and make the ground white.

7. Is there a _____ in the sky?

8. The queen has a _____.

9. The clerk at the market sold me a _____ of beans.

10. I like my fancy pink _____ the most.

NAME: _____

DATE: _____

5.10.6

ACTIVITY PAGE

Read the story. Underline 'ow' in each word where it is found. Write the words that have 'ow' sounded /oe/ under snow. *Write the words that have 'ow' sounded /ou/ under* cow.

This morning, my mom gave me a yellow pot filled with brown soil. She told me that the soil had a flower seed in it. I set the pot on my windowsill and waited, but the flower did not grow. I put the pot in the shower to water the seed, but the flower did not grow. I placed the pot where the sun would shine on it, but the flower did not grow. I placed the pot in a shadow, but the flower still did not grow. I frowned and was just about to throw it out. At last, my mom said to me, "Don't you know that flowers grow slowly?" Well, now I know!

/oe/ as in *snow*	**/ou/ as in *cow***
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

NAME: _____ **5.10.7** ACTIVITY PAGE

DATE: _____

Read each question and then write yes *or* no *to answer each question.*

1. Can flowers frown? _____
2. Have you ever seen a show? _____
3. Is clam chowder something to eat? _____
4. Are you a snowman? _____
5. Can a man blow a horn in a car? _____
6. Is your elbow part of your arm? _____
7. Do you use a towel to dry off after a shower? _____
8. Can you look out a window? _____
9. Can a cow bow? _____
10. Can a pig grow wings? _____
11. Can a flower be yellow? _____
12. Can a firefly glow at night? _____
13. Is *up* the antonym of *down*? _____
14. Can a spider growl? _____
15. Do you like clowns? _____

NAME: _____

DATE: _____

5.10.8

ACTIVITY PAGE

If a square has a word with the spelling 'ow' sounded /oe/, make it yellow. *If a square has a word with the spelling 'ow' sounded /ou/, make it* red.

crown	now	know	owl	own
show	grow	power	follow	below
crowded	slowly	window	town	snow
yellow	drown	narrow	flow	brown
cow	throw	flower	blow	bowl

TRICKY SPELLING 'OW' > /OU/ OR /OE/: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

Tricky Spelling 'ow'

1. I showed my mom where I hurt my elbow before I took my shower.

2. I could hear something growling outside my window.

3. The owners of the house planted flowers in the yard.

4. My sister is so tall she towers over me.

5. The wind was blowing so hard it howled.

6. May I borrow your snowplow to clear my driveway?

7. I think the dog growled because he wants to be let out of the house.

8. The crowd bowed as the queen passed by wearing her crown.

9. I dried off with a towel and put on some powder.

10. The willow tree in the center of town has grown very tall.

Section 5.11

Mixed Review

MIXED REVIEW: ACTIVITY PAGES

NAME: _____

DATE: _____

5.11.1 ACTIVITY PAGE

Read each word and cirlce the spelling in each word that stands for the sound at the top.

/ee/	/i/	/ie/
treat	gym	stripe
even	hint	wild
Pete	amethyst	night
centipede	kissed	pie
meter	Brooklyn	cry
wheat	myth	find
complete	bitter	try
repeat	system	sigh
relax	skip	shine
steep	hiccup	tie

NAME: _____

DATE: _____

5.11.2

ACTIVITY PAGE

This chart shows spellings for the /ie/ sound. Use the chart to complete the activity page.

	'i_e'	'i'	'y'	'ie'	'igh'
b	bike	biker			bright
c		child	cry	cries	
d	drive	diet driver	dry	dried	
e	excite	excited			
f	campfire	find	fly		
g		gigantic			
h	hike	hiking			high
k	kite	kind			
l	life				light
m		mind			might
n	nine	ninth			night
o		Ohio			
p	pride				
q	quite	quiet			
r	rise				right
s	shine slime smile	shining silent smiling spider	satisfy shy sky spy supply	spies	
t	time tired	tiger	try	tried	
w	write	wild writing	Wyoming		

1. Count the words on the chart that have the sound /ie/ spelled 'i_e' and write the number here.

   _____

2. Count the words on the chart that have the sound /ie/ spelled 'i' and write the number here.

   _____

3. Count the words on the chart that have the sound /ie/ spelled 'y' and write the number here.

   _____

4. Count the words on the chart that have the sound /ie/ spelled 'ie' and write the number here.

   _____

5. Count the words on the chart that have the sound /ie/ spelled 'igh' and write the number here.

   _____

6. Which spelling for /ie/ has the most words?

   _____

7. Where does the spelling 'igh' tend to be found in a word—at the beginning, in the center, or at the end?

   _____

8. Where does the spelling 'y' tend to be found in a word—at the beginning, in the center, or at the end?

   _____

9. Which words on the chart are proper nouns?

   _____

10. Which word on the chart is an antonym of *low*?

    _____

11. There is one bug on the chart. What is it?

    _____

12. Which word on the chart names something that a lot of kids like to ride?

    _____

13. Which word on the chart is a synonym of *nice*?

    _____

14. Which word on the chart is a synonym of *huge*?

    _____

15. There is one compound word on the chart. What is it?

_____

16. Write a sentence that has some words from the chart. Use a lot of words from the chart if you can!

_____

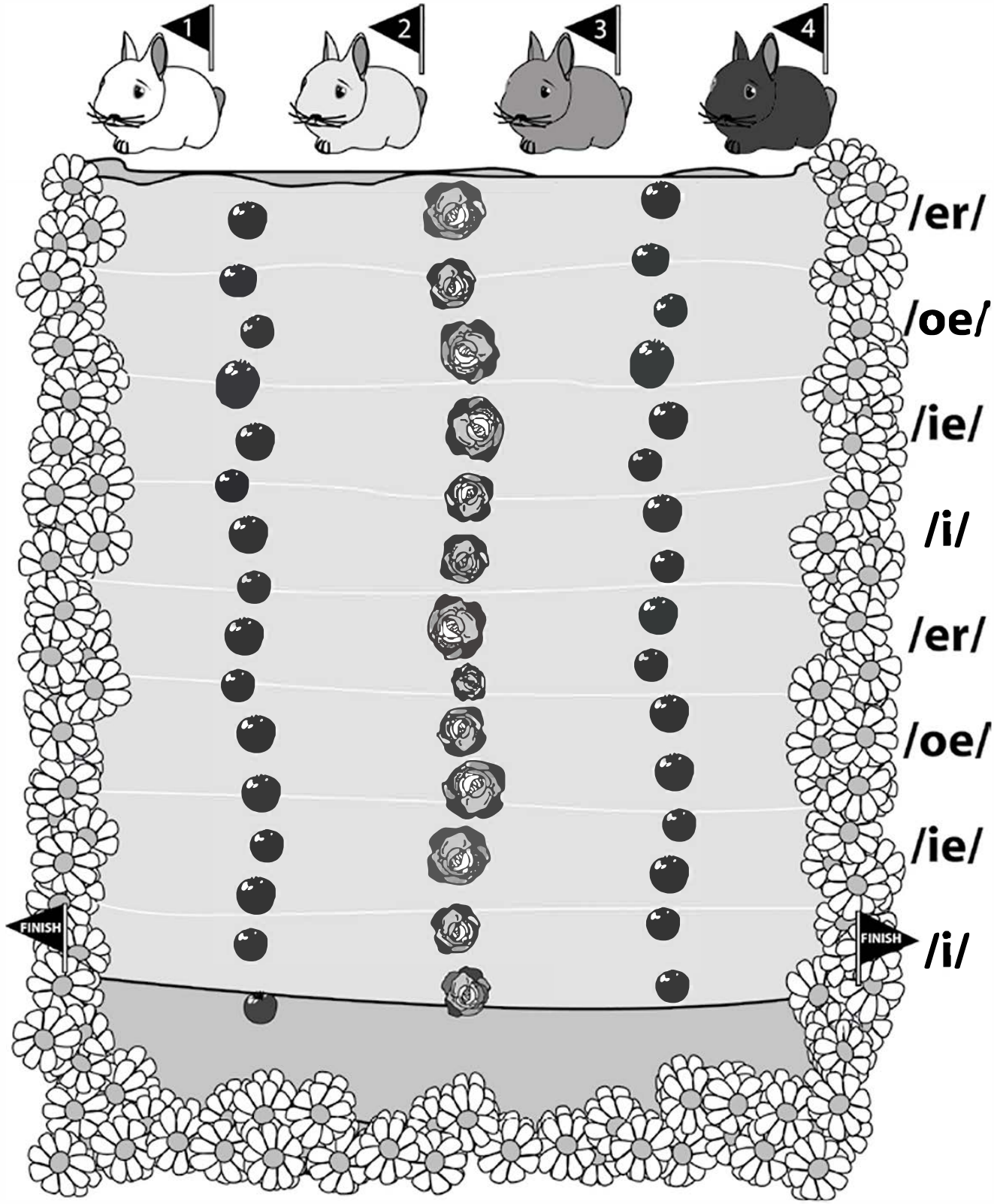
_____

MIXED REVIEW: GAME

Let's Do the Bunny Hop!

Here's how to play:

- Assist your students in cutting out the Bunny Hop Cards, which follows these directions.
- Arrange your students into groups of no more than four.
- Each group should shuffle the cards and lay them face down.
- Each person should write their name on one of the bunny hop paths on the game board, which follows these directions.
- Have a student draw a card and read the word on the card. If the student reads the word correctly, the student writes the word on the corresponding space on the bunny path.
- Then the student puts the card back on the bottom of the stack.
- The first person to fill up the bunny path wins!


1
2
3
4
/er/
/oe/
/ie/
/i/
/er/
/oe/
/ie/
/i/
FINISH
FINISH

BUNNY HOP CARDS

servant	find	curb	gym	post	multiply
stirrup	dryer	gold	spider	fellow	nearby
pattern	supply	surrender	silent	elbow	mold
system	old	bright	tiger	owners	disturb
cymbal	cold	swirl	dryer	toll	snow
symbol	below	squirrel	cry	high	blow
bind	yellow	disturb	fry	lies	show
blind	window	myth	most	oxygen	third

Section 5.12

Spelling Alternatives and Tricky Spellings Assessment

ASSESSMENT

Provide students with Activity Page 5.12.1, labeled *Section 5 Assessment*, which follows this page.

Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

1. fern
2. burn
3. first
4. myth
5. kind
6. night
7. spy
8. snow
9. even
10. lucky
11. walnut
12. cold
13. butterfly
14. system
15. false

Mastery: 12/15 words correct

(Alternate Administration: Ask each individual student to read all of the words aloud in rows 1–15. Mastery: 48/60 words correct.)

Below are the sound-spelling correspondences targeted for each word. If a student misses a word, have the student read the line(s) that contained the error. Then ask the student to point to and say aloud the correct word for that line. The student's response will indicate whether the mistake was a careless error or if the student needs additional instruction in a specific letter-sound correspondence. Please pay attention to other errors as well, as they may indicate additional areas in need of remediation.

1. 'er' > /er/
2. 'ur' > /er/
3. 'ir' > /er/
4. 'y' > /i/
5. 'i' > /ie/
6. 'igh' > /ie/
7. 'y' > /ie/
8. 'ow' > /oe/
9. 'e' > /ee/
10. 'y' > /ee/
11. 'al' > /aw/
12. 'o' > /oe/
13. 'er' > /er/; 'y' > /ie/
14. 'y' > /i/
15. 'al' > /aw/

Section 5 Assessment

Circle the word you hear your teacher say.

1.	fern	first	find	furl
2.	burnt	bend	burn	bunt
3.	fist	first	find	furl
4.	mist	math	miss	myth
5.	find	kite	kin	kind
6.	neat	nice	night	might
7.	spit	spy	sky	sight
8.	snout	now	snow	cow
9.	ever	ease	even	easy
10.	luck	ducky	lucky	leaky
11.	water	Walter	walnut	walrus
12.	could	cold	coal	cod
13.	butter	fly	flurry	butterfly
14.	item	system	sister	stem
15.	false	fall	fell	waltz

Section 5.13

Stories

THE JOB HUNT (FROM GRADE 2, UNIT 4)

Brooklyn

Kim took Kurt by the hand and the two of them set off so that Kim could look for a job.

It was a summer morning in Brooklyn. There were lots of cars on the streets. There were people walking here and there. A man was sweeping the street outside his shop.

Kim and Kurt walked until they got to Prospect Park.

Kurt looked into the park as they went past. He saw people playing frisbee. He saw people on bikes. He saw a man playing fetch with his dog. He saw soccer players on their way to a game. He saw runners on their way to the gym.

"Can we stop and play?" asked Kurt. "No," Kim said. "I have to get a job."

Kurt slumped a bit to let Kim see that he was sad, but he kept walking.

"Kim," he said after a bit, "will having a job make you a grownup?"

"Well, sort of," said Kim. "I'm in college. I think that makes me part kid and part grownup."



"Will you still have time to play with me?"

"Yes!" Kim said, rubbing Kurt's arm. "We will have lots of time to play. I'll get a part-time job, one that is not too hard. That way, I will not be too tired when I get home. Then we can play."

"You should get a job at the Bronx Zoo!" Kurt said. "Then you can play with the snakes and tigers."

Kim said. "I don't think so. I don't like snakes. But we can visit the zoo later this summer. After I get a job, I will have cash to do fun things like that."

Just then Kim saw two old pals waving at her. "Lynn!" she yelled. "Sheryl! What's up?"

Lynn and Sheryl crossed the street. "Hi, Kim!" said Lynn. "Are you home from college for the summer?"

"Yes," said Kim. "It's good to be back here in Brooklyn!"

Kim slapped hands with her pals. Then she said, "You two have met Kurt, haven't you?"

Lynn and Sheryl nodded. Lynn stooped down to look at Kurt and said, "Hi, big man! Would you like to come with us? We are going over to Drummer's Grove to see the drummers."

"Drummer's Grove?" Kurt said. "Can we go, Kim? Can we? Can we? Can we?" Kim hesitated. She needed to get started on her job hunt. But she wanted Kurt to have fun, too. If she dragged him off without seeing the drummers, there was a chance he would get mad and fuss all day. That would not be much fun.

"Okay," she said at last. "But just for a bit. I need to get started with my job hunt."

The Gym

After leaving Dwight's Lights, Kim stopped for a moment to think about where she should try next to find a job.

"Mom's pals, Tom and Beth, run a gym that is nearby. I might have a chance getting a job at their gym, so let's go!"

On the way to the gym, Kim explained to Kurt that a gym is a place where people go to exercise and get in shape. She explained that people pay to be members of a gym.

Kurt had never visited a gym. The gym seemed odd to him. He stood staring at a man who was jogging in place.

"He keeps running," said Kurt, "but he is still in the same place!"

"It's kind of like the wheel that rat of yours likes to run on," said Kim. "It lets him run in place."

"He's not a rat," said Kurt. "He's a hamster!"

Kurt kept on looking at the man jogging in place. "Why not just run in the park?" he asked.





"Some people think the gym is fun, just like you think the park is fun," Kim said.

"All the people here are working hard," Kurt said. "Why do they pay to work so hard?"

"It makes them feel good and strong after they have finished," Kim said.

Just then Tom and Beth came over to see them.

"Hi, Kim! Hi, Kurt!" said Beth. "It's good to see you. What brings you here?"

Kim said, "I'm looking for a summer job. I stopped to see if you need help. Are you hiring?"

"We just hired someone for a job in the snack bar," Beth said, pointing over to the counter. "People like to have a cool drink and a snack when they finish in the gym."

"That looks like a good job," said Kim. "I wish I had gotten here sooner."

"Bad timing," said Beth. "We don't need more help right now. But you will find a job somewhere else."

Tom took Kurt and Kim to see the rest of the gym. Kurt pointed at a man who was doing curls. "What's he doing?" Kurt asked.

"He's doing curls," Tom explained. "Would you like to do some curls?" Kurt nodded.

"Here," Tom said.

"Use this one. Lift it up. That will strengthen your biceps—the tops of your arms. Then let it down. That will strengthen your triceps—the backs of your arms."

Kurt did five or six curls. Then he clenched his arm and yelled, "I am the man of steel!"

Kim just smiled at Kurt.

Kim spoke to Beth and Tom. "Well, I suppose we should go," she said. "Thank you for meeting with me."

"No problem," said Tom.

"Good luck with the job hunt," said Beth. "We will send word to you if we need help here."

"Why don't you go see Alberto at the corner market?" added Tom. "He may have a job for you. Plus, he's one of the nicest men I ever met."

The Subway

When Kim and Kurt were finished eating, Kim paid for the meal and left a tip for the waitress. Then they went out of the diner.

"We need to get on the subway and go into Manhattan," she said.

"Manhattan?" Kurt said with a loud sigh. "This job hunt will take all day!"

"It won't take that long. I'm just having no luck here in Brooklyn. Maybe I can find a job in Manhattan."

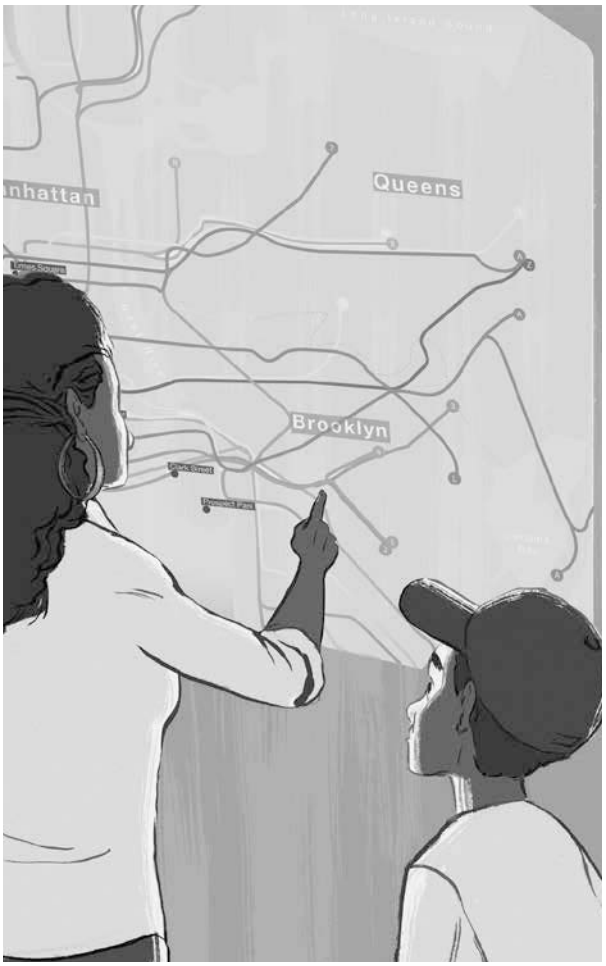
They walked to the subway stop.

Kim got out the fare card her mom had given her. "Which train will we take?" Kurt asked.

"The Number 3 train."

Kim pointed to a map on the wall. She showed Kurt a red line on the map. "We will ride from here in Brooklyn over to Manhattan and all the way up to Times Square."

Kurt pointed at the spot on the map that marked the East River.





"Will we get to see the river?"

"No," said Kim. "The subway goes under the river. That's why it's named a subway. Sub means under. A subway is a train that goes under things like rivers and roads. It travels underground."

Kurt and Kim waited on the platform for the subway train. Soon, Kurt could hear the sound of the train as it got closer. There was a gust of air. The train rolled up to the platform and stopped.

The people inside the subway train were packed in tight. There were no seats, so Kim reached up and grabbed a strap. Kurt held on tight to Kim's leg.

The train started off with a jerk. All the people swayed from side to side. Kurt could hear the train squeaking and creaking.

Soon, the train slowed down. A voice came over the speaker, "This is Clark Street. Next stop is Wall Street."

"Where are we?" Kurt asked Kim.

"This is the last stop in Brooklyn," Kim explained. "Next, the subway crosses over to Manhattan."

"Then can we get off ? I'm so squashed I'm having a hard time breathing."

"Hang in there," Kim said. "Some people will get off as soon as we get to Manhattan."

Kim was right. The next stop was Wall Street. Lots of people got off the train.

At last, Kurt and Kim got seats on the train. "This is much better!" Kurt said.

Wall Street

At the Wall Street stop a man got on the train. He had on black pants, a black jacket, a crisp white shirt, and a red necktie. He was holding a black case. He looked sharp.

Kurt jabbed Kim with his elbow and whispered, "What do you think his job is? Do you think he is a spy or a secret agent?"

"I don't know," Kim said. "He might be a banker who has a job in a bank on Wall Street."

"What's a bank?"

"A bank is a place where you can keep your cash so it is safe. The bank keeps your cash until you need it and they pay you a bit for saving your cash with them. Since not everyone needs their cash at the same time, the bank has extra cash that they can use to make loans to people who need cash."

"What's a loan?"

"When you get a loan from a bank, the bank lets you borrow some of the cash that it has, and you make a deal to pay the cash back later, plus some fees that the bank adds in."



"You mean you have to pay back more cash than the cash you borrow?"

"That's right."

"Why not just use the cash you've got?" Kurt asked.

"Well, if you have a lot of cash, you might not need to get a loan. But let's say you plan to open your own store. You would need a lot of cash before you even opened the store! You might not have all of this cash on your own, so you might need a loan to get started."

Kurt dreamed of a store he might like to open and of a banker handing him a big bag of cash. Then he dreamed that he might even like to be a banker himself.

"Do bankers get paid a lot?" Kurt asked.

"Some of them do."

"So why don't you get a job at a bank?"

"Most banks won't hire you unless you have finished two or three years of college. I have just finished one year."

"So it's a hard job to get?"

Kim nodded.

The Daydream

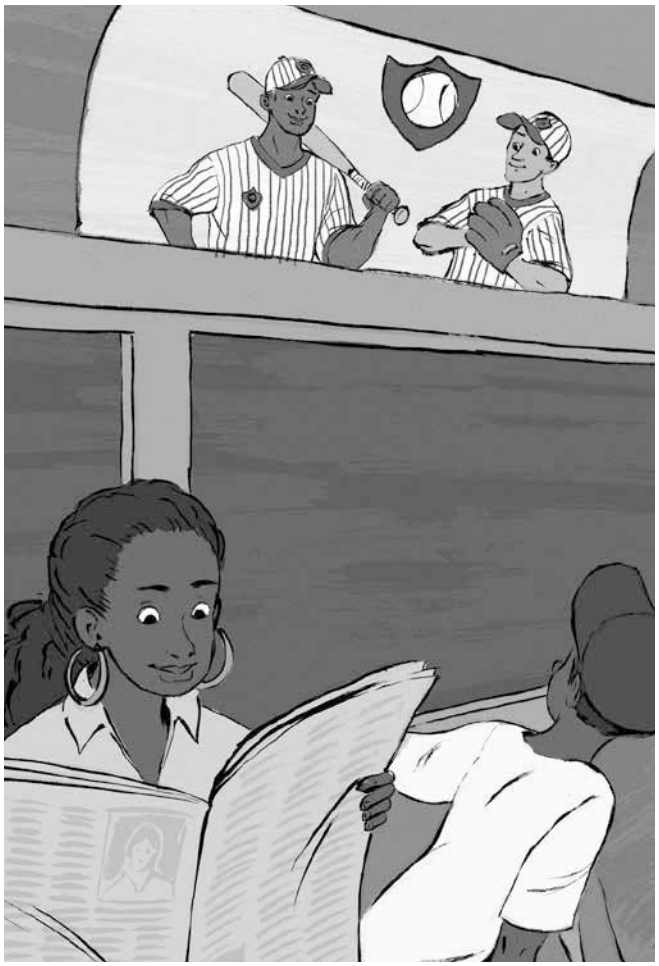
The subway train went on past Wall Street, going north.

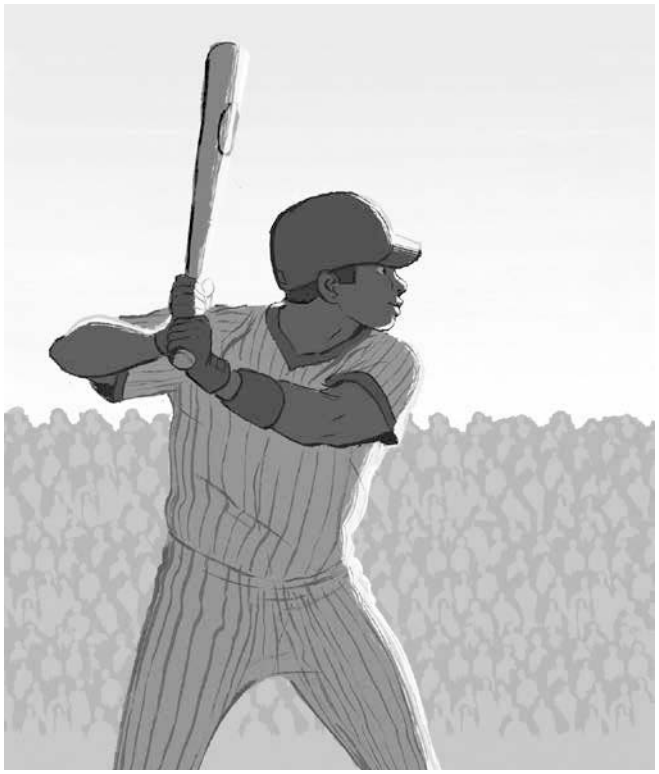
Kim looked at the Job Opening ads in the paper. Kurt looked up at the posters that were hanging on the walls of the train. One of them was a poster of two star baseball players. The players seemed to smile down at Kurt, as if to say, "This is the life, man!"

Kurt stared at the poster and daydreamed. He could hear a man speaking. The man was calling out the play-by-play for a baseball game.

"Two out in the ninth inning," the man said. "The home team is down by two runs. So, Mark, it looks like it's all up to Kurt Gunter at this point."

"Well, James," said a different voice, "Kurt Gunter has had such a good year. As you know, the former spaceship pilot and race car driver is leading the team in hits, home runs, and runs batted in. He has hit the ball so well this year that most fans I've spoken with think he's the bee's knees!





In fact, I had a caller on my show, Sports Yap, last week who told me he thinks Gunter should make twice what they pay him."

"So Gunter steps up to the plate. Here's the pitch. It's a strike. The fans are mad. They don't like the call. They think it was a ball. But Gunter himself seems not to mind. He steps back into the box. Here's the pitch. Gunter swings."

Smack!

"Look out, Mark! He got a bit of that one! It's a long fly ball to the left. It's going, it's going. It's out of here! Kurt Gunter has hit a home run! Home run by Gunter! We win! We win!"

"James, I'm telling you, that's why Kurt Gunter is a rich man!"

"Gunter is rounding the bases. He tips his hat to the fans. The fans are going wild! They are shouting, 'Kurt! Kurt! Kurt!'"

Just then Kurt looked up. Kim was shaking him and saying, "Kurt, Kurt, Kurt! This is our stop!"

The Visit

Kim was happy that she had found herself a summer job. "Let's go and visit Mom," she said. "She will be finished teaching by the time we get there."

Mrs. Gunter was a math teacher. She taught at a college in lower Manhattan.

Kim held up a hand to hail a cab.

A yellow cab screeched to a stop on the side of the street. Kurt and Kim hopped in.

"Where to?" asked the driver. Kim told him the address.

The cab went shooting off. Wind came rushing in the windows as the cab sped past stores on both sides.

Kurt hung on tight. It was a crazy ride. The cab man was weaving in and out of traffic. Kurt thought they might crash. Part of him was frightened. But part of him found driving at that speed exciting. It was like riding in a race car.

"Do you have a license to drive?" Kurt called to the driver. "Yes. All cab drivers must have a license," the driver





said. “And they teach you to drive like this?”

“No, no,” said the driver. “It takes years and years of driving to become an expert like me!”

They made it safely. Kim paid the driver and gave him a tip. She and Kurt went in to see their mom.

Section 6

Spelling Alternatives and Tricky Spellings Associated with /u/ and /ə/

Section 6.1

Spelling Alternatives and Tricky Spellings Associated with /u/ and /ə/

SPELLING ALTERNATIVES AND TRICKY SPELLINGS ASSOCIATED WITH /U/ AND /ə/: LESSON TEMPLATE

Sample Lesson Template
Spelling Alternatives

Focus: Two-Syllable Words	Instructions	Materials
Warm-Up	Working in a small group, show students Spelling Cards previously taught. Say the sound and have students repeat or have students say the sound as you show students the Spelling Card.	previously taught Spelling Cards
Teaching	Ask students for the spelling they already know for the particular sound. Write the spelling and several words with that spelling on the board/chart paper. Introduce the spelling alternative, using the Spelling Card and the Individual Code Chart. Write words with the spelling alternative. Review with students the spelling alternative of the targeted sound and words that are written with that spelling alternative. Have students repeat these words and refer to the Individual Code Chart.	board/chart paper Spelling Card(s) Individual Code Chart
Guided Practice	On a pocket chart or the board/chart paper, create a chart with a column for each spelling alternative. Give students cards with words using different spellings of the target sound. Have students read their words and sort them under the correct column according to their spelling.	pocket chart, board/chart paper word cards with different spellings of targeted sound

Focus: Two-Syllable Words	Instructions	Materials
Independent Practice	Have students read isolated words, phrases, or sentences with the targeted sound. More proficient students can read connected decodable text with targeted sound.	materials from this section of the Supplement

Sample Lesson Template
Multisyllable Words with Tricky Spellings

Focus: Two-Syllable Words	Instructions	Materials
Warm-Up	Remind students that in multisyllable words, they need to look at the words and try to break them apart into syllables and sound them out in chunks.	
Teaching	Write a target word with the tricky spelling on the board/chart paper, but do not read the word aloud or ask students to say the word (e.g., *robot*). Write the words on the board/chart paper divided into two syllables (i.e., *rob ot* and *ro bot*). Tell students, "I am going to say a sentence using this word. I want you to listen carefully and decide how to say this word." Say a sentence (e.g., "The _____ can open doors and windows."). **Note**: Do not write the sentence on the board/chart paper—this is to be done orally as the emphasis is on decoding the target word, NOT decoding the words in the sentence. Point to the syllables of the first word and model how to sound out each syllable as it is divided. (/rob ot/) Then point to the syllables in the second word and model how to sound out each syllable as it is divided. (/roe bot/) Ask students which pronunciation makes sense. Circle the correct word. (*ro bot*)	board/chart paper
Guided Practice	Repeat the above procedure: write a word with the targeted spelling on the board/chart paper. Then write two different ways it can be broken into syllables. Use the word in an oral sentence, pronouncing it two different ways based upon how the word is divided.	board/chart paper
Independent Practice	Have students read words with the targeted spelling in word lists, phrases, and sentences. Have students read unknown words in unfamiliar texts such as trade books or the provided decodable texts.	materials from this section of the Supplement

Section 6.2

Spelling Alternatives ‘o’, ‘ou’, and ‘o_e’ > /u/

SPELLING ALTERNATIVES ‘O’, ‘OU’, AND ‘O_E’ > /U/: WORD LISTS

NAME: _____

DATE: _____

6.2.1 WORD LIST

Spelling Alternative: ‘o’ > /u/ (*son*)

comfort	develop	carrot	among	another	apron
becoming	freedom	gallon	canyon	blossom	brother
gallop	honey	isolate	kingdom	lemon	mammoth
scallop	observe	person	reason	season	violent

NAME: _____

DATE: _____

Spelling Alternative: 'ou' > /u/ (*touch*)

country	outrageous	anonymous	famous	generous
nervous	southern	young	enormous	dangerous
furious	cousin	curious	fabulous	continuous
marvelous	humorous	numerous	serious	disastrous

NAME: _____

DATE: _____

Spelling Alternative: 'o_e' > /u/ (*come*)

sometimes	become	done	dove
love	glove	none	shove
undone	come	income	overcome
purpose	welcome	handsome	some

SPELLING ALTERNATIVES ‘O’, ‘OU’, AND ‘O_E’ > /U/: ACTIVITY PAGES

NAME: _____

DATE: _____

6.2.4

ACTIVITY PAGE

Sort the words by their spellings. Write the words that have the /u/ sound spelled 'u' under bug, *words that have the /u/ sound spelled 'o' under* other.

~~rush~~	trust	bunch	son
month	ugly	mother	until
truck	unkind	money	front

/u/ spelled 'u' as in *b<u>u</u>g*	/u/ spelled 'o' as in *<u>o</u>ther*
rush	

NAME: _____

DATE: _____

6.2.5

ACTIVITY PAGE

Fill in the blanks.

brother	cover	money	dozen
trumpet	grumpy	mummy	thunder

1. We saw the lightning before we heard the _____.
2. My _____, not my dad, woke me up this morning.
3. I wish I had some _____ to buy some candy.
4. I feel _____ when I don't get plenty of sleep.
5. King Tut's _____ was discovered in 1922.
6. Did you _____ your mouth when you sneezed?
7. The _____ is a brass instrument.
8. Did you know that 12 cookies make one _____?

NAME: _____

DATE: _____

6.2.6 ACTIVITY PAGE

Fill in the blanks.

fabulous	country	furious	humorous
serious	curious	cousin	young

1. My aunt's child is my _____.
2. Last night's dinner tasted _____.
3. The storyteller was _____ and made us giggle.
4. This is a _____, not funny, book.
5. Most cats are _____ about things.
6. He is very _____ at age two.
7. Mom was _____ when we broke her favorite lamp.
8. Having ice cream after lunch is a _____ idea.

NAME: _____

DATE: _____

6.2.7

ACTIVITY PAGE

Find a word from the box that has a similar meaning for each word, and write it on the line.

love	none	come	famous
dove	welcome	handsome	shove

1. zero _____
2. enter _____
3. wanted _____
4. push _____
5. cute _____
6. bird _____
7. well-known _____
8. like _____

NAME: _____

DATE: _____

6.2.8

ACTIVITY PAGE

Fill in the blanks.

younger	none	welcome
gloves	enormous	touched

1. Is your sister older or _____ than you?
2. When it is cold, I cover my hands with _____.
3. The mat on the porch said "_____."
4. If you eat it all, there will be _____ left for me.
5. An antonym of *tiny* is _____.
6. The baby cried after she _____ the hot stove.

Write two new sentences using two of the words from the box.

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

6.2.9

ACTIVITY PAGE

Fill in the blanks.

nervous	dove	country
love	shove	poisonous

1. We looked up and saw a white _____ flying by.
2. I like hamburgers, but I really _____ ice cream!
3. Mexico is a _____.
4. It's not nice to hit or _____.
5. When I have to take an assessment, I get _____.
6. Some spiders and snakes are _____.

Write two new sentences using two of the words from the box.

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

6.2.10

ACTIVITY PAGE

The words below contain the /u/ sound, written with various spellings. Read the words. Use each word in an oral sentence.

but	some	other	just	such
come	mother	under	done	money
brother	southern	touch	run	young
famous	month	son	none	bus

NAME: _____

DATE: _____

6.2.11

ACTIVITY PAGE

This chart lists words with the /u/ sound spelled four different ways. Use the chart to complete the activity page.

	'u'	'o'	'ou'	'o_e'
b	buddy buzz	brother	boisterous	become
c	cup	cover	cousin country	
d	duck	dozen	Doug	done dove
e			enormous	
f	fun	front	famous	
g			generous	glove
h	hug	honey	hideous	handsome
j	junk just		jealous	
l	luck lunch			love
m	must mug mud	money monkey mother		
n	nun	nothing	nervous	none
p	puppy			
r	run			
s	such sudden sun	son	southern	shove some something
t	truck trust	ton	touch	
u	unless until			
w		won		
y	yuck		young	

1. Count the words on the chart that have the sound /u/ spelled 'u' and write the number here.

   _____

2. Count the words on the chart that have the sound /u/ spelled 'o' and write the number here.

   _____

3. Count the words on the chart that have the sound /u/ spelled 'ou' and write the number here.

   _____

4. Count the words on the chart that have the sound /u/ spelled 'o_e' and write the number here.

   _____

5. Which spelling for /u/ has the most words?

   _____

6. Which word on the chart names something bees make?

   _____

7. Which word on the chart means twelve of something?

   _____

8. Which word on the chart is a synonym for *good-looking*?

_____

9. Which word on the chart is a synonym for *cup*?

_____

10. Which word on the chart is an antonym for *hate*?

_____

11. Which word on the chart is an antonym for *old*?

_____

12. Which word on the chart is a synonym for *mom*?

_____

13. Which word on the chart is a proper noun?

_____

14. Which word on the chart is a synonym for *finished*?

_____

15. Write a sentence using at least two words from the chart here:

_____

_____

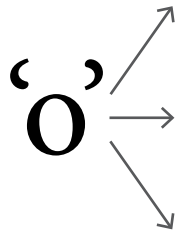
NAME: _____

DATE: _____

6.2.12

ACTIVITY PAGE

Sort the words with underlined letters by the sounds of 'o'.

	/o/	hop	drop	spot
	/oe/	open	hotel	no
	/u/	son	front	coming

	/o/ as in *hop*	/oe/ as in *open*	/u/ as in *son*
1. I need to find my father and mother.			mother
2. I have one sister and two brothers.			
3. Is the watch silver or gold?			
4. The baby has a bottle.			
5. Is my ankle sprained or broken?			
6. When I broke my leg, I went to the hospital.			
7. This is a difficult math problem.			

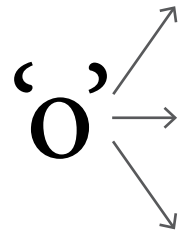
NAME: _____

DATE: _____

6.2.12
CONTINUED

ACTIVITY PAGE

Sort the words with underlined letters by the sounds of 'o'.

	/o/	hop	drop	model
	/oe/	open	hotel	no
	/u/	son	front	coming

	/o/ as in *hop*	/oe/ as in *open*	/u/ as in *son*
1. There are 31 days in the month of March.			month
2. The kids are eating popsicles.			
3. When he swims, he wears goggles.			
4. Rats, mice, and hamsters are rodents.			
5. I like reading poetry.			
6. She is reading a novel.			
7. The horses galloped past us.			

NAME: _____

DATE: _____

6.2.13

ACTIVITY PAGE

Sort the words by the sounds of 'o'. Write the words with the tricky spelling 'o' sounded /o/ under stop, *the words with the tricky spelling 'o' sounded /oe/ under* hotel, *and the words with the tricky spelling 'o' sounded /u/ under* from.

~~front~~	pollen	open	hoping
cover	most	kingdom	motel
command	topic	noble	tropical

/o/ as in *stop*	/oe/ as in *hotel*	/u/ as in *from*
		front

NAME: _____

DATE: _____

6.2.14

ACTIVITY PAGE

If a square has a word with the letter 'o' sounded /o/, make it red. *If a square has a word with the letter 'o' sounded /oe/, make it* yellow. *If a square has a word with the letter 'o' sounded /u/, make it* green.

motel	only	person	cottage	open
money	cannot	problem	over	coming
also	going	process	almost	modern
reason	period	product	program	provide
bodies	solid	brother	focus	radio

NAME: _____

DATE: _____

6.2.15 ACTIVITY PAGE

Read the story. Sort the words with 'o' underlined by the sounds of 'o'. Write the words with the tricky spelling 'o' sounded /o/ under stop*, the words with the tricky spelling 'o' sounded /oe/ under* hotel*, and the words with the tricky spelling 'o' sounded /u/ under* from.

Last month, my older brother won second place in a hot dog eating contest. To win, he had to eat the most hot dogs. Well, my brother ate lots and lots of hot dogs—most of the people competing found it impossible to eat as many. At the closing ceremony, my brother was given a ton of money (one thousand bucks) and a trophy of a golden hot dog. My brother slipped the money in his pocket and smiled modestly as people took his snapshot. It was a fine moment for my brother.

/o/ as in *stop*	/oe/ as in *hotel*	/u/ as in *from*
		month

NAME: _____ **6.2.16** ACTIVITY PAGE

DATE: _____

Sort the words with underlined letters by the sounds of 'o_e'.

'o_e' →	/oe/	home	those	wrote
→	/u/	come	none	love

	/oe/ as in *home*	/u/ as in *come*
1. We can leave when we are done.		done
2. Adam is wearing gloves.		
3. Alan is digging a hole.		
4. Do you want all of that bacon or just some of it?		
5. Her youngest son went skiing down the slope.		
6. Take small bites so that you don't choke.		
7. Simon tied a knot in the rope.		

NAME: _____

DATE: _____

6.2.17

ACTIVITY PAGE

Sort the words with underlined letters by the sounds of 'o_e'.

'o_e' →	/oe/	home	those	wrote
→	/u/	come	none	love

	/oe/ as in *home*	/u/ as in *come*
1. Even if you are mad, you should not shove.		shove
2. I like ice cream cones.		
3. That is not the letter that I wrote.		
4. The mat on the porch said "Welcome!"		
5. Do you want a slice or do you want the whole thing?		
6. A rock is a lot like a stone.		
7. I love my baby sister.		

NAME: _____

DATE: _____

6.2.18

ACTIVITY PAGE

Sort the words by their spellings. Write the words with the tricky spelling 'o_e' sounded /oe/ under hope *and the words with the tricky spelling 'o_e' sounded /u/ under* done.

~~role~~	welcome	notebook	shove
glove	vote	none	choke
lovely	rope	bone	stole

/oe/ as in *hope*	/u/ as in *done*
role	

NAME: _____

DATE: _____

6.2.19 ACTIVITY PAGE

Sort the words with underlined letters by the sounds of 'ou'.

'ou'				
→	/ou/	shout	out	mountain
→	/u/	touch	country	jealous

	/ou/ as in *shout*	/u/ as in *touch*
1. Is he old or young?		young
2. The sky has lots of clouds.		
3. The lake is enormous.		
4. Did you hear that sound?		
5. My cousin's name is Doug.		
6. Tests make me nervous.		
7. Check the lost and found box.		

NAME: _____

DATE: _____

6.2.20

ACTIVITY PAGE

Sort the words with underlined letters by the sounds of 'ou'.

'ou'				
→	/ou/	shout	out	mountain
→	/u/	touch	country	jealous

	/ou/ as in *shout*	/u/ as in *touch*
1. When he got an A and I got a B, I felt jealous.		jealous
2. Stop being silly. It's time to be serious.		
3. The cookie is flat and round.		
4. They are sitting on the couch.		
5. David is my uncle and Rachel is my cousin.		
6. That radio is too loud!		
7. When she is upset, she pouts.		

NAME: _____

DATE: _____

6.2.21

ACTIVITY PAGE

Sort the words by the sounds of 'ou'. Write the words with the tricky spelling 'ou' sounded /ou/ under mouth *and the words with the tricky spelling 'ou' sounded /u/ under* touch.

outing	serious	dangerous	without
dismount	southern	cousin	shouting
youngster	thousand	background	counter

/ou/ as in *mouth*	/u/ as in *touch*
outing	

Teacher: Write the target words on the board or chart. Beside the target word write the two possible pronunciations of the word. Read the sample sentence aloud to the students. Try both pronunciations of the word in the sentence. Ask students to tell you which is correct.

'o' > /o/ (*hop*) vs. 'o' > /oe/ (*open*) vs. 'o' > /u/ (*son*)

Target Word	**Possible pronunciation**	**2nd possible pronunciation**	**Possible sentence for meaning** *(Remember, the sentence is done orally.)*
open	o pen	op en	Is the store _____ or closed?
hotel	ho tel	hot el	We will stay at the _____ for two nights when we are on vacation.
coming	co ming	com ing	Are you _____ to my party?
modest	mod est	mo dest	Someone who does not brag is said to be _____.
dropping	dro pping	drop ping	We will be _____ you off at your play date on the way to the mall.
hopping	ho pping	hop ping	The bunny rabbit is _____ down the bunny trail.
hoping	ho ping	hop ing	I am _____ to get my homework done on time this week.
potting	pot ting	po tting	Mom used _____ soil for the flowers.
police	po lice	pol ice	Please call the _____ to help us stop the thief.
motion	mo tion	mot ion	Sometimes I get _____ sickness from riding in the car.

Teacher: Write the target words on the board or chart. Beside the target word write the two possible pronunciations of the word. Read the sample sentence aloud to the students. Try both pronunciations of the word in the sentence. Ask students to tell you which is correct.

'o_e' > /oe/ (*home*) vs. 'o_e' > /u/ (*come*)

Target Word	**Possible pronunciation**	**2nd possible pronunciation**	**Possible sentence for meaning** *(Remember, the sentence is done orally.)*
above	ab/oe/ve	ab/u/ve	Look _____ the desk, not below it.
alone	al/oe/ne	al/u/ne	I am all _____ at home until Mom gets here.
done	d/oe/ne	d/u/ne	What should I do when I am _____ with my work?
dove	d/oe/ve	d/u/ve	A _____ is usually white.
robe	r/oe/be	r/u/be	Could you please get my bath _____?
mole	m/oe/le	m/u/le	A _____ is a small animal that lives almost completely underground.
cone	c/oe/ne	c/u/ne	Would you like an ice cream _____?
none	n/oe/ne	n/u/ne	_____ of us wants to miss recess.
shove	sh/oe/ve	sh/u/ve	Please do not _____ in line.
glove	gl/oe/ve	gl/u/ve	I have lost my _____.

Teacher: Write the target words on the board or chart. Beside the target word write the two possible pronunciations of the word. Read the sample sentence aloud to the students. Try both pronunciations of the word in the sentence. Ask students to tell you which is correct.

'ou' > /ou/ (*shout*) vs. 'ou' > /u/ (*touch*)

Target Word	**Possible pronunciation**	**2nd possible pronunciation**	**Possible sentence for meaning** *(Remember, the sentence is done orally.)*
country	c/ou/ntry	c/u/ntry	Do you live in the _____ or in the city?
double	d/ou/ble	d/u/ble	I would like a _____ scoop of ice cream.
amount	am/ou/nt	am/u/nt	What _____ of soup should I make?
bounce	b/ou/nce	b/u/nce	The tennis ball will _____ high!
famous	fam/ou/s	fam/u/s	Is he a _____ actor?
clouds	cl/ou/ds	cl/u/ds	I love to watch the fluffy white _____ as they scoot across the sky.
nervous	nerv/ou/s	nerv/u/s	He is very _____ to speak in front of a crowd.
flour	fl/ou/r	fl/u/r	We need some more _____ for the cookies.
found	f/ou/nd	f/u/nd	Yes! I _____ the lost keys.
cousin	c/ou/sin	c/u/sin	My _____ Jane is visiting us.

SPELLING ALTERNATIVES ‘O’, ‘OU’, AND ‘O_E’ > /U/: PRACTICE STORIES FOR ORAL READING

NAME: _____

DATE: _____

6.2.22

PRACTICE STORIES FOR ORAL READING

Cousin Doug

My younger cousin, Doug, lives in the country.

Cousin Doug is a person who is curious.

Sometimes he gets into dangerous spots.

Sometimes humorous things happen to Cousin Doug.

A couple of times, his mom has been furious with him.

NAME: _____

DATE: _____

6.2.23

PRACTICE STORIES FOR ORAL READING

Come here, Dove!

Come here, Dove!

Will you sit on my glove? Come here, Dove!

You are welcome here, Dove. Come here, Dove!

What a handsome dove you are. Come here, Dove!

Will you fly about the trees? Come here, Dove!

Can you come down, please? Come here, Dove!

Do not shove the leaves in the trees. Come here, Dove!

Section 6.3

Spelling Alternatives ‘a’, ‘e’, ‘al’, ‘il’, ‘el’, ‘le’, and ‘tion’ > /ə/

SPELLING ALTERNATIVES ‘A’, ‘E’, ‘AL’, ‘IL’, ‘EL’, ‘LE’, AND ‘TION’ > /ə/: LESSONS

Spelling Spoilers Story

Read “The Spelling Spoilers” on the next pages aloud to students. The story describes a group of bad guys called “The Spelling Spoilers” who are trying to ruin students’ spelling by convincing them to spell schwa with the letter ‘u’.

Be sure to read the story to yourself before reading it to the class since there are places where you will need to fill in your name, the name of your school, and the name of your community.

You will also need to write on the board/chart paper as you present the read-aloud.

Use your best “TV villain voice” to make the Head Spelling Spoiler sound as villainous as possible. His laughter is meant to sound like the schwa sound: /u/ . . ./u/ . . . /u/! If you find that hard to say, you can have him laugh like this: huh . . . huh . . . huh!

As you present the read-aloud, be sure to point out to students the pictures printed after the Spelling Spoilers story.



The Spelling Spoilers

Deep in his underground lair, the Head Spelling Spoiler spoke to the other Spelling Spoilers. "Fellow Spoilers, our plot to ruin spelling in the United States is going well!"

He paused to let out a long cackle of strange-sounding laughter: "/u/. . .

/u/ . . . /u/!"

[**Point to the first picture on the page that follows the story.**]

The Head Spelling Spoiler went on: "There are lots of children out there who can't spell well. And there are lots of adults who can't spell well either. And, best of all, there are adults who are telling the children that English spelling makes no sense. All of these things show that our master plan to ruin spelling in this country is working!"

Then he cackled again: "/u/ . . . /u/ . . . /u/!"

All of the other Spoilers began whispering happily among themselves.

Then the Head Spoiler lowered his voice and began speaking again.

"But I am afraid the news is not all good."

[**Point to the second picture on the first line of the page that follows the story.**]

The other Spoilers fell silent.

"I have received an alarming report from [**insert name of your town**]. It seems that the students at [**insert name of your school**] are learning what they need to know to become very good spellers."

The Spoilers fidgeted in their seats nervously.

"I am especially concerned about Mr./Ms. [**insert your name**]'s class. I am told that the students in that class know five ways to spell the /oe/ sound."



The Spoilers moaned.

"I am told that the children in Mr./Ms. [**insert your name**]'s class know four ways to spell the /ae/ sound." The Spoilers groaned.

"And, worst of all, I am told that the students in Mr./Ms. [**insert your name**]'s class know seven ways to spell the /ee/ sound."

The Spoilers gasped.

"No! It can't be true!" cried one of the Spoilers.

The Head Spelling Spoiler spoke again: "Fellow Spoilers, I don't have to tell you that the situation is serious. If those children can spell sounds like /ae/, /oe/, and /ee/, they are on the verge of becoming good spellers. There's only one thing that can stop them from becoming really good spellers. And that is our old friend, schwa."

[**Point to schwa picture, the third picture on the page that follows the story.**]



Ah, yes, schwa! The spoilers all smiled and nodded. They knew that schwa had been messing up children's spelling for many years. Schwa caused more spelling problems than almost anything else. It was a Spelling Spoiler's best friend.

"You Spoilers all know that schwa is a sound that sounds a lot like /u/. But it is not necessarily spelled with the letter 'u'. And that's just what we need to ruin the children's spelling! /u/ . . . /u/ . . . /u/!"

"Now, the next few weeks are going to be very important. I want all of you to make yourselves invisible. Then I want you to go out to Mr./Ms. [**insert your name**]'s classroom. Whenever the students are writing, and they come to a word that has the schwa sound in it, I want you to be there, whispering in their ears, 'Spell it with a 'u'! Spell it with a 'u'!'"

All the Spoilers started to chant: "Spell it with a 'u'! Spell it with a 'u'!"

"That's the spirit!" said the Head Spoiler. "If we can get them to spell the schwa sound with a 'u', they will make hundreds of mistakes."

He cackled: "/u/ . . . /u/ . . . /u/!"

[**Point to the fourth picture on the page that follows the story.**]

"If we can get them to spell the schwa sound with a 'u', they will write the word about like this."

✍ [**Write ubout on the board.**]

"Whereas we know it is really spelled like this."

✍ [**Cross out *ubout* and write about.**]

"If we can get them to spell the schwa sound with a 'u', they will write reporter like this."

✍ [**Write *ruporter* on the board.**]

"Or maybe like this."

✍ [**Write *riporter* on the board.**]

"Whereas we know it is really spelled like this."

✍ [**Cross out *ruporter* and *riporter*; write *reporter* on the board.**]

"And, best of all, they will write America like this."

✍ [**Write *Umericu* on the board.**]

"Whereas we know it is really spelled like this."

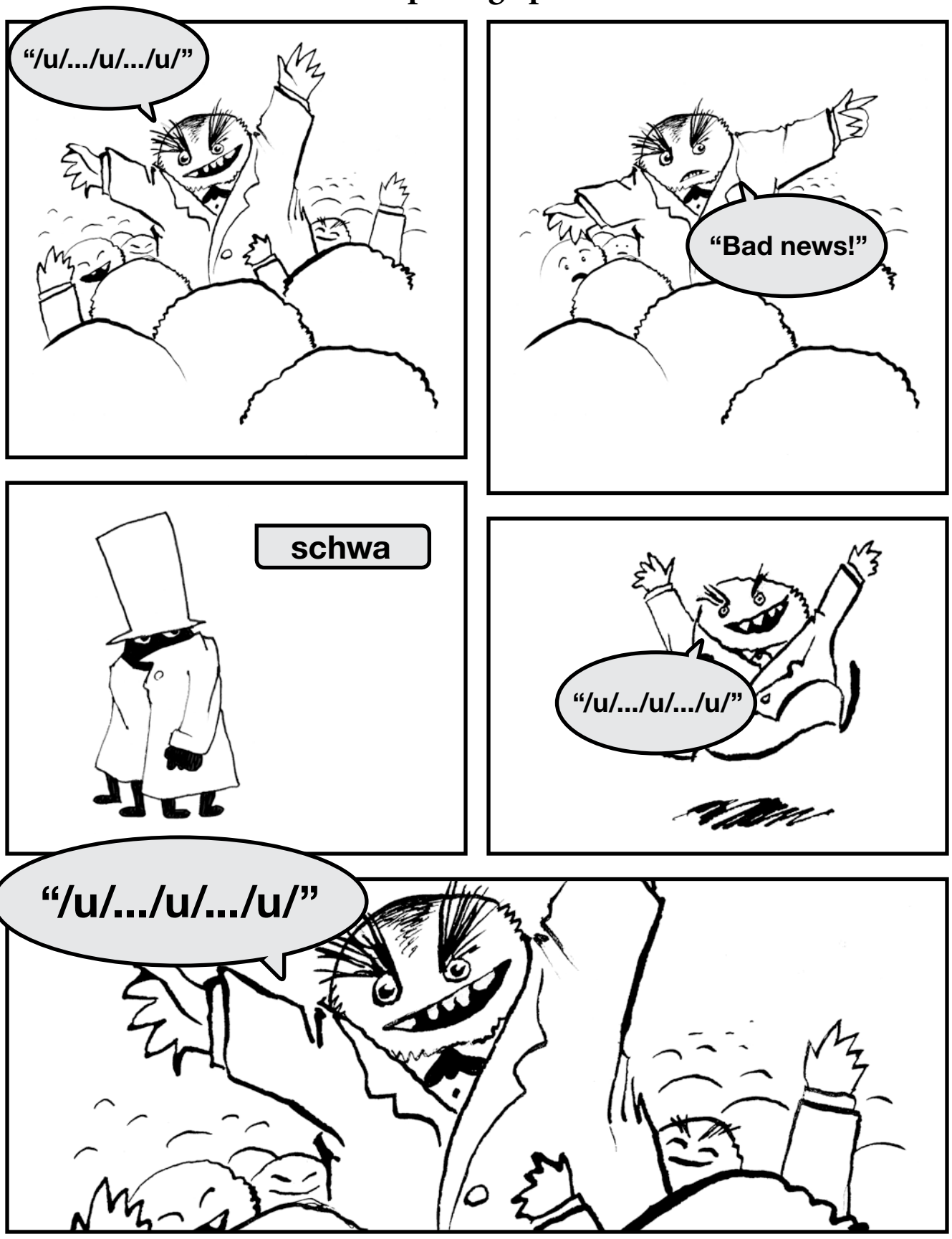
✍ [**Cross out *Umericu* and write *America* on the board.**]

"Ah, how I love to see the word America spelled with two u's!" He cackled his loudest cackle yet: "/u/ . . . /u/ . . . /u/!"

"So, my little Spoilers, you know what to do! Get out there and whisper in their ears! Convince them to spell every schwa sound with a 'u'! Turn their spelling into rubbish! Spoil their spelling! /u/ . . . /u/ . . . /u/!"

[**Point to the last picture on the page that follows the story.**]

The Spelling Spoilers



Today's Spelling: Review of Schwa (/ə/) and the /u/ Sound

Make enough copies of Activity Page 6.3.1 for each student.

Tell students it is time to try to beat the Spelling Spoilers by correctly spelling the schwa and the /u/ sounds they have learned.

Pass out Activity Page 6.3.1 to students.

Write *about* on the board and read it aloud. Point out that even though the first sound in about is /ə/, the first letter in the printed word is 'a'.

Have students copy *about* into the far left column on the activity page labeled "Copy." They should say the sound of each letter as they copy the word.

Erase the word from the board.

Have students fold the activity page along the dotted line so that *about* is facing the desk. Have students write *about* from memory in the middle column on the activity page labeled "Spell." They should say the sound of each letter as they write the word.

Tell students to unfold the activity page and compare the word they just wrote from memory with the word they copied earlier.

If any students spelled the word incorrectly, have them erase the incorrect spelling and print the correct spelling.

Tell students to make a mark on the activity page indicating whether they beat the Spelling Spoilers or not.

Repeat these steps with the remaining words in the following box.

Note: The letter or letters in each word that stand for the schwa or the /u/ sound are bolded.

1. **a**bout	6. Tenn**e**ssee
2. Chin**a**	7. l**ov**e
3. **a**round	8. c**ou**sin
4. Afric**a**	9. s**o**m**e**thing
5. app**e**tite	10. t**ou**ch

NAME: _____

DATE: _____

6.3.1 ACTIVITY PAGE

Beat the Spoilers

The Spelling Spoilers are trying to wreck your spelling. Foil them by correctly spelling the words your teacher says.

	Copy	Spell	Did you beat the spoilers?	
1.			 ○ yes	 ○ no
2.			 ○ yes	 ○ no
3.			 ○ yes	 ○ no
4.			 ○ yes	 ○ no
5.			 ○ yes	 ○ no
6.			 ○ yes	 ○ no
7.			 ○ yes	 ○ no
8.			 ○ yes	 ○ no
9.			 ○ yes	 ○ no
10.			 ○ yes	 ○ no

SPELLING ALTERNATIVES ‘A’, ‘E’, ‘AL’, ‘IL’, ‘EL’, ‘LE’, AND ‘TION’ > /ə/: WORD LISTS

NAME: _____

DATE: _____

Spelling Alternative: ‘a’ >/ə/ (*about*)

across	afraid	balloon	banana	zebra
pajamas	Roman	Cuba	separate	woman
voyage	extra	purchase	giant	human
village	sofa	organ	pyramid	vacant
idea	among	lava	salad	mama
soda	nowadays	umbrella	pyramid	palace
theater	papa	vitamin	around	about

NAME: _____

DATE: _____

6.3.3 WORD LIST

Spelling Alternative: ‘e’> /ə/ (*debate*)

ashen	vinegar	anthem	appetite
enemy	taken	Kentucky	benefit
category	element	comedy	ceremony
tragedy	severe	correspond	courtesy
debate	problem	strategy	supplement
arithmetic	cafeteria	opening	eleven

NAME: _____

DATE: _____

6.3.4 WORD LIST

Spelling Alternative: ‘al’ > /ə/ + /l/ (*animal*)

loyal	local	legal	musical	burial
capital	cardinal	carnival	casual	central
tidal	total	mortal	musical	rural
mammal	manual	material	medal	medical
mental	royal	rival	rental	plural
petal	pedal	oval	oral	normal
naval	natural	national	formal	final
festival	fatal	equal	global	general
hospital	illegal	dental	dial	dismal
disposal	vital	vocal	verbal	magical
journal	metal	animal	admiral	cereal
coastal	crystal	signal	spiral	approval

NAME: _____

DATE: _____

Spelling Alternative: 'il' > /ə/ + /l/ (*pencil*)

angrily	April	civil	steadily	easily
evil	family	fossil	happily	hastily
nostril	pencil	utensils	lentil	jubilee
greedily	tonsils	pupil	readily	similar

NAME: _____

DATE: _____

Spelling Alternative: ‘el’ > /ə/ + /l/ (*travel*)

kennel	funnel	flannel	towel	travel
tunnel	vowel	bushel	cancel	duel
easel	morsel	shovel	jewel	label
model	nickel	novel	rebel	angel
antelope	barrel	squirrel	chapel	select
level	camel	channel	gravel	cruel
enamel	envelope	traveler	excellent	hazel

NAME: _____

DATE: _____

Spelling Alternative: 'le' > /ə/ + /l/ (*apple*)

able	ample	angle	ankle	axle	battle
beetle	bicycle	bottle	bubble	cable	whistle
wrinkle	candle	castle	cattle	circle	couple
cradle	double	eagle	example	freckle	gentle
giggle	handle	horrible	huddle	humble	idle
jungle	kettle	little	maple	marble	middle
miracle	muffle	muzzle	needle	paddle	pebble
people	pickle	puddle	purple	puzzle	rattle
riddle	saddle	simple	single	sparkle	stable
stumble	table	tackle	tangle	temple	title
uncle	visible	vegetable	sprinkles	babble	trouble

NAME: _____

DATE: _____

6.3.8 WORD LIST

Spelling Alternative: 'tion' > /sh/+/ə/+/n/ (*action*)

action	addition	adoption	affection
attention	caution	condition	connection
creation	decoration	definition	direction
education	election	emotion	eruption
exception	fiction	fraction	injection
infection	invention	junction	location
mention	motion	nation	notion
operation	population	position	reaction
section	station	tradition	vacation

SPELLING ALTERNATIVES ‘A’, ‘E’, ‘AL’, ‘IL’, ‘EL’, ‘LE’, AND ‘TION’ > /ə/: ACTIVITY PAGES

NAME: _____

DATE: _____

6.3.9 ACTIVITY PAGE

Fill in the blanks.

afraid	adults	telescope
appetite	about	orange

1. My parents are both _____.
2. I eat a lot. I have a big _____.
3. Doug looks at the stars with his _____.
4. Should we paint the walls yellow or _____?
5. Is your book _____ a king and queen?
6. I am not _____ of the dark.

Write two new sentences using two of the words from the box.

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

6.3.10

ACTIVITY PAGE

Fill in the blanks.

about	China	around	Africa	appetite
Tennessee	love	cousin	something	touch

1. _____ is a country in the Far East.
2. _____ is a state in our country.
3. Your aunt's child is your _____.
4. Do not _____ a hot stove!
5. I worked up an _____ by chopping wood for the fire.
6. _____ is a continent.
7. Can you tell me _____ your book?
8. Let's look _____ the room for the lost book.
9. I _____ to eat snow cream in winter.
10. I have _____ to say about that.

NAME: _____

DATE: _____

6.3.11

ACTIVITY PAGE

Fill in the blanks.

lemon	season	together	kingdom
brother	honey	Canyon	mammoth

1. Which _____ follows spring?
2. Sir Gus was a knight of the _____.
3. The woolly _____ was a huge animal.
4. The _____ is a tart fruit.
5. Would you like to play _____?
6. My _____ bugs me!
7. The Grand _____ is a park.
8. I like _____ in my tea.

NAME: _____

DATE: _____

6.3.12

ACTIVITY PAGE

Find a word from the box that is related to the opposite meaning of each word. Write the word on the line.

nowadays	vacant	extra	palace
giant	purchase	vitamin	damaged

1. perfect _____
2. candy _____
3. sell _____
4. small _____
5. hut _____
6. barely _____
7. full _____
8. past _____

NAME: _____

DATE: _____

6.3.13 ACTIVITY PAGE

Find a word from the box that is related to the opposite meaning of each word. Write the word on the line.

neglect	water	cafeteria	comedy
secure	ashen	hello	decay

1. soda _____
2. dining room _____
3. fresh _____
4. good-bye _____
5. flushed _____
6. loose _____
7. serious _____
8. feed _____

NAME: _____

DATE: _____

6.3.14

ACTIVITY PAGE

Use the words in the box to fill in the blanks and find the secret message.

oval	skeletal	plural	petal
mammal	oral	cereal	rural

1. More than one _____ _____ _____ _____ _____ _____
   1
2. Pretty part of a flower _____ _____ _____ _____ _____
   2
3. Warm-blooded animal _____ _____ _____ _____ _____ _____
   4
4. Reading out loud is called _____ _____ _____ _____
   3
5. You may eat it in the morning _____ _____ _____ _____ _____ _____
   5
6. In the country _____ _____ _____ _____ _____
   7
7. Having to do with your bones

   _____ _____ _____ _____ _____ _____ _____ _____
   9 8
8. Not quite round _____ _____ _____ _____
   6

_____ W _____ _____ _____ _____ _____
1 2 9 3 4 5

W _____ _____ _____!
6 7 8

NAME: _____

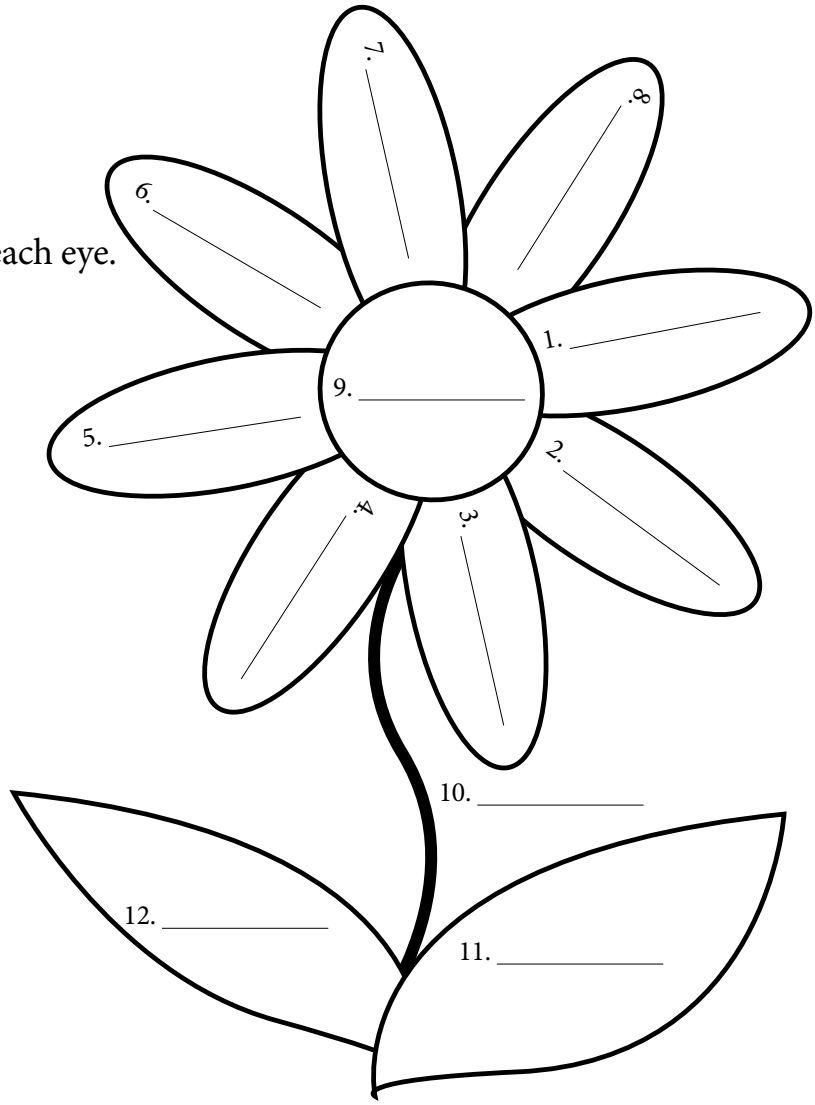
DATE: _____

6.3.15 ACTIVITY PAGE

Write the correct word from the box on each line.

nostril	angrily	evil	easily
April	jubilee	lentil	pupil
steadily	similar	pencil	utensils

1. month after March
2. a kind of soup (or bean)
3. You are one and you have one in each eye.
4. looks alike
5. not a pen
6. knife, fork, and spoon
7. at the same rate
8. a happy party
9. it is part of your nose.
10. mad
11. not good
12. can be done with no problem



NAME: _____

DATE: _____

6.3.16

ACTIVITY PAGE

Sort the words by their spellings. Write the words that have the 'ul' ending under useful. *Write the words that have the 'al' ending under* metal. *Write the words that have the 'il' ending under* April.

~~harmful~~	fossil	hospital	evil
total	pencil	several	awful
peaceful	hopeful	normal	civil

'ul' as in *useful*	'al' as in *metal*	'il' as in *April*
harmful		

NAME: _____

DATE: _____

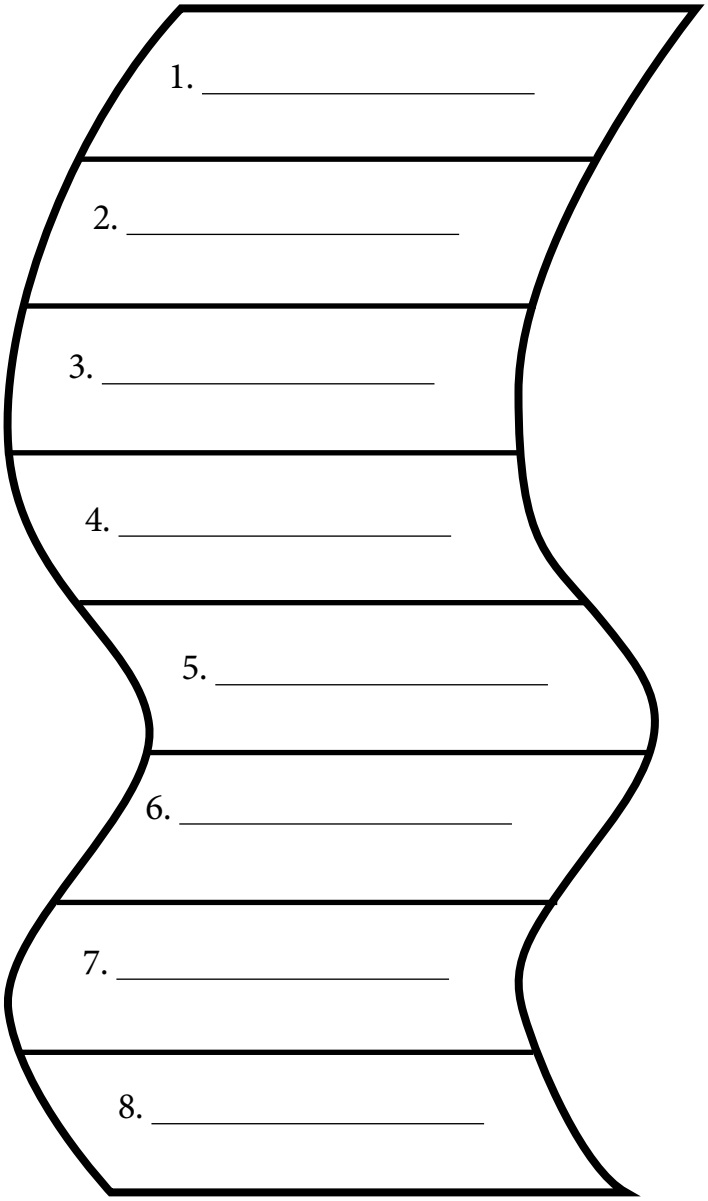
6.3.17

ACTIVITY PAGE

Write the correct word from the box on each line.

vowels	nickel	enamel	level
channels	telescope	antelope	envelope

1. You put a letter in this.
2. an animal with antlers
3. You can see the stars with this.
4. You have a lot of these on TV.
5. even
6. the white part of your teeth
7. 5 cents
8. A, E, I, O, U are all these



NAME: _____ **6.3.18** ACTIVITY PAGE

DATE: _____

Write the word that matches each statement and picture.

single	whistle	cattle	bicycle
candle	marbles	needle	puzzle

1 	**2** 	**3** 	**4** 
5 	**6** 	**7** 1	**8** 

1. It has two wheels: _____

2. Your P.E. teacher many have one: _____

3. round glass spheres: _____

4. jigsaw _____

5. a _____ and thread

6. This is on your birthday cake: _____

7. just one: _____

8. lots of cows: _____

NAME: _____

DATE: _____

6.3.19

ACTIVITY PAGE

Fill in the blanks.

bubble	apples	beagles	noodles	eagle
maple	single	candle	poodles	stable

1. A horse will stay in the _____ on a rainy day.
2. Mom likes to light a _____ on the table at supper.
3. A _____ leaf is on the Canadian flag.
4. _____ and _____ are kinds of dogs.
5. I like to blow a big _____ with my gum.
6. Would you like to help me pick _____ from the tree?
7. An _____ is a symbol of our country.
8. I like to eat spaghetti _____.
9. I can't eat just one _____ chip; I can eat the entire bag, but that would be a bad idea.

NAME: _____

DATE: _____

6.3.20

ACTIVITY PAGE

Taking turns with a partner, read each word aloud and then use it in a sentence.

single	handle	gamble	temple
stable	cradle	idle	twinkle
able	title	needle	apple
gurgle	jingle	cattle	purple
bubble	eagle	steeple	beagle

NAME: _____ **6.3.21** ACTIVITY PAGE

DATE: _____

Fill in the blanks.

mother	camel	decide	cover	animals
jungle	cousin	fossils	angels	whistles
petals	bubble	afraid	wonderful	little

1. Could you help me _____ between a cookie or a cupcake?
2. I call my _____ Mom.
3. It was a _____ party and we all had fun!
4. An animal with one or two humps is called a _____.
5. I have a night light because I am _____ of the dark.
6. Monkeys live in the _____.
7. The rose _____ were scattered in front of the bride.
8. I like to blow a big _____ with my gum.
9. My _____ and aunt will come to spend the night.
10. The baby bird is too _____ to fly.
11. A zoo has a lot of _____.

12. Will you _____ the dish before you place it in the fridge?

13. Some of the _____ were from long, long ago.

14. Sometimes my dad _____ while he works in the yard.

15. Some people believe that _____ have wings.

NAME: _____ **6.3.22** ACTIVITY PAGE

DATE: _____

Fill in the blanks.

hospital	decide	normal	America
pedal	petals	animal	cheerful
April	signal	emergency	principal
appear	dangerous	equals	helpful

1. In an _____, call 911.
2. The rose _____ are very colorful!
3. She is always smiling and _____.
4. It would be _____ to me if you would clean your room.
5. My favorite _____ is a panda.
6. She is a nurse in a _____.
7. The month after March is _____.
8. I can't _____ if I would like red or pink ribbons.
9. Two plus two _____ four.

10. We live in the United States of _____.

11. It is very _____ to skate on thin ice.

12. Turn left at the next traffic _____.

NAME: _____ **6.3.23** ACTIVITY PAGE

DATE: _____

Fill in the blanks.

station	options	attention
infection	dictionary	vacation

1. Select one of the following _____.

2. If you don't know what a word means, you can look it up in the _____.

3. This summer, we will take a _____ .

4. If you don't clean that cut, you might get an _____ .

5. We need to stop at a gas _____.

6. If you want to understand, you should pay _____.

NAME: _____ **6.3.24** ACTIVITY PAGE

DATE: _____

Fill in the blanks.

reflection	lotion	potion
invention	stationery	emotions

1. The witch in the story is making a sleeping _____.

2. If you look in the pond, you will see your _____ staring back at you.

3. Carol wrote the letter on _____.

4. To keep your skin from drying out, use _____.

5. Jealousy and anger are _____.

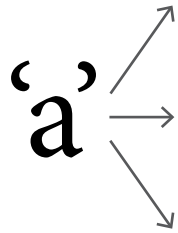
6. The wheel is a great _____.

TRICKY SPELLINGS 'A' AND 'E': ACTIVITY PAGES

NAME: _____ **6.3.25** ACTIVITY PAGE

DATE: _____

Sort the words with underlined letters by the sounds of 'a'.

	/a/	h**a**t	b**a**nd	l**a**st
	/ae/	p**a**per	l**a**ter	l**a**dy
	/ə/	**a**bout	**a**long	b**a**lloon

	/a/ as in *hat*	**/ae/ as in *paper***	**/ə/ as in *about***	**/aw/ as in *hall***
1. Summer comes after fall.				
2. Can you set the table?				
3. She told him to go away.				
4. Let's get some books from the small bookcase.				
5. What do you want?				
6. Take out the trash.				

NAME: _____

DATE: _____

6.3.25
CONTINUED

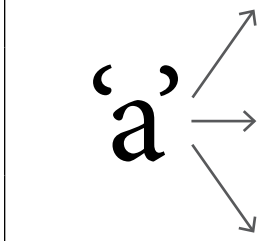
ACTIVITY PAGE

	/a/ as in *hat*	/ae/ as in *paper*	/ə/ as in *about*	/aw/ as in *hall*
7. Let's have eggs for lunch.				
8. This envelope needs a stamp.				

NAME: _____ **6.3.26** ACTIVITY PAGE

DATE: _____

Sort the words with underlined letters by the sounds of 'a'.

	/a/	h**a**t	b**a**nd	l**a**st
	/ae/	p**a**per	l**a**ter	l**a**dy
	/ə/	**a**bout	**a**long	b**a**lloon

	/a/ as in *hat*	/ae/ as in *paper*	/ə/ as in *about*
1. She has a yellow cap.			
2. She is wearing her silver necklace.			
3. To mail this letter, I need one stamp.			
4. When my mom cooks, she wears her apron.			
5. I need a map to find the park.			

NAME: _____ **6.3.27** ACTIVITY PAGE

DATE: _____

Read the story. Sort the words with 'a' underlined by the sounds of 'a'. Write the underlined words with the tricky spelling 'a' sounded /a/ under bad*, the words with the tricky spelling 'a' sounded /ae/ under* acorn*, the words with the tricky spelling 'a' sounded /ə/ under* about*, and the words with the tricky spelling 'a' sounded /aw/ under* hall*.*

I know a lady who happens to have ten babies. The lady spends all day feeding them, changing them, carrying them around, and washing them. When she's changing her babies, the lady has to watch that they don't fall off the changing table. When she's feeding her babies, the lady has to watch that they don't swallow something that they should not. It's a nonstop job. The crazy part is that the lady wants another ten babies! I cannot understand that!

/a/ as in *bad*	/ae/ as in *acorn*	/ə/ as in *about*	/aw/ as in *hall*

NAME: _____

DATE: _____

6.3.28

ACTIVITY PAGE

If a square has a word with the letter 'a' sounded /a/, make it red. *If a square has a word with the letter 'a' sounded /ae/, make it* yellow. *If a square has a word with the letter 'a' sounded /ə/, make it* green. *If a square has a word with the letter 'a' sounded /aw/, make it* orange.

after	about	began	family	around
matter	affect	halt	taken	cannot
radio	apple	perhaps	idea	avoid
rather	having	village	carry	cake
ability	chapter	call	China	strange

NAME: _____ **6.3.29** ACTIVITY PAGE

DATE: _____

Sort the words by the sounds of 'a'. Write the underlined words with the tricky spelling 'a' sounded /a/ under bad, *the words with the tricky spelling 'a' sounded /ae/ under* acorn, *the words with the tricky spelling 'a' sounded /ə/ under* about, *and the words with the tricky spelling 'a' sounded /aw/ under* hall.

~~giant~~	lasted	faking	chapter
fall	extra	alone	able
actress	orange	apple	around

/a/ as in *bad*	/ae/ as in *acorn*	/ə/ as in *about*	/aw/ as in *hall*
		giant	

NAME: _____ **6.3.30** ACTIVITY PAGE

DATE: _____

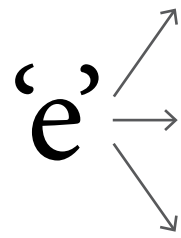
The letter 'a' can stand for four sounds. Which sounds does it stand for in the underlined letters in these words? Mark all that apply.

Alaska	◯ /a/ as in *cat*	☑ /ə/ as in *about*
	◯ /ae/ as in *table*	◯ /aw/ as in *wall*
America	◯ /a/ as in *cat*	◯ /ə/ as in *about*
	◯ /ae/ as in *table*	◯ /aw/ as in *wall*
pajamas	◯ /a/ as in *cat*	◯ /ə/ as in *about*
	◯ /ae/ as in *table*	◯ /aw/ as in *wall*
Canada	◯ /a/ as in *cat*	◯ /ə/ as in *about*
	◯ /ae/ as in *table*	◯ /aw/ as in *wall*
Abraham	◯ /a/ as in *cat*	◯ /ə/ as in *about*
	◯ /ae/ as in *table*	◯ /aw/ as in *wall*
banana	◯ /a/ as in *cat*	◯ /ə/ as in *about*
	◯ /ae/ as in *table*	◯ /aw/ as in *wall*
Arabia	◯ /a/ as in *cat*	◯ /ə/ as in *about*
	◯ /ae/ as in *table*	◯ /aw/ as in *wall*
Almanac	◯ /a/ as in *cat*	◯ /ə/ as in *about*
	◯ /ae/ as in *table*	◯ /aw/ as in *wall*
Africa	◯ /a/ as in *cat*	◯ /ə/ as in *about*
	◯ /ae/ as in *table*	◯ /aw/ as in *wall*

NAME: _____ **6.3.31** ACTIVITY PAGE

DATE: _____

Sort the words with underlined letters by the sounds of 'e'.

	/e/	p**e**t	l**e**ft	l**e**tter
	/ee/	m**e**	r**e**wind	l**e**gal
	/ə/	d**e**bate	app**e**tite	strat**e**gy

	/e/ as in *pet*	/ee/ as in *me*	/ə/ as in *debate*
1. He is singing the National Anthem.			Anthem
2. This glass is empty.			
3. Dad and I saw a play at the theater.			
4. I need a carton of eggs.			
5. Don't squash the bug between the rocks!			
6. The balloon is filled with helium.			
7. The leaves are decaying.			

NAME: _____ **6.3.32** ACTIVITY PAGE

DATE: _____

The letter 'e' can stand for three sounds. It can stand for /e/ as in bed*, /ee/ as in* me*, or /ə/ as in* debate*. Each sentence below has a word with an underlined 'e'. Circle the answer for the sound you hear in each word.*

1. His best race is the 100-meter dash.
   A. /e/ as in *bed*
   B. /ee/ as in *me*
   C. /ə/ as in *debate*

2. The men mixed up a batch of cement.
   A. /e/ as in *bed*
   B. /ee/ as in *me*
   C. /ə/ as in *debate*

3. I have a bug bite on my elbow.
   A. /e/ as in *bed*
   B. /ee/ as in *me*
   C. /ə/ as in *debate*

4. When I was fifteen I went on a trip to Egypt.
   A. /e/ as in *bed*
   B. /ee/ as in *me*
   C. /ə/ as in *debate*

5. That night we stayed in a hotel.
   A. /e/ as in *bed*
   B. /ee/ as in *me*
   C. /ə/ as in *debate*

6. When I saw the sticky glop on my plate, I lost my appetite.
   A. /e/ as in *bed*
   B. /ee/ as in *me*
   C. /ə/ as in *debate*

7. Can you keep a secret?
   A. /e/ as in *bed*
   B. /ee/ as in *me*
   C. /ə/ as in *debate*

8. Dad is sick. He is running a fever.
   A. /e/ as in *bed*
   B. /ee/ as in *me*
   C. /ə/ as in *debate*

9. Miss Douglas, I did not understand the lesson.
   A. /e/ as in *bed*
   B. /ee/ as in *me*
   C. /ə/ as in *debate*

NAME: _____

DATE: _____

6.3.33 ACTIVITY PAGE

If a square has a word with the letter 'e' sounded /e/, make it red. *If a square has a word with the letter 'e' sounded /ee/, make it* yellow. *If a square has a word with the letter 'e' sounded /ə/, make it* green.

children	send	began	system	wanted
himself	second	decay	me	report
open	equal	given	hello	started
problem	parent	moment	legal	deposit
except	decide	subject	she	hundred

NAME: _____

DATE: _____

6.3.34

ACTIVITY PAGE

Sort the words by the sounds of 'e'. Write the words with the tricky spelling 'e' sounded /e/ under send*, the words with the tricky spelling 'e' sounded /ee/ under* behind*, and the words with the tricky spelling 'e' sounded /ə/ under* debate.

~~pebble~~	abdomen	mention	she
algebra	relic	symmetry	metallic
equal	pencil	lesson	repeat

/e/ as in *send*	/ee/ as in *behind*	/ə/ as in *debate*
pebble		

Teacher: Write the target words on the board or chart. Beside the target word, write the two possible pronunciations of the word. Read the sample sentence aloud to students. Try both pronunciations of the word in the sentence. Ask students to tell you which is correct.

'a' > /a/ (*hat*) vs. 'a' > /ae/ (*paper*) vs. 'a' > /ə/ (*about*)

Target Word	**Possible pronunciation**	**2nd possible pronunciation**	**Possible sentence for meaning** *(Remember, the sentence is done orally.)*
cabin	ca bin	cab in	We will stay at the _____ in the woods.
paper	pa per	pap er	I need a sheet of _____ to write my words.
table	tab le	ta ble	We eat supper at the _____.
basket	bas ket	ba sket	Please place the eggs in the Easter _____.
napkin	nap kin	na pkin	Use the _____ to wipe your face.
crater	cra ter	crat er	The volcano _____ is huge.
faster	fas ter	fa ster	The rabbit is _____ than the tortoise.
rapid	rap id	ra pid	Another word for fast is _____ .
magic	mag ic	ma gic	The _____ hat is on the wizard's head.
major	maj or	ma jor	In the army, a _____ is an officer.

Teacher: Write the target words on the board or chart. Beside the target word, write the two possible pronunciations of the word. Read the sample sentence aloud to students. Try both pronunciations of the word in the sentence. Ask students to tell you which is correct.

'e' > /e/ (*pet*) vs. 'e' > /ee/ (*me*) vs. 'e' > /ə/ (*debate*)

Target Word	**Possible pronunciation**	**2nd possible ronunciation**	**Possible sentence for meaning** *(Remember, the sentence is done orally.)*
rewind	rew ind	re wind	Please _____ the program to the beginning.
debate	de bate	deb ate	When two sides don't agree, sometimes they _____.
strategy	strat e gy	strate gy	The general's _____ was to attack at night.
became	be came	bec ame	We _____ third graders at the end of second grade.
demand	dem and	de mand	It is not polite to _____ things from others.
decorations	dec or a tions	de cor a tions	The spring _____ were pastel colors.
helmet	hel met	helm et	My bike _____ is purple.
cement	cem ent	ce ment	The sidewalk is made of _____.
memory	me mory	mem ory	My _____ is not what it used to be.
beckon	beck on	be ckon	He wants us to come over so he will _____ with his hand.

SPELLING ALTERNATIVES ‘A’, ‘E’, ‘AL’, ‘IL’, ‘EL’, ‘LE’, AND ‘TION’ > /ə/: PRACTICE SENTENCES AND STORIES FOR ORAL READING

NAME: _____

DATE: _____

6.3.35

PRACTICE SENTENCES FOR ORAL READING

1. Mama said to change out of my pajamas.

2. We are going across town to run an errand.

3. We will get balloons for Dad's birthday.

4. Then we will have salad for lunch.

5. Mama said to bring an umbrella just in case.

NAME: _____

DATE: _____

6.3.36

PRACTICE STORIES FOR ORAL READING

Hello Ellen,

I am in Kentucky for a benefit comedy show. The show is raising money to help repair the cafeteria at my friend's school. A tree fell on the building during a severe storm. I said hello to the people doing the show before I sat down.

NAME: _____

DATE: _____

6.3.37

PRACTICE STORIES FOR ORAL READING

Donald, do you like animal-shaped cereal? I like buffalo shapes in my cereal. I like mammal shapes, such as tigers, lions, and big cats. Donald, do you like animal-shaped cereal?

NAME: _____

DATE: _____

6.3.38

PRACTICE STORIES FOR ORAL READING

April is a happy month. Young ducks happily splash in ponds. The dry soil greedily soaks up the April showers. As April rains steadily fall, baby birds readily stretch their long necks up toward the raindrops. The bird family happily welcomes the April rain.

NAME: _____

DATE: _____

6.3.39

PRACTICE STORIES FOR ORAL READING

Hazel the squirrel likes to travel. She packs her flannel nightgown and her box of jewels in her duffel bag. She likes her nice warm camel hair coat. Hazel packs a novel to read on the trip and a nickel for the subway fare.

NAME: _____

DATE: _____

6.3.40

PRACTICE STORIES FOR ORAL READING

Uncle Charles plays with me when he comes to visit. We blow purple bubbles, play in puddles, and shoot marbles. Sometimes we find colored pebbles that sparkle and shine. Once we built a castle and had a sword battle in the middle of my bedroom.

NAME: _____

DATE: _____

6.3.41

PRACTICE STORIES FOR ORAL READING

It is almost time for summer vacation. Our tradition is to have a celebration for the start of summer. The decorations will be of our very own invention. We like to see people's reactions to our decorations. Last year, our theme was "The Best Invention of All Time." People still mention the decorations when they recall the celebration.

Section 6.4

Spelling Alternatives and Tricky Spellings Associated with /u/ and /ə/

ASSESSMENT

Provide students with Activity Page 6.4.1, labeled *Section 6 Assessment*, which follows this page.

Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

1. across	6. apple	11. traction	16. hideous
2. courtesy	7. nation	12. above	17. petal
3. mother	8. funnel	13. dangerous	18. fossil
4. decide	9. couple	14. wonderful	19. cheerful
5. shove	10. cousin	15. love	20. animal

Mastery: 8/10 words correct

(Alternate Administration: Ask each individual student to read all of the words aloud in rows 1–5. Mastery: 16/20 words correct.)

Below are the sound-spelling correspondences targeted for each word. If a student misses a word, have the student read the line(s) that contained the error. Then ask the student to point to and say aloud the correct word for that line. The student's response will indicate whether the mistake was a careless error or if the student needs additional instruction in a specific letter-sound correspondence. Please pay attention to other errors as well, as they may indicate additional areas in need of remediation. Any student who scores less than 16 out of 20 correct needs further remediation.

1. 'a' > /ə/
2. 'e' > /ə/
3. 'o' > /u/
4. 'e' > /ə/
5. 'o_e' > /u/
6. 'le' > /ə/ + /l/
7. 'tion' > /sh/ + /ə/ + /n/
8. 'el' > /ə/ + /l/
9. 'le' > /ə/ + /l/
10. 'ou' > /u/
11. 'tion' > /sh/ + /ə/ + /n/
12. 'o_e' > /u/
13. 'ous' > /u/
14. 'ful' > /f/ + /ə/ + /l/
15. 'o_e' > /u/
16. 'ous' > /u/
17. 'al' > /ə/ + /l/
18. il' > /ə/ + /l/
19. 'ful' > /f/ + /ə/ + /l/
20. 'al' > /ə/ + /l/

Section 6 Assessment

Circle the word you hear your teacher say.

1.	across	amount	amiss	claws
2.	severe	strategy	courtesy	benefit
3.	mom	mother	brother	bother
4.	determine	deduct	define	decide
5.	shove	shut	shovel	shoot
6.	able	apple	ample	apply
7.	native	notion	nation	national
8.	funny	fundamental	fulfill	funnel
9.	copper	cuddle	couple	cable
10.	cousin	couple	cupful	cotton

Circle the word you hear your teacher say.

11.	traction	fraction	faction	addition
12.	above	about	avoid	amend
13.	fabulous	dangerous	dangers	dagger
14.	wonderland	wistful	wonderful	wondering
15.	glove	lovely	love	clove
16.	hide	hideout	hidden	hideous
17.	peel	pebble	puddle	petal
18.	missile	dismissal	fizzle	fossil
19.	cheerful	hopeful	helpful	careful
20.	animate	animal	annual	anything

Section 6.5

Stories

SIR GUS (FROM GRADE 2, UNIT 5)

The Beginning

Long before you were born, in a place we can no longer find, there was a king. King Alfred was his name.

King Alfred was in charge of a large land that stretched from the dark forests of the north to the sea in the south. The people of this land were very happy with him as their king. King Alfred liked to have fun. He liked parties and feasts. He was fair and kind, and he kept his people safe.

King Alfred could not do this all by himself. He had twelve knights to help him keep his lands peaceful and his people safe. These brave knights—well, sometimes they were brave—helped to keep bad things from happening.

The most well-known knight of all was Sir Gus the Fearless. The king himself had given Sir Gus the name "Fearless." This was an odd name, for Sir Gus was not entirely fearless. In fact, he had a lot of fears.



Sir Gus was scared of the dark. He was scared of mice and bats and spiders. He did not like boats and he could not swim. Shadows and loud noises made him faint. In fact, lots of things made Sir Gus faint.

Sir Gus had all the things a knight must have. He had a shield and a lance. He had a spear and a sword. But Sir Gus liked a long soak in a bathtub better than a fight.

Cats and horses made Sir Gus itch. Sometimes the itching was so bad that he would start jumping up and down.

Sir Gus was rather absentminded. He got lost a lot and could rarely tell which way to go. Sir Gus found it difficult to get up in the morning. He liked to sleep in, so he was late most of the time.

All in all, Sir Gus was a rather odd knight. But King Alfred did not see this. What he saw was that Sir Gus always served him well.





The Thief

One dark and stormy night while King Alfred was sleeping, a thief crept into his bedroom and stole the king's golden ring. The next morning, when the king woke up, he saw that his ring was gone!

The king was very sad.

"Someone stole my ring!" he cried in agony. "It was my father's ring, and his father's before him. It is a king's ring. I must have it back!"

King Alfred was so upset in the morning; he could not eat his herring on toast. King Alfred summoned his twelve brave knights. Eleven of them came at once on horseback. Sir Gus the Fearless came later, on foot. Sir Gus explained why he was late. He explained that he had lost his horse.

"Why, good sir," said the king, "you will not get very far on foot!"

"Yes, my lord. I mean no, my lord," replied Sir Gus. "The problem is, your majesty, that when I am on my horse, I itch. I had such a bad itch last night that I fell off my horse and it ran off."



"Well, you must stop itching then," said the king.

"Yes, indeed," replied Sir Gus, trying very hard not to itch.

Then the king told the knights what had happened. He told them he was counting on them to recover his ring.

The next day, at sunrise, eleven of the knights galloped off to find the thief. Some time after lunch, Sir Gus was awakened by the king himself.

"Not up yet?" asked the king.

"Pardon me, my lord," stammered Sir Gus. "I was just…"

"Nevermind!" said the king. "There's no need to explain. Why should you be up at the crack of dawn? For what can a knight do without a horse? But never fear! I have a gift for you. You may take my horse. But you must be careful, Sir Gus. My horse is the fastest in the land."

Sir Gus got out of bed. He stretched and yawned loudly. Then he got dressed. "Do not fear," said Sir Gus, as he mounted the horse. "I am an—"

And with that, Sir Gus was carried off. The king's horse had shot off like an arrow.



Fire!

It was not hard to find the troll. Trolls cry when they are hungry. The knights simply followed the sound of loud sobs and eating.

As nightfall neared, the knights arrived at the foot of a large hill. The troll had spent all day eating the rocks and plants on the hill. All that was left on the hill were some prickly plants and some old, dying trees.

Near the top of the hill was a cave. Scary troll sounds were coming from inside the cave.

The knights met in a grove at the foot of the hill. They knelt down and made a plan.

"When it is dark we will light our torches," said Sir Tom. "Then we will creep up the hill. The sight of the flames will scare the troll and it will go back to its home beneath the ground."

"And what if that plan fails?" asked Sir Ed. "I don't care to be the troll's dinner."

"Well, do you have a better plan?" asked Sir Tom.

Sir Ed said nothing. The other knights were quiet, as well. At that very moment came the sound of a horse trotting nearby.

"Found you at last!" said Sir Gus as he rode up to the knights. "So, my fellow knights, tell me, have you devised a plan of attack to defeat this monstrous troll?"

"Yes, we have!" said Sir Tom. "We have agreed that our bravest knight will creep up the hill with a torch and frighten the troll away."



"Splendid idea!" said Sir Gus. "And who is going to attempt this brave deed?" he asked, looking around.

"You!" said Sir Tom and Sir Ed together.

"But, but… well… I… er… um…," said a reluctant Sir Gus.

It was no good trying to get out of it. Sir Tom handed Sir Gus a lit torch. Then he pointed at the cave.

Sir Gus went up the hill alone. By the time he reached the mouth of the cave, it was pitch black. The lit torch cast shadows on the ground.

Sir Gus looked around him. He saw shadows dancing on the ground. He was afraid. But he pressed on.

From inside the cave came alarming troll sounds. "Snnniccck, Snnnuummm, Guffumffffff !"

The troll was eating bits of rock with its sharp teeth, then spitting out the bits it did not like.

Sir Gus approached the cave. Small pieces of rock came flying out. Some of them landed at Sir Gus's feet. Sir Gus jumped back, trying to avoid the flying pieces of rock.

Suddenly there was a thumping sound. Thump! Thump! Thump! The troll was coming out of the cave!

As the troll got closer, the sounds got louder.

"SNNNNICCCK, SNNNUUUUMMMM, GUFFUMFFFFFF!"

Sir Gus was afraid. He started to feel weak in the knees. At last he fainted. His torch fell to the ground. It landed on some dry, prickly plants near the mouth of the cave. The plants caught on fire. The flames got bigger quickly.

From inside the cave came a scream. Then came the thumping sound of a large beast running away. Soon, all that remained was the sound of crackling f lames.

Sir Gus lay on the ground for a while. At last the heat from the fire woke him. He got up and ran back down the hill.

When Sir Gus appeared, the knights shouted, "Hooray! Brave Sir Gus lit the fire! He has driven away the troll! Hooray for Sir Gus!"

The King's Ghost

"Ar! Do as we say or die!" came the sound of a large booming voice from somewhere on the water.

King Alfred and eleven of his knights jumped with fright. They had all tried to sail the boat in the stormy waves and strong winds. They looked up to see a pirate ship flying a black flag. The pirate ship had sailed up next to the king's boat.

The king and the eleven knights were not prepared to fight. The knights did not have their lances or shields with them.

"I will count to ten," shouted the pirate chief. "If you do not hand over the king and his boat by then, we will attack! We do not care to harm you, but if we must, then we must!"

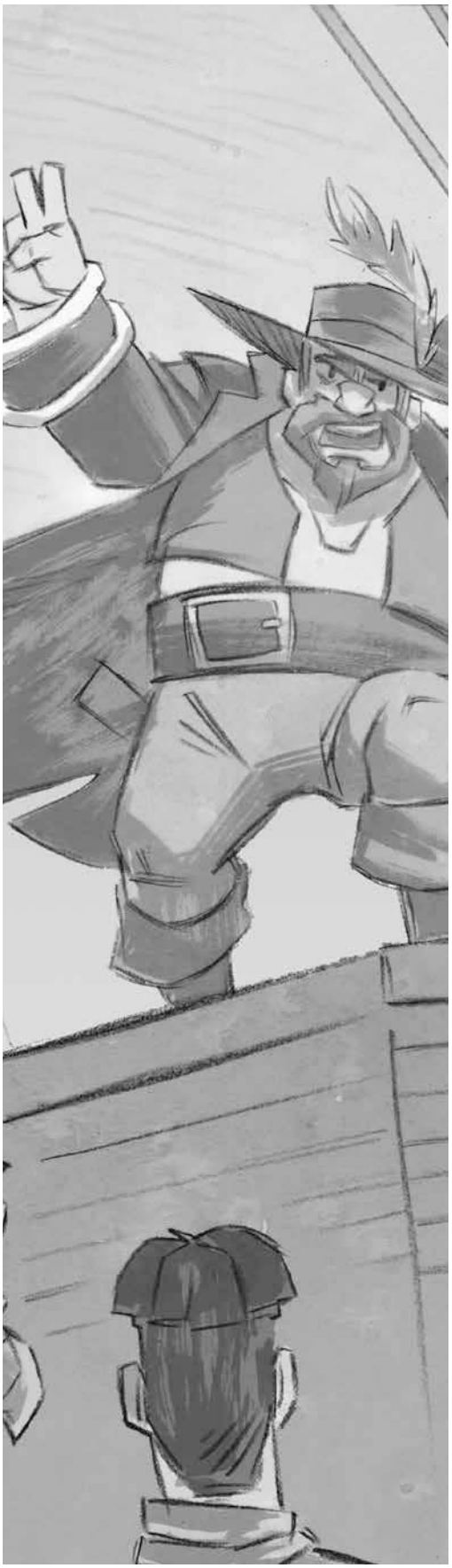
The pirate chief began to count, "One, two . . . um." He hesitated. (Pirates aren't good at math!)

"Three," came a voice from below. It was Sir Gus. He was lying down below the deck, and he was feeling very ill.

Sir Gus was so ill that he had no idea what was happening. The strong winds had kept him from hearing what the pirate chief had said. All he could make out was the sound of someone counting.

"Thank you," said the pirate chief. He went on counting. "Seven, eight, nine . . ."

"Uuuuuug! Oooooooe!" came a loud and scary sound from inside King Alfred's boat.



"Uuuuuug! Oooooooe!"

"What is that hideous sound?" yelled the pirate.

"It is the ghost of our last king, and it protects our ship!" replied Sir Tom.

Sir Tom was well aware that, in fact, the hideous sound was coming from Sir Gus, who was feeling very sick indeed, but he was hoping to scare the pirates away with a ghost story.

"Uuuuuug! Oooooooe!" came the sound again.

"If you harm the king," Sir Tom shouted, "you will be haunted by this evil, vengeful ghost! I will count to ten, and you had better go away, you thief! The ghost would rather not harm you, but if it must, then it must."

Pirates are very afraid of ghosts. And so, within seconds, the pirate ship began to sail away. Not long after, the clouds cleared and the waves died down. Sir Gus felt some relief and came limping back up on deck.

"Well done, Sir Gus!" said the king. "You scared those evil pirates away by pretending to be a ghost."

"I did?" said Sir Gus, still looking rather green in the face.

"Why, yes!" said the king. "Such a clever and helpful trick! How can I ever repay you for your wisdom and bravery? Perhaps I should award you a medal?"

"Your majesty," said Sir Gus, "the best payment of all would be if you would order the captain to sail this boat back to land. I find the nautical life not to agree with me."

And with that, the king's boat sailed for home.



The King's Birthday

Six months passed until King Alfred saw his knights. This time he did not need their help, but he asked them to come to his birthday party. The king had asked 500 people to join him. He had made plans for a large feast, as well as jousting, magic, and dancing. Everyone was very excited.

The palace was filled with five thousand candles. Gold cloth was draped on the walls. King Alfred had planned a treat for everyone. Just as the jousting was about to begin, a thousand white doves were to be released into the sky above the palace.

King Alfred asked King Henry, the king of another kingdom, to attend the birthday party. The twelve knights were coming too. King Henry's knights were going to challenge King Alfred's knights in jousting. The winners would get 100 gold coins each.

On the day of the party the king met with some of his knights.

"This is going to be the best party ever!" said the excited king. "I am eager to see each of you joust. I think King Henry and his knights will be amazed by your skill."

"Winning will be our birthday gift to you, sire!" said Sir Pete.

"We are the most feared knights of all time!" said Sir Tom. "We will crush them! We will make them cry!"



Sir Gus looked as his fellow knights boasted of their skill. He did not join them. In fact, he was very nervous. He was hoping that he would not start itching and fall off his horse.

"I know you will win," said the king. "And that will make a fine birthday present. I thank you in advance!"

The knights began to file out. "Sir Gus!" called the king. "Your majesty?" said Sir Gus.

"Do you like my birthday cake?" asked the king. "Yes, Sire."

"Do you see how the royal baker made a tiny king out of icing that looks just like me?" "Yes, Sire."

"It is a wonderful birthday present! But the best present of all will be seeing you defeat Sir Ivan the Black Knight in the jousting." "Sir Ivan?" asked Sir Gus nervously.

"Yes," said the king. "He has made quite a fearsome name for himself. But I trust you will beat him."

Sir Gus was too scared to speak.

"Well, then," said the king. "Off you go! And happy birthday to me!"



Section 7

Assorted Spelling Alternatives and Tricky Spellings

Section 7.1

Assorted Spelling Alternatives and Tricky Spellings

ASSORTED SPELLING ALTERNATIVES AND TRICKY SPELLINGS: LESSON TEMPLATE

Sample Lesson Template
Spelling Alternatives

Focus: Spelling Alternatives	Instructions	Materials
Warm-Up	Working in a small group, show students Spelling Cards previously taught. Say the sound and have students repeat or have students say the sound as you show students the Spelling Card.	previously taught Spelling Cards
Teaching	Ask students for the spelling they already know for the particular sound. Write the spelling and several words with that spelling on the board/chart paper. Introduce the spelling alternative, using the Spelling Card and the Individual Code Chart. Write words with the spelling alternative. Review with students the spelling alternative of the targeted sound and words that are written with that spelling. Have students repeat these words and refer to the Individual Code Chart.	board/chart paper Spelling Card(s) Individual Code Chart
Guided Practice	On a pocket chart or the board/chart paper, create a chart with a column for each spelling alternative. Give students cards with words using different spellings of the targeted sound. Have students read their words and sort them under the correct column according to their spelling.	pocket chart or board/ chart paper word cards with different spellings of targeted sound

Independent Practice	Have students read isolated words, phrases, or sentences with the targeted sound. More proficient students can read connected decodable text with targeted sound.	materials in this section of the Supplement

Sample Lesson Template
Tricky Spellings

Focus: Tricky Spellings	**Instructions**	**Materials**
Warm-Up	Remind students that in multisyllable words, they need to look at the words and try to break them apart into syllables and sound them out in chunks.	
Teaching	Write a target word with the tricky spelling on the board/chart paper, but do not read the word aloud or ask students to say the word (e.g., *robot*). Write the words on the board/chart paper divided into two syllables (i.e., *rob ot* and *ro bot*). Tell students, "I am going to say a sentence using this word. I want you to listen carefully and decide how to say this word." Say a sentence (e.g., "The _____ can open doors and windows."). **Note**: Do not write the sentence on the board/chart paper—this is to be done orally as the emphasis is on decoding the target word, NOT decoding the words in the sentence. Point to the syllables of the first word and model how to sound out each syllable as it is divided. (/rob ot/) Then point to the syllables in the second word and model how to sound out each syllable as it is divided. (/roe bot/) Ask students which pronunciation makes sense. Circle the correct word. (*ro bot*)	board/chart paper
Guided Practice	Repeat the above procedure: write a word with the targeted spelling on the board/chart paper. Then write two different ways it can be broken into syllables. Use the word in an oral sentence, pronouncing it two different ways based upon how the word is divided.	board/chart paper
Independent Practice	Have students read words with the targeted spelling in word lists, phrases, and sentences. Have students read unknown words in unfamiliar texts such as trade books or the provided decodable texts.	materials in this section of the Supplement

Section 7.2

Spelling Alternative ‘ph’ >/f/

SPELLING ALTERNATIVE ‘PH’ >/F/: WORD LIST

NAME: _____

DATE: _____

Spelling Alternative: 'ph' > /f/ (*phone*)

phone	phrase	graph	sphere
dolphin	triumph	orphan	phantom
paragraph	alphabet	photograph	emphasize
physical	atmosphere	pharmacy	elephant
homophone	telephone	microphone	Joseph
amphibian	apostrophe	geography	biography

SPELLING ALTERNATIVE ‘PH’ > /F/: ACTIVITY PAGES

NAME: _____

DATE: _____

7.2.2 ACTIVITY PAGE

Fill in the blanks.

photograph	homophones	amphibian	trophy
alphabet	paragraph	telephone	dolphin

1. Philip answered the _____.
2. 'Z' is the last letter in the _____.
3. Ralph saw a _____swimming in the sea.
4. Sophie took this _____ of her sister with her camera.
5. Stephanie wrote the first _____ of the story.
6. Randolph won a _____.
7. *Road* and *rode* are _____.
8. A frog can live on land or in the water. It is an _____.

NAME: _____

DATE: _____

7.2.3 ACTIVITY PAGE

Do the bolded letters stand for the same sound? Write yes *or* no.

1. tro**ph**y **f**unny _____

2. **kn**ock **k**ettle _____

3. **sph**ere **sp**ear _____

4. **wh**en **w**itch _____

5. tra**ff**ic or**ph**an _____

6. **n**ickel **kn**ot _____

7. **ph**one **p**ane _____

8. gra**ph** grou**p** _____

9. **wr**ite **wh**en _____

10. **wr**ong **r**ight _____

NAME: _____

DATE: _____

7.2.4 ACTIVITY PAGE

Fill in the blanks.

dolphin	graph	elephant	pharmacy	phobia
phone	trophy	phase	phonics	phony

1. The bar _____ shows that we like green apples best of all.
2. Dad will call on his cell _____.
3. My two-year-old sister is in a stubborn _____.
4. Mom needs to stop by the _____ to pick up the pills the doctor prescribed for my sore throat.
5. A _____ lives in the sea, but it is a mammal that breathes air.
6. We study _____ in reading lessons.
7. I have a fear, or _____, of spiders.
8. He is such a fake; he is _____.
9. The first place winner in the spelling bee got a _____.
10. We fed peanuts to the baby _____ at the zoo.

NAME: _____

DATE: _____

7.2.5 ACTIVITY PAGE

Circle letter(s) in each column to make a word to fill in the blank. Write the word in the blank.

1. She has a _____ snake.

ph	u	ff	y
f	o	n	ea

2. Please use my cell _____ to call 911.

ph	u	ff	y
p	o	n	e

3. I can see the _____ swimming by the ship.

d	u	l	f	e	n	s
b	o	t	ph	i	m	z

4. The acorn just sprouted and the maple tree is in the seedling _____ of growth.

f	a	z	i
ph	u	s	e

5. We learn _____ so that we will be better readers.

f	u	e	g	z
ph	o	n	i	cs

6. Please tell me if this is a sentence or a _____ .

ph	rr	i	s	ee
ff	r	a	z	e

7. I have a fear, or _____ , of snakes.

f	u	b	e	a
ph	o	d	i	a

8. I can sing the _____ song.

e	f	a	d	e	t
al	ph	u	b	k	k

9. The ringing _____ woke me up.

t	i	l	a	ph	o	n	e
k	e	ll	e	ff	u	m	e

10. We will make a bar _____ of our favorite candy.

gl	e	ph
gr	a	ff

NAME: _____

DATE: _____

7.2.6 ACTIVITY PAGE

Use the words in the box to complete the crossword puzzle on the following page.

phone	dolphin	alphabet	sphere	orphan
gopher	graph	photo	asphalt	hyphen

Down

1. Small burrowing animal

2. Another word for a picture taken with a camera

4. Another word for pavement

6. Mammal who swims in the sea

Across

3. A bar _____

5. A cell _____

7. A young animal that has lost its mother

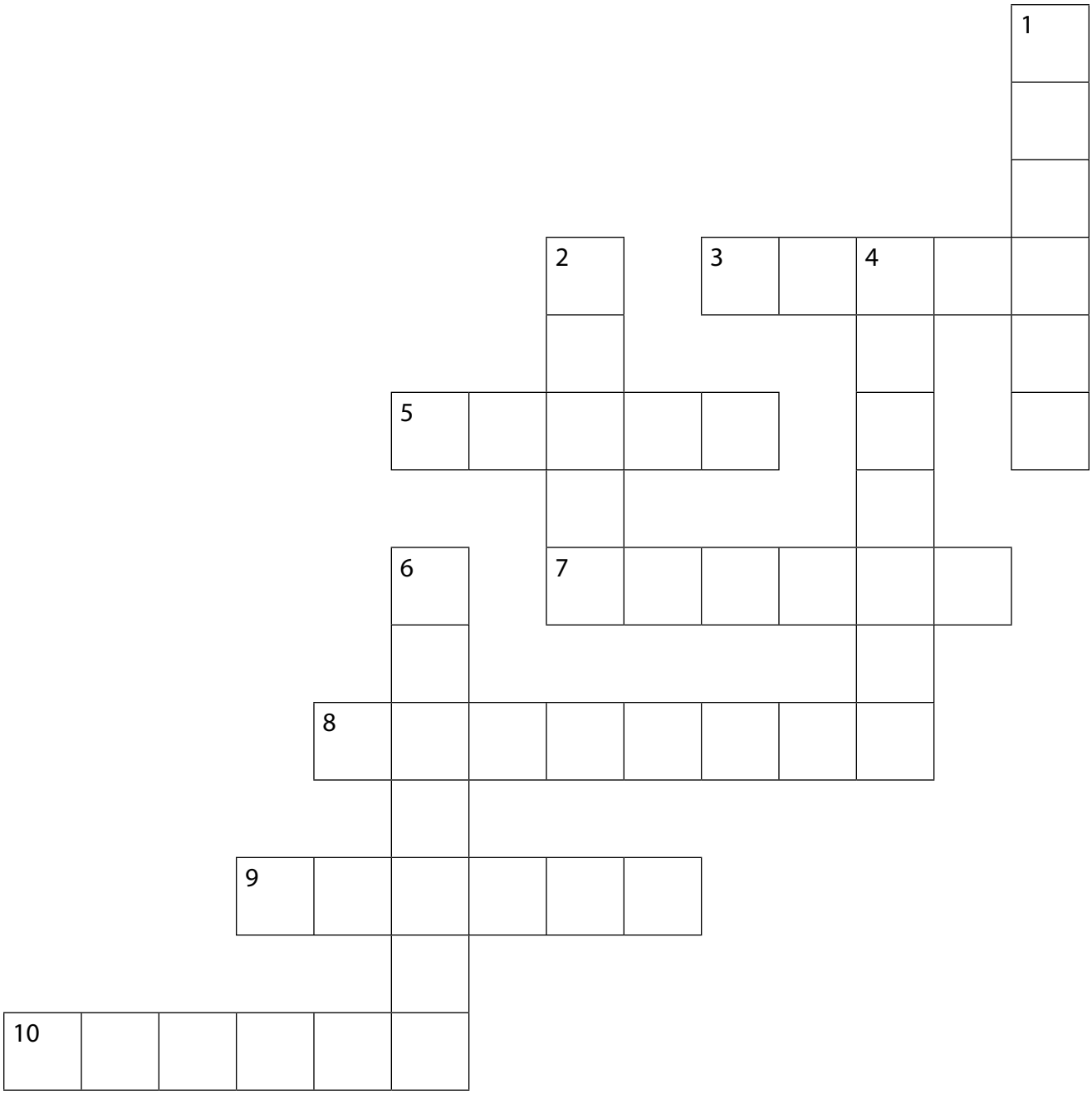
8. Your ABCs

9. Round ball

10. Little tiny line between words (e.g., Smith-Jones)

NAME: _____

DATE: _____



SPELLING ALTERNATIVE 'PH' > /F/: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

7.2.7

PRACTICE SENTENCES FOR ORAL READING

Spelling Alternative: 'ph' > /f/ (*phone*)

1. The physician told Philip to stop by the pharmacy to get his pills.

2. My nephew Joseph is a photographer.

3. Sophie was able to recite the entire alphabet when she was just three years old!

4. We saw elephants and dolphins at the zoo.

5. My teacher said we could take notes by writing just short phrases instead of complete paragraphs.

6. I asked to use the telephone at the pharmacy.

7. A baseball is an example of a sphere.

8. Jim Murphy won a trophy for coming in first place in the race.

9. Before CDs were invented, people played music on phonograph records.

10. We collected pamphlets from the travel agency about lots of different places that we wanted to visit.

Section 7.3

Spelling Alternative and Tricky Spelling ‘ea’ > /e/

SPELLING ALTERNATIVE AND TRICKY SPELLING ‘EA’ > /E/: WORD LIST

NAME: _____

DATE: _____

7.3.1 WORD LIST

Spelling Alternative: ‘ea’ > /e/ (*head*)

head	sweat	dead	deaf
tread	meant	thread	bread
breakfast	health	threat	wealth
steady	sweater	weather	leather

SPELLING ALTERNATIVE AND TRICKY SPELLING 'EA' > /E/: ACTIVITY PAGES

NAME: _____

DATE: _____

7.3.2 ACTIVITY PAGE

Fill in the blanks.

meat	head	peach	cream	heat
thread	health	sweater	meadow	bread

1. Mom needs a loaf of _____ to make sandwiches.
2. We will have a picnic in the grassy _____.
3. I hope there will be a _____ for me to eat.
4. I like to pour a little _____ over my fruit.
5. Will there be sandwiches with _____ and cheese?
6. If the _____ of the sun gets too hot, we can sit in the shade.
7. My sister went to the store to buy more _____ so my mother could finish the dress she is making.
8. Make sure to pack a _____ in case it is chilly.
9. Fresh air is good for your _____.
10. I will need a hat for my _____.

NAME: _____

DATE: _____

7.3.3 ACTIVITY PAGE

Fill in the blanks.

thread	spread	meant	dead	bread
breakfast	feather	dread	head	lead

1. Would you please _____ butter on the toast?
2. I _____ to pick up the paper but I forgot it.
3. It has been a very dry summer with little rain, so some of the plants in the garden are _____.
4. My _____ is hurting from the loud noise.
5. I like _____ and jam for a snack.
6. My mom fixed the rip in my pants with a needle and _____.
7. Some people _____ going to the dentist.
8. Do you like eggs and bacon for _____?
9. I found the _____ of a bird outside next to a nest.
10. The pipes were made of _____.

NAME: _____

DATE: _____

7.3.4 ACTIVITY PAGE

Sort the words by the sounds of 'ea'. Write the words with the tricky spelling 'ea' sounded /ee/ under beach. *Write the words with the tricky spelling 'ea' sounded /e/ under* head.

peach	bread	dead	cream	dream
health	dread	deaf	mean	wealth
spread	sweat	scream	thread	seam
tread	stream	team	beaver	steam

'ea' > /ee/ (*beach*)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

'ea' > /e/ (*head*)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SPELLING ALTERNATIVE AND TRICKY SPELLING
'EA' > /E/: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

7.3.5

PRACTICE SENTENCES FOR ORAL READING

Spelling Alternatives: 'ea' > /e/ (*head*)

1. I need to purchase peaches, bread, and cream from the grocery store.

2. What would you like to eat for breakfast?

3. Please spread the peanut butter on the bread.

4. We saw many birds in the meadow, and I even found a feather.

5. There was a dam in the stream that the beavers had made.

6. If the weather turns cool, bring your sweater and a leather jacket.

7. The bite of a black widow spider can be deadly.

8. I meant to do my homework, but I forgot.

9. Someone who is deaf cannot hear.

10. The tread on the tires is very thin.

Section 7.4

Spelling Alternatives ‘ar’ and ‘or’ > /er/

SPELLING ALTERNATIVES ‘AR’ AND ‘OR’ > /ER/: WORD LIST

NAME: _____

DATE: _____

7.4.1 WORD LIST

Spelling Alternative: ‘ar’ and ‘or’ > /er/

dollar	collar	lizard	custard
doctor	alligator	actor	polar
color	blizzard	favor	vapor
homework	backward	author	calendar

SPELLING ALTERNATIVES ‘AR’ AND ‘OR’ > /ER/: ACTIVITY PAGES

NAME: _____

DATE: _____

7.4.2

ACTIVITY PAGE

Read each word. Then mark the sound the underlined letters stand for. Hint: Follow your ear, not your eye.

1. farm<u>er</u>	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
2. sn<u>or</u>ting	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
3. begg<u>ar</u>	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
4. fav<u>or</u>	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
5. corn<u>er</u>	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
6. eff<u>or</u>t	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
7. cust<u>ar</u>d	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
8. <u>ar</u>my	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
9. blizz<u>ar</u>d	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
10. alligat<u>or</u>	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*

NAME: _____

DATE: _____

7.4.3 ACTIVITY PAGE

Fill in the blanks.

dollar	actor	color	history	doctor
polar	calendar	lizard	wizard	mustard

1. I would like _____, not ketchup, on my hot dog.
2. May I have a _____ to buy a snack?
3. Do I have to get a shot when I go to the _____?
4. I like the _____ red.
5. Are all _____ bears white?
6. My teacher puts up a new _____ each month.
7. John is an _____ in the school play.
8. *The War of 1812* is a _____ book.
9. The _____ sat in the sun on a rock.
10. A _____ can cast a spell.

NAME: _____

DATE: _____

7.4.4 ACTIVITY PAGE

Use the words in the box to fill in the blanks and find the secret message.

forward	diary	calendar	alligator	vapor
beggar	forgot	author	dollars	collar

1. The person who writes a book is called an _____ _____ _____ _____ _____ _____.
   (3)

2. My shirt _____ _____ _____ _____ _____ _____ is crooked.
   (5)

3. Don't go back! Go _____ _____ _____ _____ _____ _____ _____!
   (10)

4. The fierce _____ _____ _____ _____ _____ _____ _____ _____ _____
   (1) (6)
   jumped out of the water.

5. It will cost ten _____ _____ _____ _____ _____ _____ _____ to buy
   (7)
   the toy truck.

6. I _____ _____ _____ _____ _____ _____to turn off the stove when I left
   (2)
   home.

7. The poor _____ _____ _____ _____ _____ _____ asked us for food as we
   (9)
   walked by.

NAME: _____

DATE: _____

forward	diary	calendar	alligator	vapor
beggar	forgot	author	dollars	collar

8. My sister writes in her _____ _____ _____ _____ _____ every night before she goes to bed.
(4)

9. The water _____ _____ _____ _____ _____ turned into fog.
(8)

10. It is a new month; please turn the

_____ _____ _____ _____ _____ _____ _____ _____ page.
(11)

Now solve the secret message by writing the letters that match the numbers.

_____	_____	_____		_____	_____	_____		_____						
4	2	3		1	5	9		1						
_____	_____	_____	_____	_____										
7	3	8	9	5										
_____	_____	_____	_____	_____	_____	_____!								
7	6	3	10	9	11	6								

NAME: _____

DATE: _____

7.4.5 ACTIVITY PAGE

Fill in the blanks.

factory	orchard	similar	grammar	mirror
cellar	calendar	effort	blizzard	actor

1. I looked in the _____ while I brushed my hair.
2. We went to an apple _____ to pick apples from trees.
3. A synonym for a *basement* in a house is _____.
4. Someday I would like to be an _____ on a TV show.
5. My class visited a car _____ to see how cars are made.
6. Don't forget to mark the date on your _____.
7. I came in second place in the race, but I gave it my best _____.
8. A _____ is a bad snowstorm.
9. We both like the color green so we have _____ taste.
10. We are studying the parts of speech in our _____ lessons.

SPELLING ALTERNATIVES 'AR' AND 'OR' > /ER/: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

7.4.6

PRACTICE SENTENCES FOR ORAL READING

Spelling Alternatives: 'ar' and 'or' > /er/

1. Someday I would like to become either a doctor or an author.

2. The unexpected blizzard froze all of the oranges in the orchard.

3. That actor looks familiar, but I don't remember his name.

4. My dad gave the beggar a dollar.

5. Alligators and lizards are both reptiles.

6. The wizard's robe was black with stars the color of sparkling silver.

7. My history report and grammar homework are both due on March 5th, so I marked that date on the calendar.

8. The factory workers gave their best effort.

9. Would you do a favor for me and take my laundry to the dry cleaners on the corner?

10. Please ask the cleaner to put extra starch on the collars of my shirts.

Section 7.5

Spelling Alternative and Tricky Spelling ‘ch’ > /k/

SPELLING ALTERNATIVE AND TRICKY SPELLING ‘CH’>/K/: WORD LISTS

NAME: _____

DATE: _____

7.5.1 WORD LIST

Read the words aloud with your class.

In most words, the letters 'ch' stand for the /ch/ sound:

chin	**ch**op	**ch**eap	**ch**ore
chest	lun**ch**	bran**ch**	**ch**ange

However, in some words, the letters 'ch' stand for the /k/ sound:

s**ch**ool	**Ch**ris	**ch**orus	stoma**ch**
an**ch**or	e**ch**o	monar**ch**	or**ch**id
chemical	**ch**emistry	**ch**emist	**ch**aracter
me**ch**anic	or**ch**estra	ar**ch**itect	te**ch**nical

NAME: _____

DATE: _____

7.5.2 WORD LIST

Tricky Spelling 'ch'

chipmunk	chimney	chisel	ache
chapel	anchor	chemistry	approach
chorus	launch	character	archery
schedule	school	bachelor	scholar
architect	butterscotch	monarch	challenge
chairman	stomach	Christmas	technical

SPELLING ALTERNATIVE AND TRICKY SPELLING 'CH' > /K/: ACTIVITY PAGES

NAME: _____

DATE: _____

7.5.3 ACTIVITY PAGE

Fill in the blanks.

School	stomach	monarchy	anchor
chemist	architect	orchestra	echo

1. Chris is in tenth grade at East Side High _____.

2. A person who mixes chemicals is called a _____.

3. Christina shouted into the cave and her voice came back as an _____.

4. A person who draws plans for houses and buildings is called an_____.

5. Zachary plays the violin in the symphony _____.

6. This food is awful! I think I may be sick to my _____.

7. A country ruled by a king is called a _____.

8. The man tossed the _____ into the water.

NAME: _____

DATE: _____

7.5.4 ACTIVITY PAGE

Sort the words by the sounds of 'ch'. Write the words that have /ch/ spelled 'ch' under chin. *Write the words that have 'k' spelled 'ch' under* school.

ache	anchor	screech	ranch	rich
orchid	stomach	school	porch	change
chemical	munch	chord	child	coach
chorus	grinch	lunch	echo	headache

'ch' > /ch/(*chin*)

'ch' > /k/(*school*)

SPELLING ALTERNATIVE AND TRICKY SPELLING 'CH' > /K/: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

7.5.5

PRACTICE SENTENCES FOR ORAL READING

Spelling Alternative: 'ch' > /k/ (*school*)

1. A king, who is the crowned ruler of a country, is a monarch.

2. To become a chemist, you must study the subject of chemistry.

3. The mechanic said it was a real challenge to fix the problem with the car.

4. Please check the school schedule to find out when we have vacation.

5. I feel terrible because I have a headache and a toothache!

6. The sculptor used a chisel to carve the marble.

7. I could hear the echo of your voice.

8. At church today, we all sang the chorus of the song.

9. A new character was introduced in this chapter.

10. The boat dropped anchor in the harbor.

Section 7.6

Spelling Alternative and Tricky Spelling ‘i’ > /ee/

SPELLING ALTERNATIVE AND TRICKY SPELLING ‘I’ > /EE/: WORD LISTS

NAME: _____

DATE: _____

7.6.1 WORD LIST

Spelling Alternative: ‘i’ > /ee/ (*ski*)

patio	kiwi	spaghetti	pizza
zucchini	salami	taxi	ski
piano	media	medium	curious
radio	lollipop	cafeteria	chili

NAME: _____

DATE: _____

7.6.2 WORD LIST

Tricky Spelling ‘i’

item	India	Indian	violin
medium	radio	baptism	liter
visa	citizen	curious	icicle
igloo	piano	cabinet	cafeteria

SPELLING ALTERNATIVE AND TRICKY SPELLING 'I' > /EE/: ACTIVITY PAGES

NAME: _____

DATE: _____

7.6.3 ACTIVITY PAGE

Use the words in the box to fill in the blanks and find the secret message.

spaghetti	cafeteria	broccoli	salami	kiwi
lollipop	chili	Italian	zucchini	pizza

1. We had lunch in the

   _____ _____ _____ _____ _____ _____ _____ _____ _____ _____.
   5 3

2. There were many kinds of food but I like

   _____ _____ _____ _____ _____ _____ _____ food best of all.
   7 1

3. I could not decide between

   _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
   12 2

   noodles or a slice of _____ _____ _____ _____ _____.
   6

4. Then I saw the _____ _____ _____ _____ _____ _____ and cheese sub.
   4

spaghetti	cafeteria	broccoli	salami	kiwi
lollipop	chili	Italian	zucchini	pizza

5. Or maybe I should have the fruit and veggie plate with

   Z _____ _____ _____ _____ _____ _____ _____,
   9 10

   _____ _____ _____ _____ _____ _____ _____ _____,
   11 8

   and _____ _____ _____ _____.

6. It was all too much to choose. So I just had a bowl of

   _____ _____ _____ _____ _____ and crackers.

7. Then I had a grape

   _____ _____ _____ _____ _____ _____ _____ _____ for dessert.

Now solve the secret message by writing the letters that match the numbers.

_____ _____ _____ ' _____
1 2 3 4

_____ _____ _____
5 6 7

_____ _____ _____ _____ _____!
8 9 10 11 12

NAME: _____

DATE: _____

7.6.4 ACTIVITY PAGE

Sort the words with underlined letters by the sounds of 'i'.

'i'				
→	/i/	it	fish	his
→	/ie/	driver	find	writer
→	/ee/	ski	taxi	easier

	/i/ as in *it*	/ie/ as in *driver*	/ee/ as in *ski*
1. My mom plays the p<u>i</u>ano.			
2. I like pepperoni p<u>i</u>zza.			
3. Instead of being mean, be k<u>i</u>nd.			
4. Cur<u>i</u>ous means to want to know.			
5. Rub some sunblock on your sk<u>i</u>n.			
6. My dad was fur<u>i</u>ous when the glass broke.			
7. I do not like beans in chil<u>i</u>.			
8. The huge waves tossed the sh<u>i</u>p.			
9. At the zoo, we saw a t<u>i</u>ger.			

NAME: _____

DATE: _____

	/i/ as in *it*	/ie/ as in *driver*	/ee/ as in *ski*
10. Do you like spaghetti noodles?			
11. The lettuce is crisp.			
12. They play that song on the radio.			

NAME: _____

DATE: _____

7.6.5

ACTIVITY PAGE

Fill in the blanks.

igloo	media	item	impossible	chilly	chili
medium	violin	piano	curious	spaghetti	India

1. Mom made _____ beans and rice for supper.

2. The strings on the _____ are hard to hold down.

3. I need to practice for my _____ lesson.

4. My teacher says that I am very _____ because I ask lots of questions and like to learn about new things.

5. I like _____ and meatballs best of all.

6. An _____ is made of ice.

7. I needed my coat as it was a _____ spring day.

8. It is _____ to travel in time.

9. We have one _____ too many for the quick checkout line at the grocery store.

10. I need a _____ size shirt, not a small size.

SPELLING ALTERNATIVE AND TRICKY SPELLING 'I' > /EE/: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

7.6.6

PRACTICE SENTENCES FOR ORAL READING

Spelling Alternative: 'i' > /ee/ (*ski*)

1. We ate our pizza outside on the restaurant patio.

2. The cafeteria is serving chili or spaghetti today.

3. I am curious to learn more about India because I am not familiar with Indian customs.

4. We listened to piano and violin music on the radio.

5. My teacher said we could use a slide presentation as part of our multimedia report about Italy.

6. The inside of a kiwi is green.

7. I need a medium-size shirt.

8. Please pick up a liter of milk and some broccoli and zucchini when you go to the grocery store.

9. What flavor lollipop would you like?

10. If you are going to travel outside of the United States, you will need a passport and a visa.

Section 7.7

Spelling Alternative ‘a’ > /o/

SPELLING ALTERNATIVE ‘A’ > /O/: LESSONS

‘a’ > /o/

Make enough copies of Activity Page 7.7.1, which follows this page, for each student.

Pass out Activity Page 7.7.1 to students.

Tell students that they are going to learn about a new spelling alternative. Explain that you are going to read a story to them as they follow along with the pictures, much as they did in the lesson where they learned about the schwa sound and heard the story about the Spelling Spoilers.

Ask students to point to the first picture on the page. Tell students that this is a picture of Watkins Llama, and that he is going to tell them about a very special sound for the spelling ‘a’ when the letter ‘w’ comes before ‘a’.

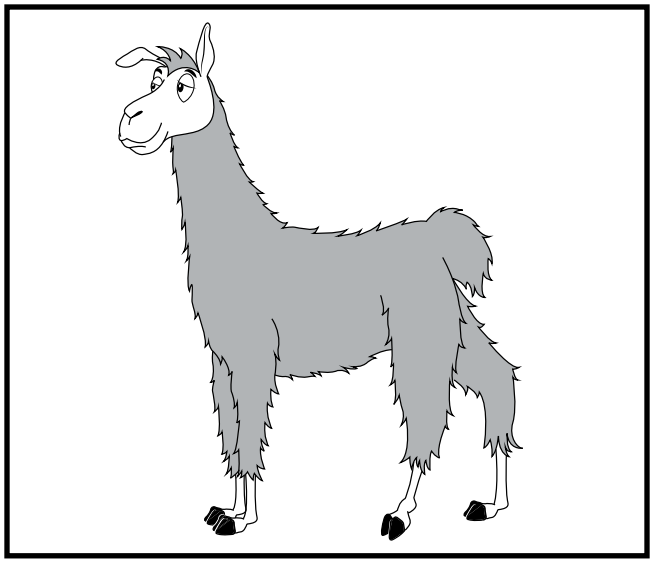
As students point to the picture, read the following: “Hi, students, my name is Watkins Llama. I like to wear green pajamas. I am a very special llama because my name will help you remember the spelling of a special sound: /o/.” (Ask students to point to the next picture beside Watkins.) “My friend, Wanda the Swan, will help you remember this sound as well.” (Ask students to point to the picture next to Watkins.)

“Wanda and I both like to paint with watercolors.” (Ask students to point to the picture below Wanda.) “Sometimes we like to pretend we can take a magic wand and make waffles appear for breakfast.” (Ask students to point to the bottom picture.)

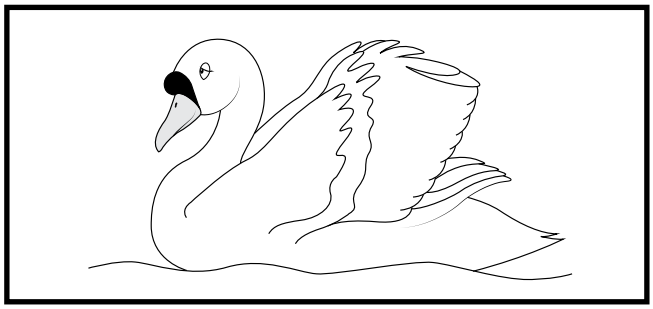
Write the following words on the board: *Watkins*, *Wanda*, *water*, *watercolor*, *wand*, and *waffle*.

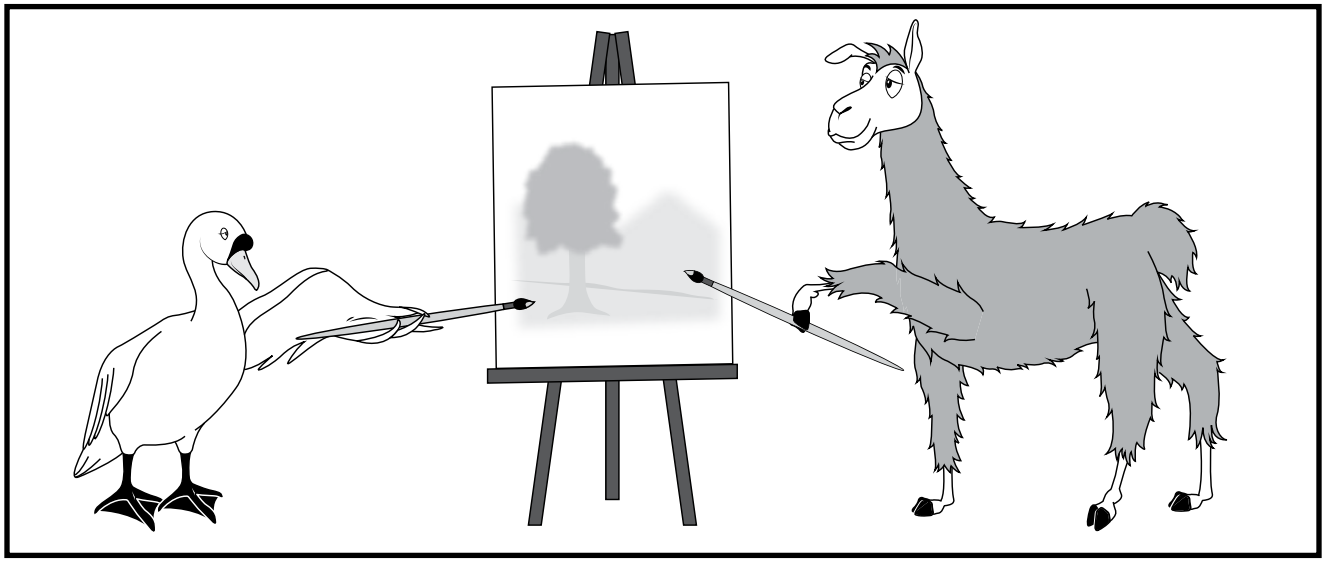
NAME: _____

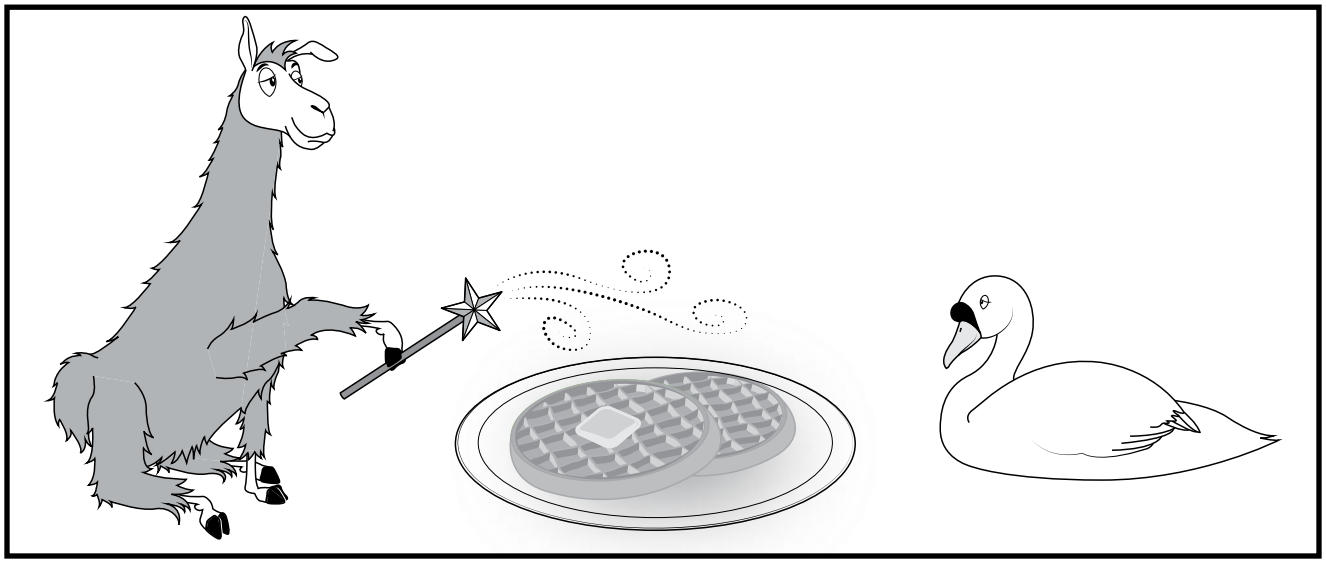
DATE: _____



Watkins Llama & Wanda Swan







‘a’ > /o/

Tell students that sometimes even when the letter ‘w’ is not part of the spelling of a word, other letter combinations may represent the /w/ sound and influence the sound of the spelling ‘a’.

Write ‘qu’ on the board and ask students what sound this spelling represents (/qu/). Now write the following words on the board: *squash*, *squat*, and *squad*. Have students read the words.

Tell students that they will learn some words in which the spelling ‘a’ represents the sound /o/.

“Hi, students, Watkins Llama here again. I am back to tell you a little more about words in which the spelling ‘a’ can stand for the /o/ sound. Previously, you learned that the letter ‘a’ can stand for the /o/ sound when it follows the /w/ sound. Now you are going to learn some more words in which ‘a’ stands for /o/, even when there is no /w/ sound.

Listen to the word *llama*. Do you hear the /o/ sound in *llama*? You can hear it in two places. Guess what—the /o/ is spelled with the letter ‘a’ in both spots. Listen again: I like to wear green *pajamas*. Do you hear the /o/ sound in the middle of *pajamas*? It is spelled with the letter ‘a’. Do you remember my friend, Wanda the Swan? She likes to act in plays and dramas. Do you hear the /o/ sound in *drama*? Just like the ‘o’ sound in *llama*, the /o/ sound in *drama* is spelled with the letter ‘a’ in both spots.”

Write the following words on the board: *father*, *grandma*, *grandpa*, *lava*, *pajamas*, *drama*, and *llama*.

Read the words aloud as a group.

SPELLING ALTERNATIVE ‘A’ > /O/: WORD LISTS

NAME: _____

DATE: _____

Spelling Alternative: ‘a’ > /o/ (*lava*)

swamp	swallow	watch	wander
swab	swat	swan	water
wand	wash	watercolor	waffle
squash	squat	squad	squabble

NAME: _____

DATE: _____

7.7.3 WORD LIST

Mixed Review /o/

Watkins	Wanda	water	wash
pajamas	waffles	watch	squash
lava	father	swab	drama
wander	llama	grandpa	grandma

SPELLING ALTERNATIVE ‘A’ > /O/: ACTIVITY PAGES

NAME: _____

DATE: _____

7.7.4 ACTIVITY PAGE

Fill in the blanks.

watercolors	Wanda	Watkins	waffle
wand	wash	water	wander

1. _____ Llama likes green pajamas.

2. _____ the Swan floats on water.

3. I need some more shampoo to _____ my hair.

4. I like jam on my _____ for breakfast.

5. Wanda and Watkins like to pretend to use their _____ to make magic.

6. I need some _____ to add to the cake mix.

7. In art class, we get to paint with _____.

8. Mom asked me to watch my baby brother while he played outside in the yard so that he did not _____ off and get lost.

NAME: _____

DATE: _____

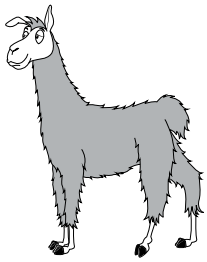
7.7.5 ACTIVITY PAGE

Write the number of the sentence that matches each picture in the box.














1. Watkins is a llama.

2. He waved his magic wand.

3. There was a trail of lava flowing down the volcano.

4. I love waffles with lots of butter for breakfast.

5. Please turn off the water when you are brushing your teeth.

6. Mom said not to wander away from her while we are in the store.

7. I am going to visit my grandma this weekend.

8. Wash your hands before you eat.

9. Do you like acorn or butternut squash?

10. My father has a wristwatch that my grandpa gave him.

11. Wanda the Swan swims slowly across the big blue lake.

12. I took a big gulp and swallowed.

NAME: _____

DATE: _____

7.7.6 ACTIVITY PAGE

Fill in the blanks.

swamp	wander	want	swat	water
swab	swallowing	wash	swap	watch

1. The plant needs _____.
2. Can we _____ books after we each finish reading our own?
3. Your socks smell. You should _____ them.
4. Mom won't let me _____ too much TV.
5. Sometimes when I go shopping, I just like to _____ around the store looking at everything.
6. Is that a gift that she would _____?
7. I hate _____ pills.
8. The nurse used a piece of cotton to _____ and clean my cut.
9. I would not want to swim in a muddy _____!
10. There were so many flies at the beach, I used my towel to _____ them.

SPELLING ALTERNATIVE AND 'A' > /O/: PRACTICE SENTENCES FOR ORAL READING

NAME: _____

DATE: _____

7.7.7

PRACTICE SENTENCES FOR ORAL READING

Spelling Alternative: ‘a’ > /o/ (*lava*)

1. As we wandered about the swamp, I had to keep swatting away the mosquitoes.

2. The cheerleading squad watched the football game with great interest.

3. My father made waffles for breakfast.

4. My grandma swabbed the cut on my grandpa’s finger.

5. I have never seen a real llama or swan.

6. My mom washed my pajamas, but they aren’t dry yet.

7. I swallowed the water in one big gulp.

8. I wanted to go see a drama, but Wanda wanted to see a comedy at the movies.

Section 7.8

Assorted Spelling Alternatives and Tricky Spellings

ASSESSMENT

Provide students with Activity Page 7.8.1, labeled *Section 7 Assessment*, which follows this page.

Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

1. custard	10. effort
2. emphasize	11. orchid
3. bread	12. stomach
4. polar	13. echo
5. biography	14. media
6. sweat	15. curious
7. favor	16. waffle
8. physical	17. phobia
9. meant	18. watch

Mastery: 15/18 correct

(Alternate Administration: Ask each individual student to read all of the words aloud in rows 1–18. Mastery: 58/72 words correct.)

Below are the sound-spelling correspondences targeted for each word. If a student misses a word, have the student read the line(s) that contained the error. Then ask the student to point to and say aloud the correct word for that line. The student's response will indicate whether the mistake was a careless error or if the student needs additional instruction in a specific letter-sound correspondence. Please pay attention to other errors as well, as they may indicate additional areas in need of remediation

1. ‘ar’ > /er/
2. ‘ph’ > /f/
3. ‘ea’ >/e/
4. ‘ar’ > /er/
5. ‘ph’ > /f/
6. ‘ea’ > /e/
7. ‘or’ > /er/
8. ‘ph’ > /f/
9. ‘ea’ > /e/
10. ‘or’ > /er/
11. ‘ch’ > /k/
12. ‘ch’ > /k/
13. ‘ch’ > /k/
14. ‘i’ > /ee/
15. ‘i’ > /ee/
16. ‘wa’ > /o/
17. ‘i’ > /ee/
18. ‘a’ > /o/

NAME: _____

DATE: _____

Section 7 Assessment

Circle the word that you hear your teacher say.

1.	custom	custard	curtain	mustard
2.	elegant	emphatic	effort	emphasize
3.	breed	bread	dread	dead
4.	polo	pollen	polar	poker
5.	biology	biologist	biography	biosphere
6.	sweep	sweet	swept	sweat
7.	favor	farmer	savor	traitor
8.	physics	finish	finally	physical
9.	mean	meadow	meant	team
10.	effect	effort	effortless	eleven
11.	orchard	orchid	orchestra	anchor
12.	ache	stump	stomach	school
13.	echo	ache	excess	headache
14.	medal	metal	medium	media
15.	cure	curry	curtain	curious
16.	waddle	wafer	waffle	wander
17.	phony	phobia	phone	photo
18.	water	watch	wash	wand

Section 7.9

Stories

THE WAR OF 1812 (FROM GRADE 2, UNIT 6)

Trouble with the British

In 1812, James Madison had a hard choice to make. Many Americans were angry with the **British**. Some of them were saying the United States should declare war on Great Britain. But others disagreed. They said the United States should not go to war.

Madison was president of the United States. He had to decide what to do. Should he ask the **U.S. Congress** to **declare war**? Or should he try to keep the peace?

At the time, Great Britain was already at war with France. The two countries had been fighting for years. Most of the countries in Europe were involved in the war. Some sided with the **British**. Others sided with the French.

The French were led by a man named Napoleon. He was a brave leader. He had beaten the **British** in a number of battles. Still, the **British** kept fighting.

The United States tried to stay out of this big war. At first, most Americans did not care to get involved. American **traders** wished to **trade** with both Great Britain and France. But this led to problems.

When United States ships **traded** with the **British**, the French got upset. They did not want Americans **trading** with their enemies. When United States ships **traded** with the French, the British got upset for the same reason.

Sometimes **British** ships would stop American ships to keep them from **trading** with the French. Sometimes French ships would stop American ships to keep them from **trading** with the **British**.

The Americans had problems with both the French and the British. As time went on, the problems with the **British** increased.



The **British** had a strong army and an even stronger navy. But serving in the **British** Navy was a hard job. Some people quit. Others ran away. This was a problem for the **British**. They needed all the men they could get. How else could they defeat the French?

The **British** spent a lot of time looking for men who had run off. From time to time they would stop American ships. **British** officers would come on deck to look for **British** men. They would grab men and force them to serve in the **British** Navy. This was called **impressment**.

The **British** said they only took **British** men who had run away. But they were not always careful. Sometimes they grabbed Americans. Stories about men taken by the **British** were printed in the papers. How do you think Americans felt when they read them? They felt angry. Some of them felt the United States needed to fight back. They said the United States needed to **declare war** on Great Britain.

Impressment was one problem. But there were others. Many in the United States were also upset with the **British** for **trading** with Native Americans.

In 1812, most Americans were farmers. At first, most farmers had homes near the East Coast. But then the country began to grow. People went west. They settled in places far from the coast. They set up farms. They planted crops. There was just one problem: there were already people living there!

The settlers were moving onto land where Native Americans hunted and made their homes. Native Americans did not like this. There were many fights between settlers and Native Americans.

The **British** controlled Canada. They sent **traders** south from Canada to **trade** with Native Americans. These traders sold all sorts of things to Native Americans.

The **British** said they had a right to **trade** with Native Americans. But lots of people in the United States did not see it that way. They said the **British** were helping Native Americans attack American settlers. They felt they needed to fight back.

You can see there were many reasons for Americans to be angry with the **British**. But there were also good reasons for not **declaring war**. A war causes death, wrecks towns, and costs a lot of money. Plus, Americans felt that the **British** would not be easy to defeat. President Madison and the men in Congress would have to think long and hard about **declaring war**.

The War Starts

Presidents have to make hard choices. James Madison had to decide whether to side with the War Hawks or with the merchants who hoped for peace. In the end, he sided with the War Hawks. Madison asked **Congress** to declare war. On June 18, 1812, the United States declared war on Great Britain.

The Americans were in for a hard fight. The British had a huge army. They also had the world's biggest navy. But the British were already at war with France. They could only send some of their troops to fight the United States. That was a good thing for the Americans. It meant that they would have a better chance of winning.

Even so, not a lot of people at the time could **imagine** that the United States could win. Today the United States is a strong nation. It has been around for many years. It has a strong army and navy. But that was not the case in 1812.

In 1812, the United States was not very old as a country. It had broken away from Great Britain only about 30 years before.



The United States had a different kind of government, too. At the time, most of the nations of Europe were **monarchies**. That means they were ruled by kings or queens. A king or queen would rule until he died. Then, in most cases, his oldest son would take over. The United States was not a **monarchy**. It did not have a king. Instead, it had a president. The president was chosen by voters. He did not get to serve until he died. He served for four years. Then the voters got a chance to pick their president. If they voted for a different president, the old one had to step down.

In 1812, most people in the world felt that the American government had a very strange way of doing things. They were not sure that the system would last and that the United States would be able to survive.

In 1812, the United States did not have a strong army. In fact, the U.S. Army was tiny. It had about 4,000 soldiers.

The navy was tiny, too. George Washington, the first president, had set it up. He didn't think the United States needed a big navy, but just a small number of ships to protect merchants from pirates.

President Madison found a way to make the army bigger. He got farmers to join. Many Americans were farmers. They used guns to hunt and to defend their homes. Madison called on these farmers. He asked them to grab their guns and join the army. Farmers were paid money and given land for joining.

The United States soldiers were not well trained. Still, Madison was sure they could win if they attacked the British in Canada. He sent the army north to Canada.

The attack on Canada did not go well. The army lost a string of battles. The United States lost **forts** along the border. The army was simply not ready for war.

No one expected much from the tiny U.S. Navy. But things went better on the seas than they did on land. The United States battled bravely. They beat the British in a number of naval battles.

The Burning of Washington, D.C.

The British Army marched into Washington, D.C. The British soldiers were angry because the United States Army had burned York, the capital city of Canada. They planned to get back at the Americans by burning the U.S. Capitol Building.

The British soldiers went to the Capitol Building. This was where the **U.S. Congress** met. They set it on fire. Then they marched down the hill to the President's House.

The British arrived just after Dolley Madison left. They broke down the doors and **charged** inside.



The President's House was empty. In the dining room, the table had been set for dinner.

The British general sat down with some of his men. They ate dinner. They drank some wine, too. As a joke, they **toasted** President Madison. They lifted up their wine glasses and thanked him for the wine.

After dinner, the British soldiers started smashing things. They smashed the dishes. They smashed the table. They smashed the chairs.

The soldiers ran up and down in the President's House looking for things to steal. They took the spoons and forks. They took the buckles from Mrs. Madison's shoes. They even took the love letters her husband had sent her! The house was **ransacked**.

Then the British general ordered his men to set the house on fire. The soldiers lit their torches. Then they went from room to room. They lit the **drapes** on fire. They burned the beds. They burned the desks and chairs. They even burned Mrs. Madison's dresses.

Then the British marched away. They did not care to take over the city. They just planned to burn it. Burning the city would be a **heavy blow**. The British hoped the Americans might feel like there was no longer hope and stop fighting.

Later that day a storm rolled in. The rain stopped most of the fires. But it was too late. Many of the buildings were already lost.

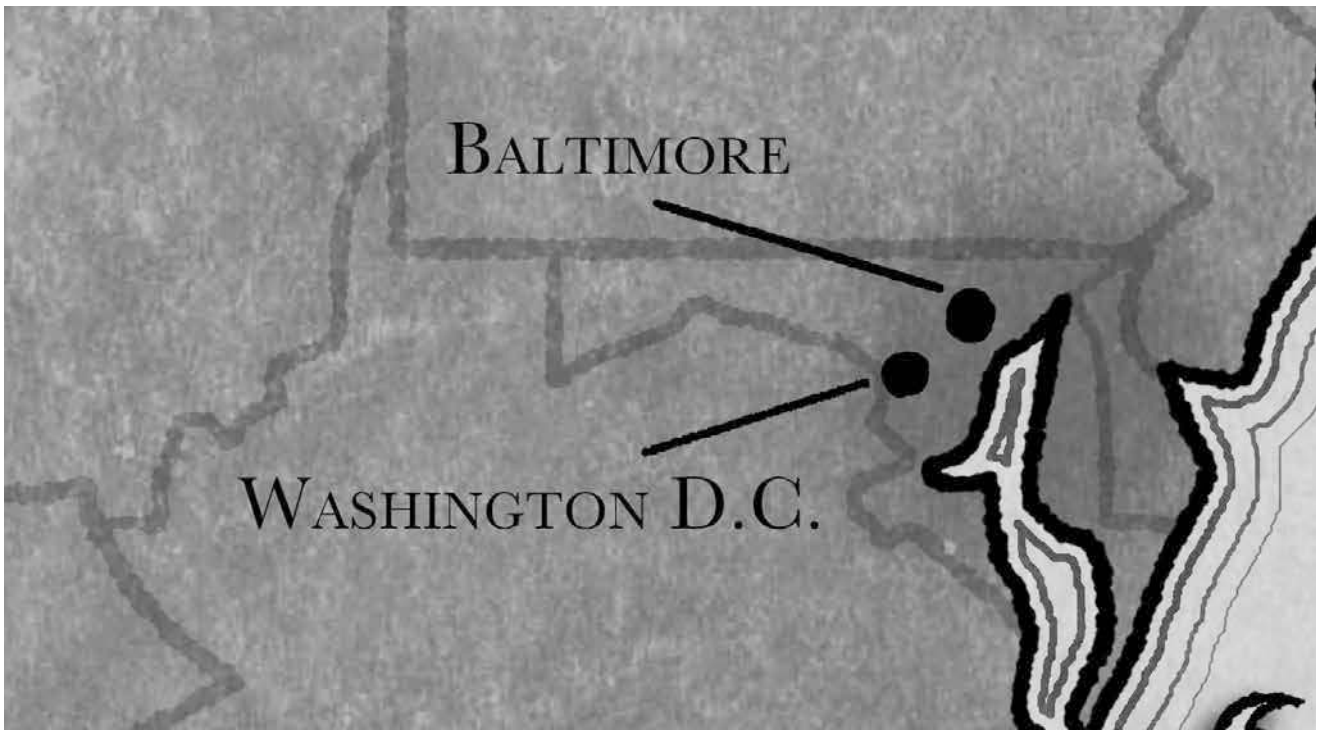
Later in the week, the Madisons came home. The President's House was still standing. But it was a mess. The walls were black with **soot**. The windows were broken. All of their things had been stolen or burned. They felt they would never call the President's House home again .

The Attack on Baltimore

Washington, D.C., took ten years to construct. It took less than one day to destroy it. Next the British planned to attack Baltimore. Baltimore was a big city north of Washington, D.C. At the time, it was the third largest city in the United States. It was also a key **port**.

Baltimore was protected from naval attack by a large fort. It was called Fort McHenry. The British focused on Fort McHenry. They hoped that if they could take the fort, they could take the city. They planned to attack the fort by land and also by sea.

The people of the city were aware an attack was coming. They got ready. They **piled up** supplies. They set up walls. They even sank ships in the **harbor** to keep the British ships from getting too close to the city. All of the people in the city **pitched in**. Even the children helped.



A year earlier, the soldiers in Fort McHenry felt like they needed a flag they could fly over the fort. They asked a local woman named Mary Pickersgill to make a flag. "Make it big," they told her. "Make it so big that the British will be able to see it from miles away!"

The U.S. flag is covered with stars and stripes. Today, the United States flag has fifty stars and thirteen stripes. Each star stands for one of the fifty states of the United States. Each stripe stands for one of the thirteen original colonies. Sometimes America's flag is referred to as "the stars and stripes."

The flag that Mary Pickersgill made for Fort McHenry was different. It had fifteen stars and fifteen stripes.

The Fort McHenry flag was different in another way, too. It was huge! Each star was two feet across. Each stripe was two feet tall and forty-two feet long.

Mrs. Pickersgill could not do all the **stitching** herself. The flag was too big. She needed help. She got her daughter to help her. But she still needed more help. She had her servants help with the **stitching**. Still she needed more help. She sent for two of her **nieces**. That did the trick. She and her five helpers **stitched** day and night until the flag was finished.

When it was done, the flag was as large as a house. It was hung on a giant pole over the fort. You could see it from miles away.

The British arrived later in the week. They sent troops to attack the city. But this time the U.S. soldiers were ready. They stopped the British Army. The British **commander** was killed during the attack.

The British went back to their ships. They decided to attack Fort McHenry with their navy instead.

Francis Scott Key and the National Anthem

On September 13, 1814, British ships **opened fire** on Fort McHenry. They fired **rockets** and **mortars**.

The soldiers in the fort would have fired back, but there was not much point. The guns in the fort were old. They could not hit the British ships.

The British ships kept firing for a long time. They fired all day. They fired on into the night.

An American named Francis Scott Key watched the British attack. He was on a boat in the harbor. Key was not a soldier. He did not fight in the battle. But he was able to see it. He could see the British ships blasting away. He could see Fort McHenry. He could also see the huge flag Mrs. Pickersgill had made.

Key kept his eye on the American flag. As long as the flag was still flying at the fort, America was still in the battle. It meant that the troops in Fort McHenry had not given up. If the flag went down, that would mean America was no longer fighting. That would mean that the troops in the fort had given up.



Key watched all day. He was still watching when the sun set. He was proud that the flag was still flying.

At night it was harder for Key to see. But there were flashes of light. Sometimes a **rocket** would go streaking through the darkness. Sometimes a bomb would explode and light up the sky. The flashes of light allowed Key to see the flag.

The firing went on until just before dawn. Then it stopped. The sun had not come up yet. It was still dark. There were no **rockets** blasting. There were no bombs bursting in the air. Key could not see much. The silence was puzzling. What did it mean? Was the battle over? Had the soldiers in the fort given up? Key could not tell.

Key waited nervously. At last the sun rose. Key looked at the fort. And what did he see? The soldiers had raised the huge flag that Mrs. Pickersgill had made. It was not the U.S. soldiers who had given up. It was the British sailors! They had stopped firing on the fort.

Key felt a surge of joy. He felt pride, too. The brave men in the fort had not given up!

Key felt **inspired**. He hoped to share with others what he had seen. He needed to tell what it was like to wait and wait—and then see the flag still flying in the morning. Key reached into his pocket. He found an old letter. On the back, he wrote a poem. Here is the first part of his poem:

Oh, say can you see by the dawn's early light

*What so proudly we **hailed** at the twilight's last gleaming?*

*Whose broad stripes and bright stars through the **perilous** fight,*

*O'er the **ramparts** we watched were so **gallantly** streaming?*

*And the **rocket's** red glare, the bombs bursting in air,*

*Gave **proof** through the night that our flag was still there.*

O, say does that Star-Spangled Banner yet wave

O'er the land of the free and the home of the brave?

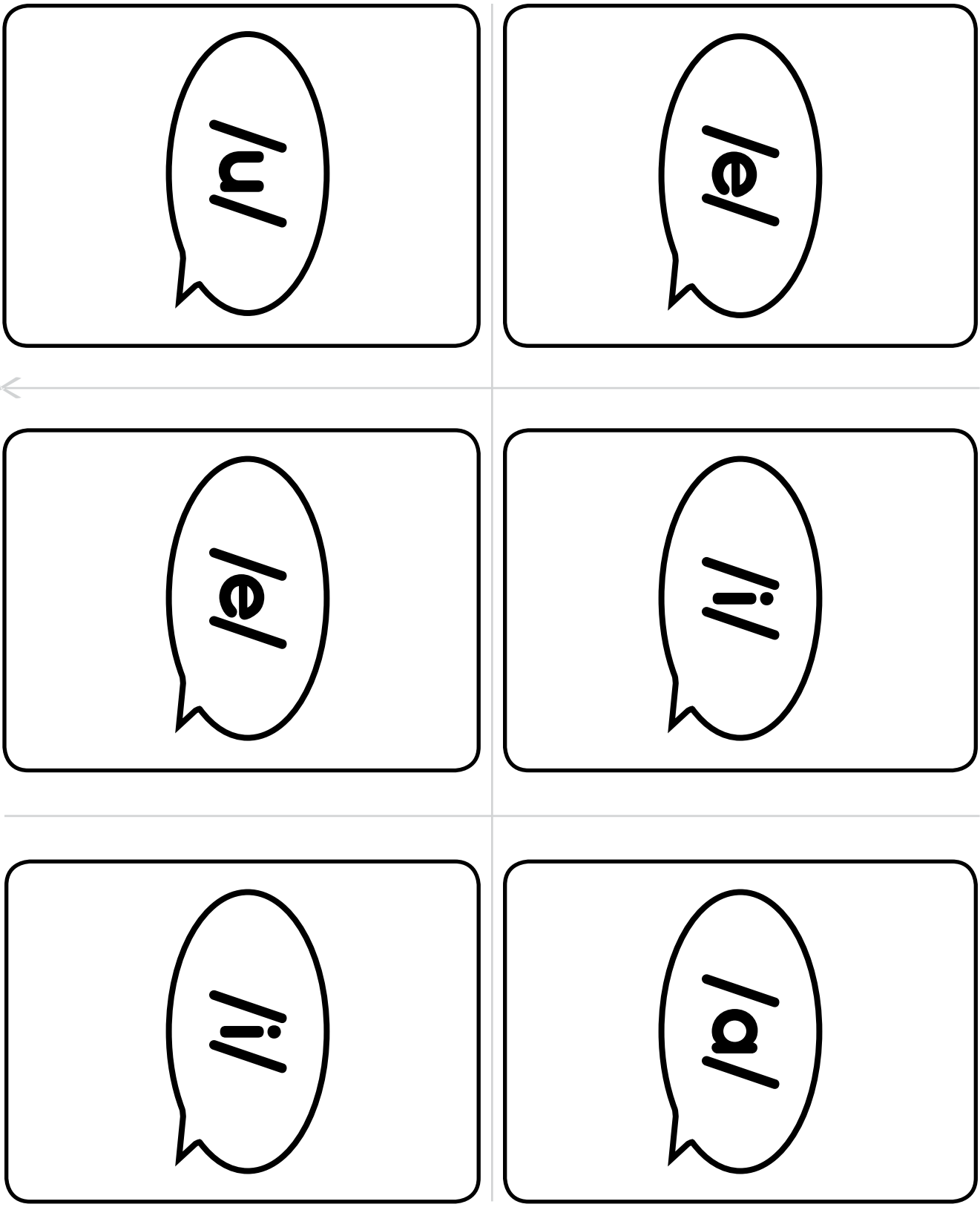
Key did not know then that, one day, his poem would become our **national anthem**.

Resources

Spelling Card Set

Blending Motions

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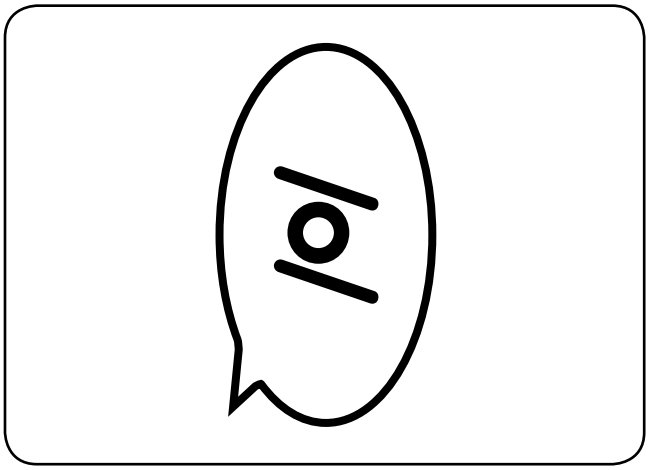
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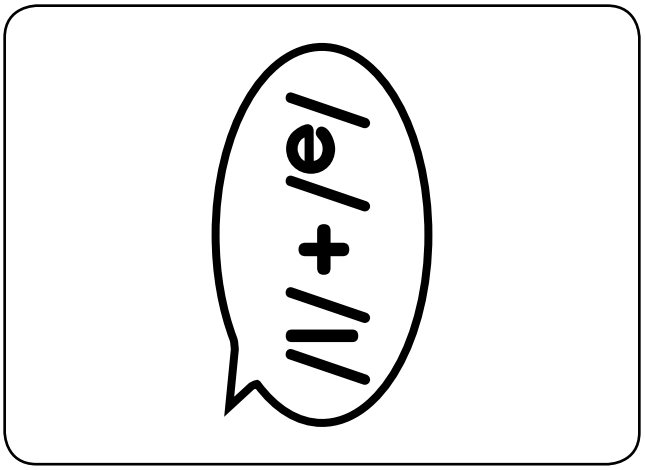
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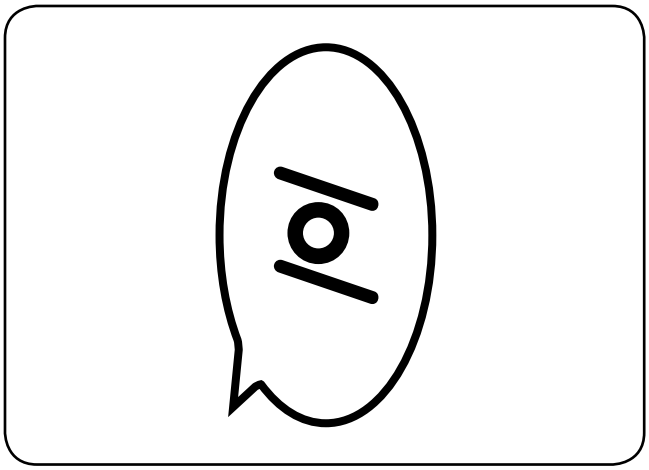
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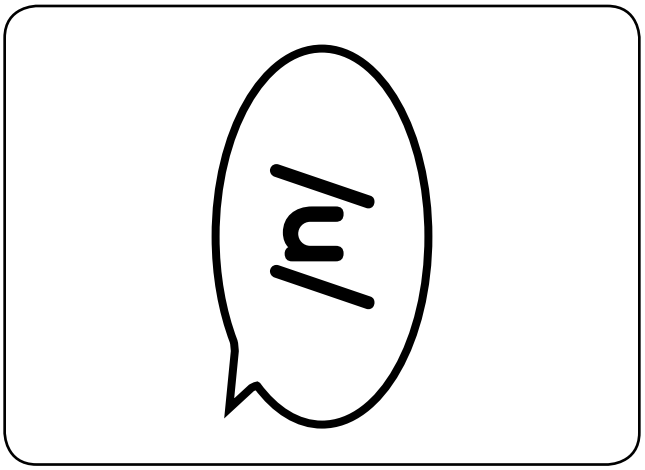
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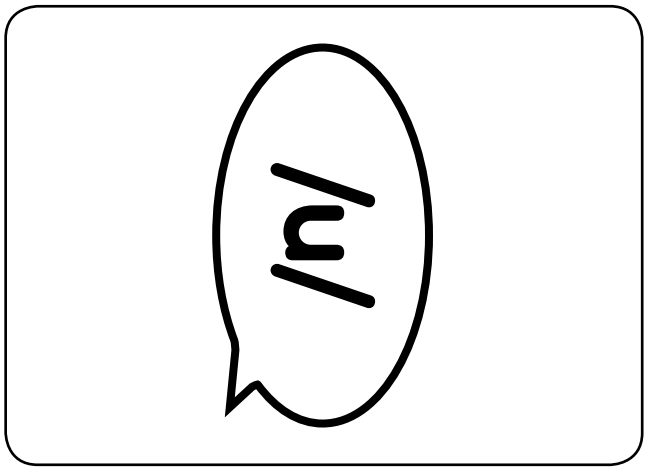
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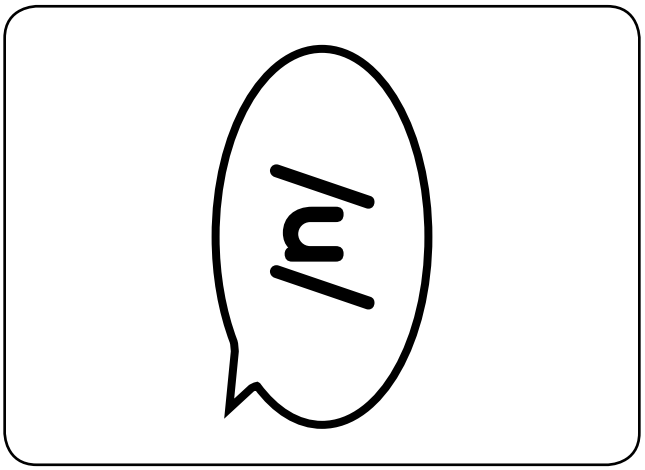

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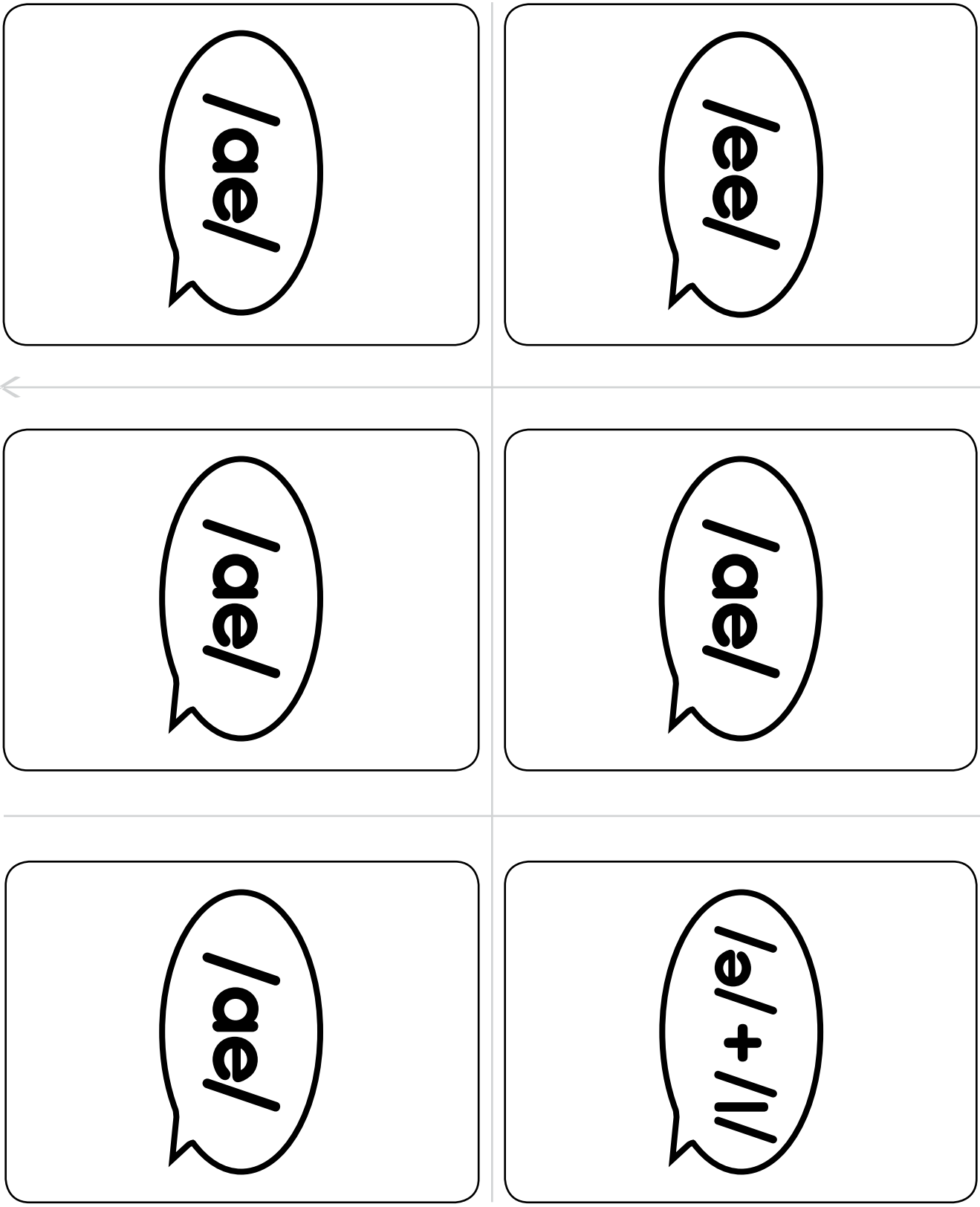
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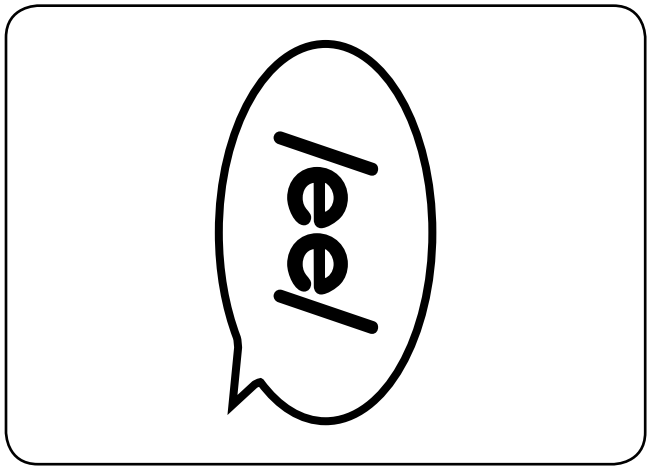
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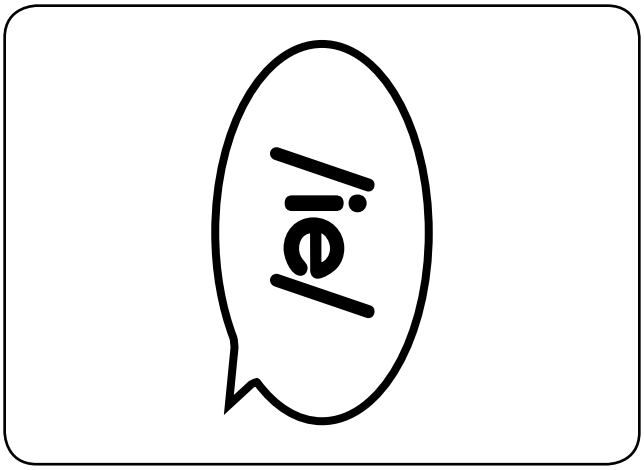
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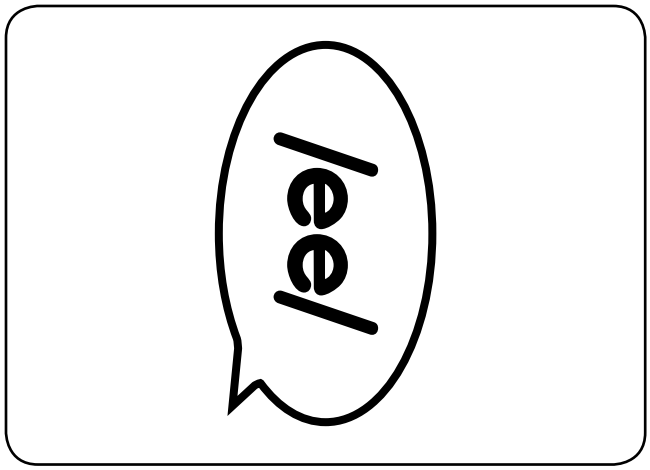
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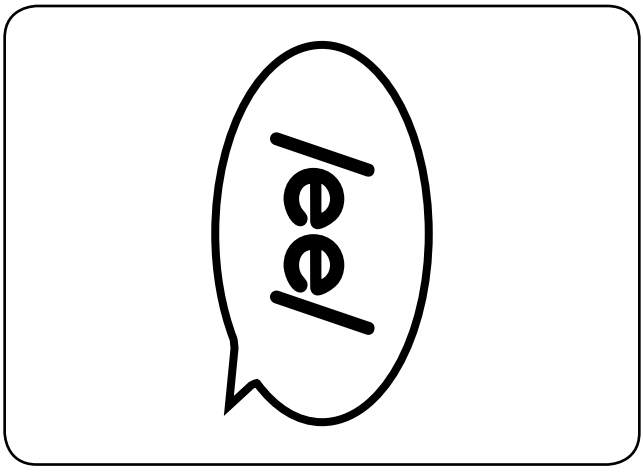

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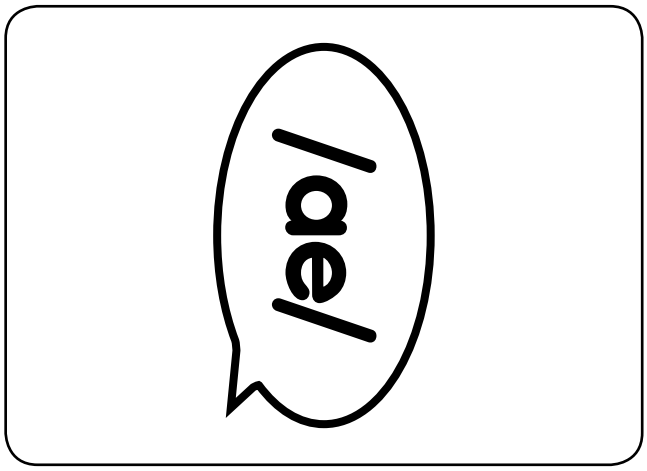
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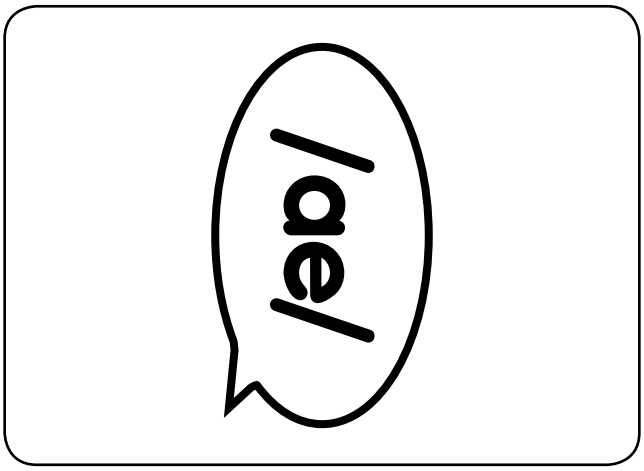

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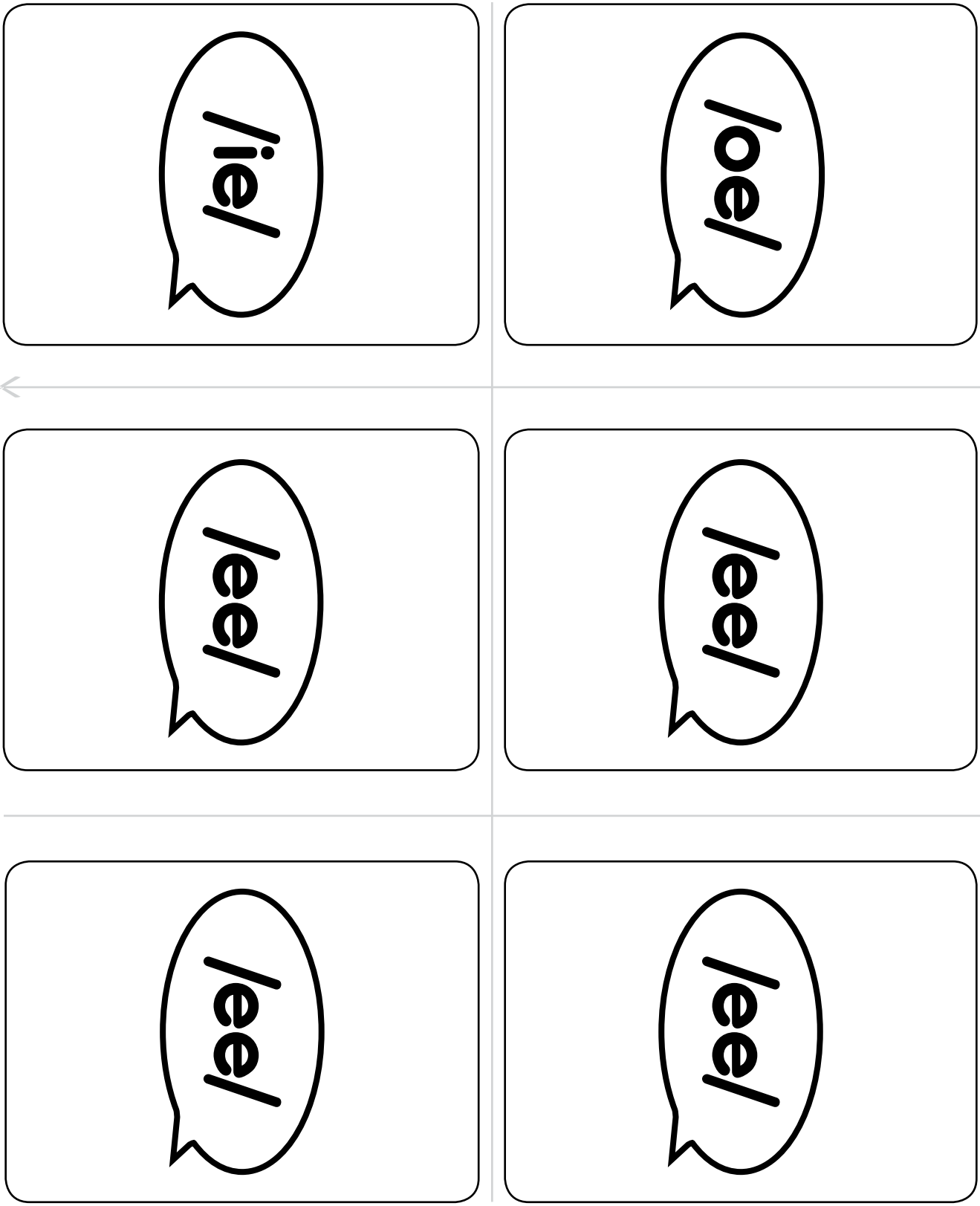
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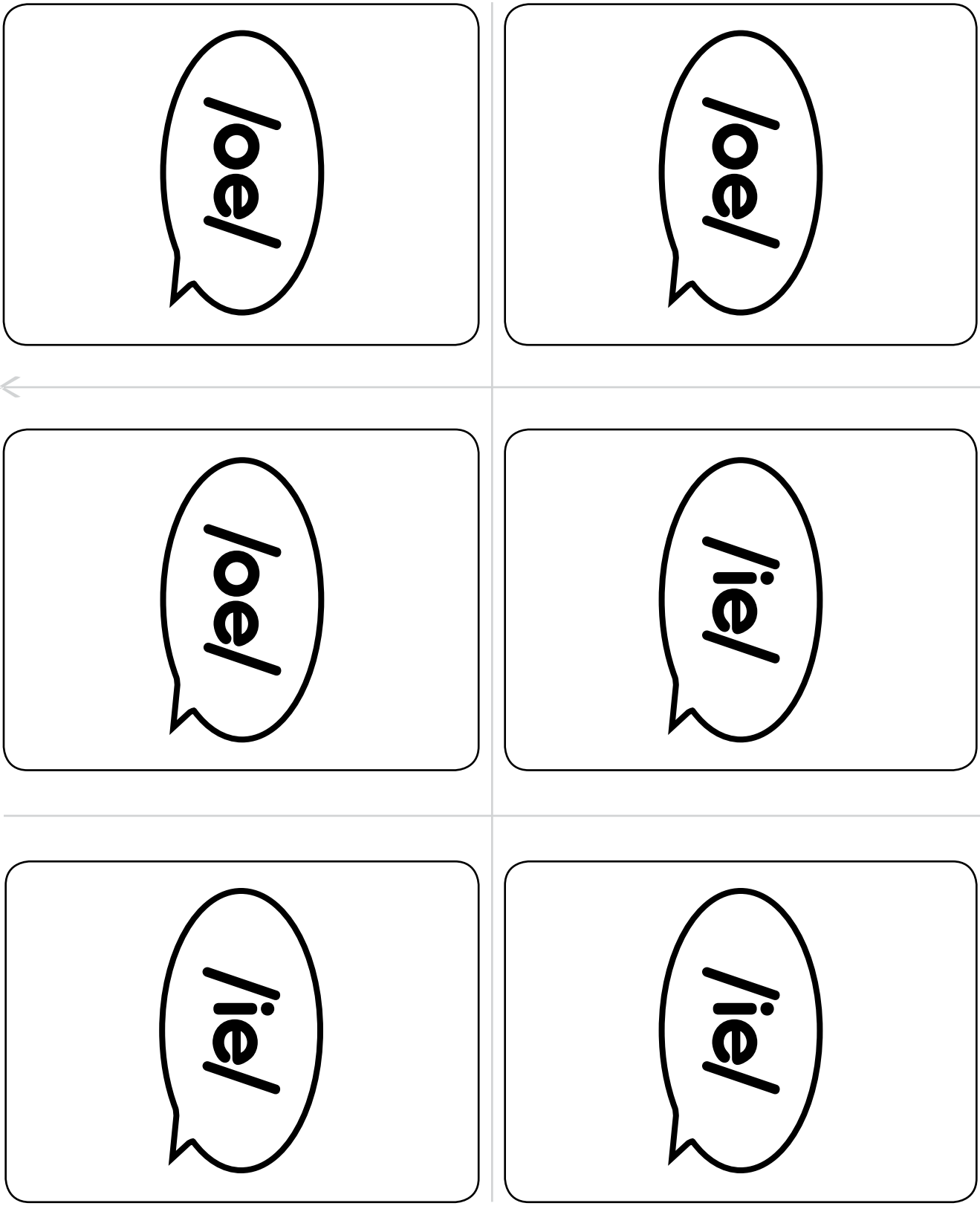
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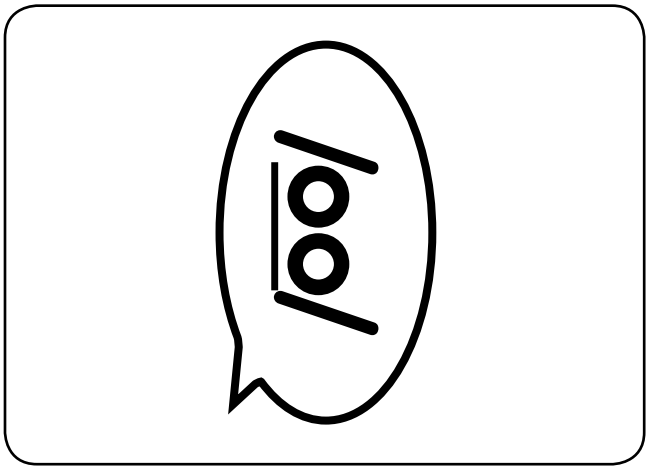
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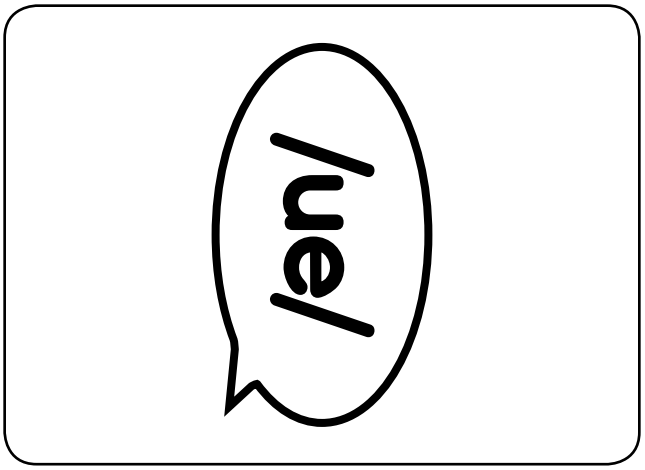
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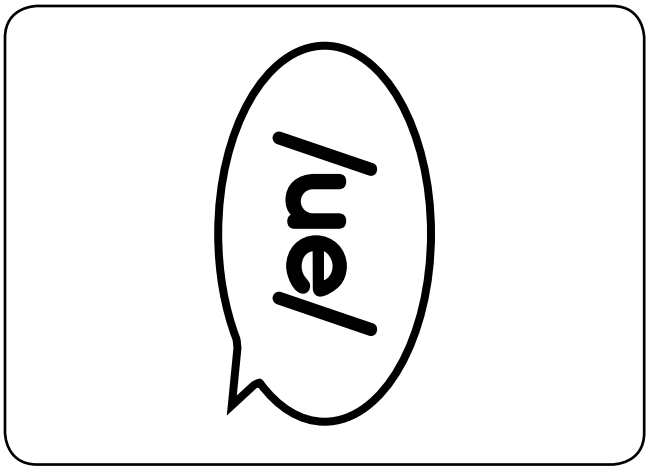
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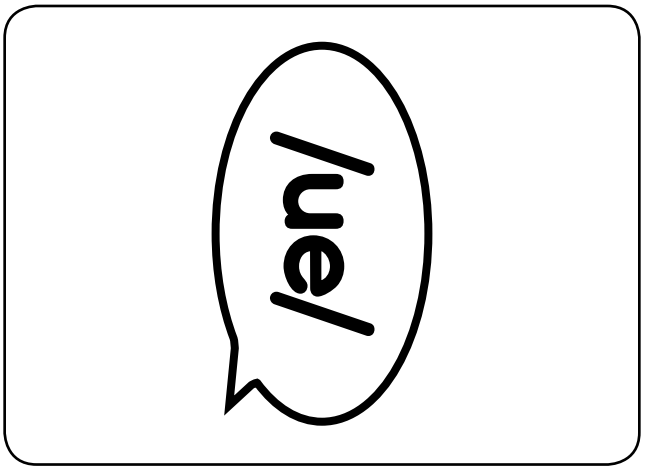
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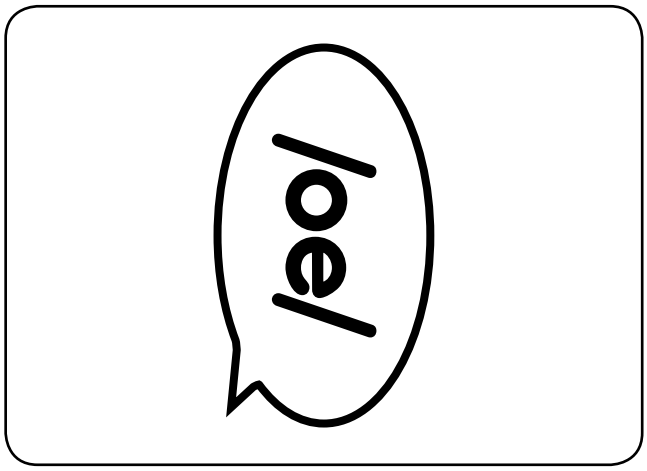
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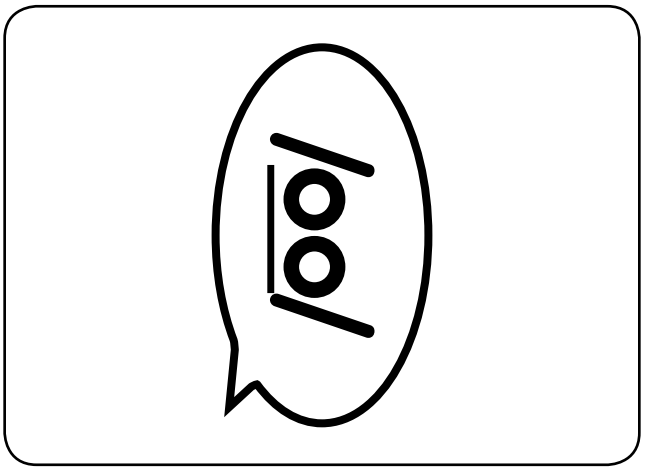

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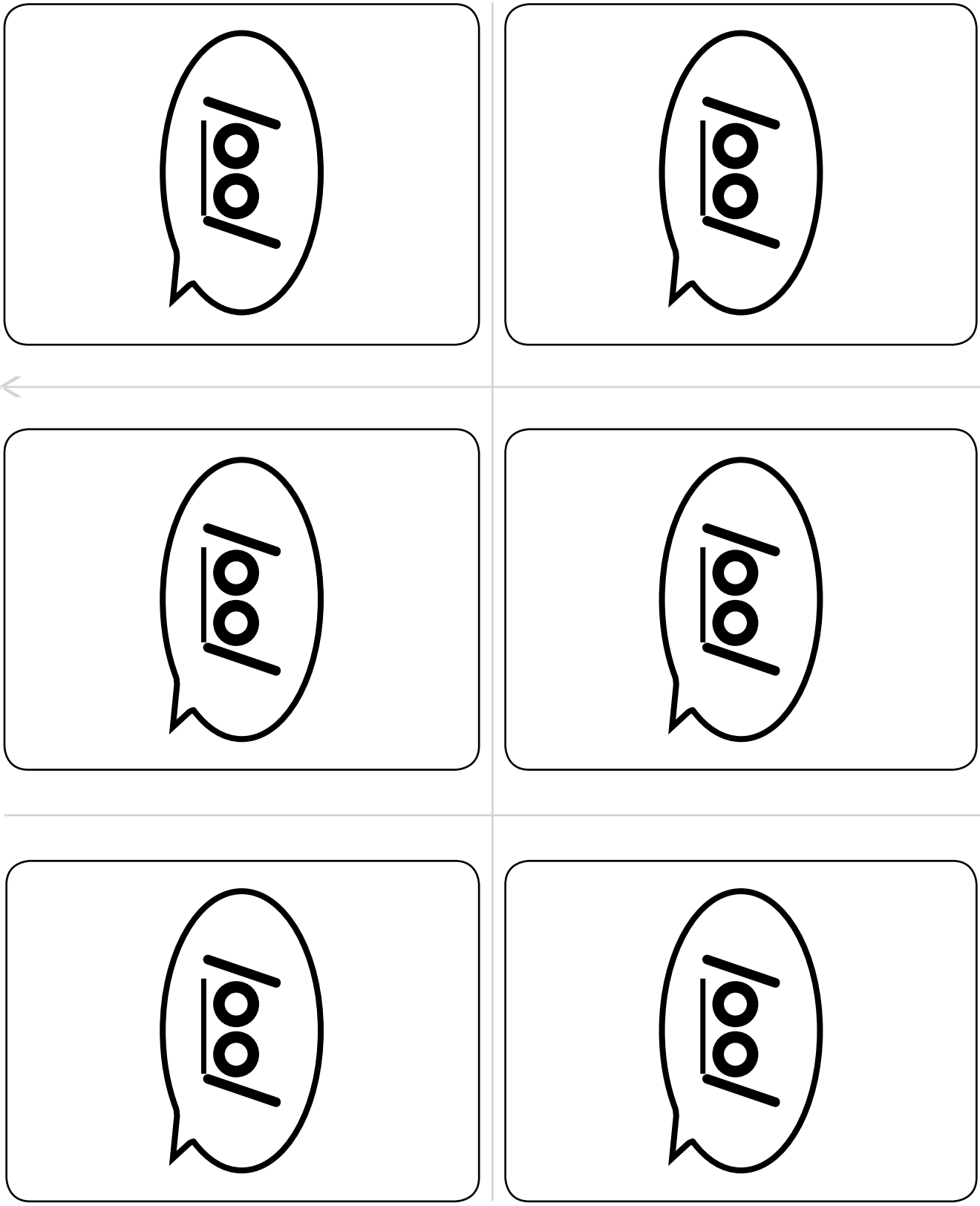

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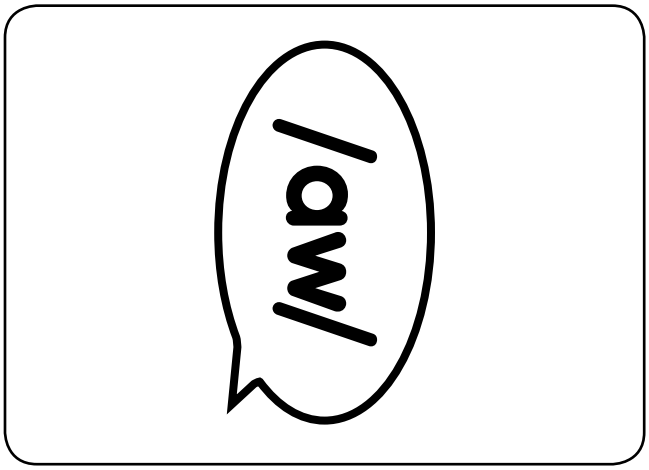
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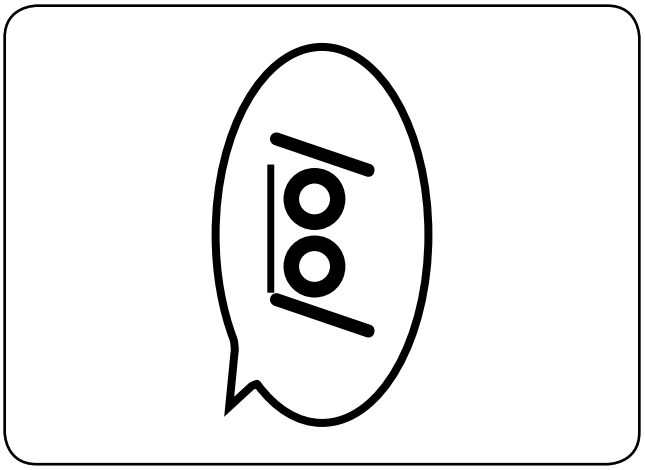
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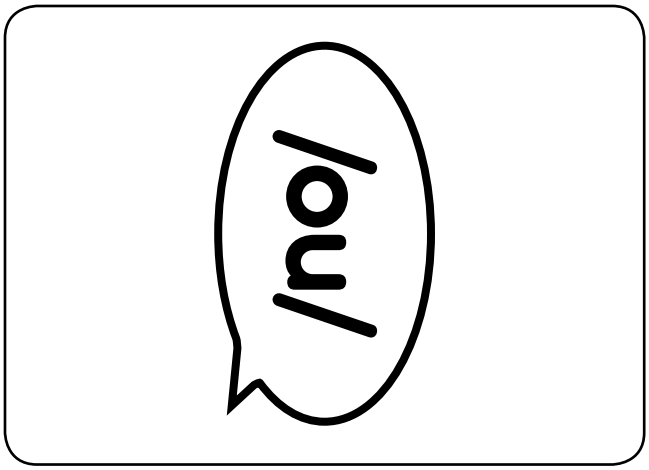
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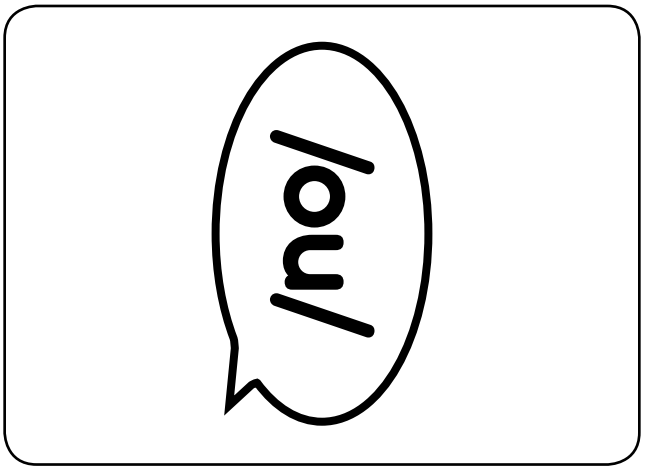
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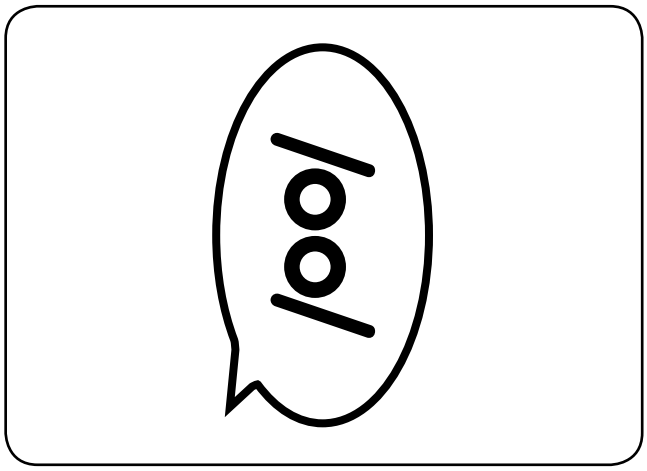
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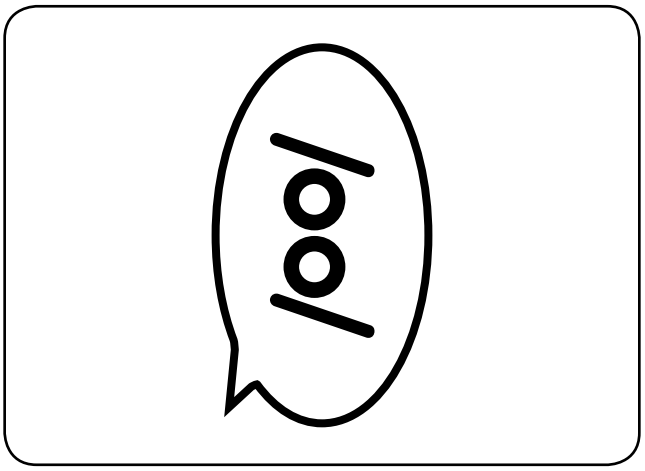

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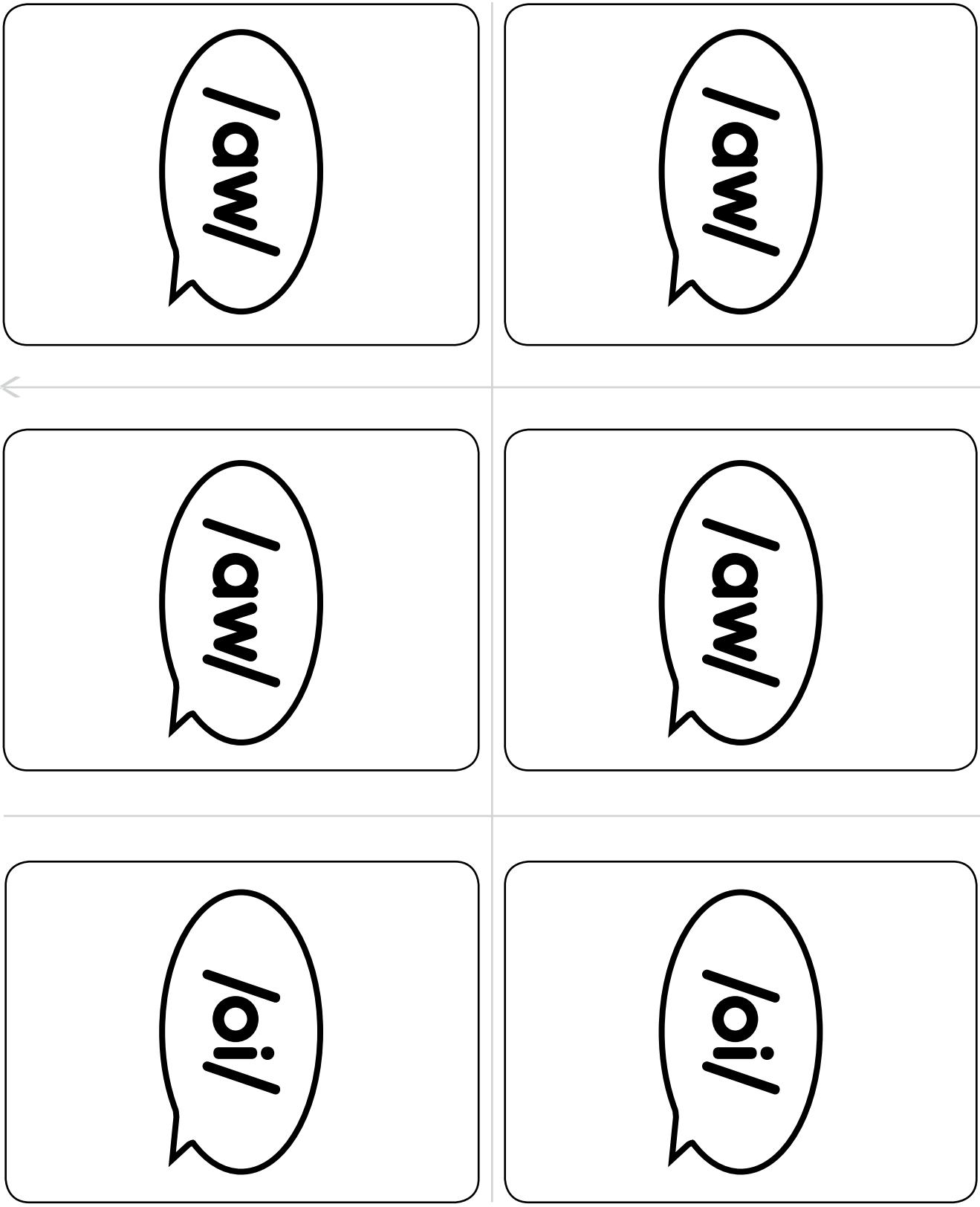

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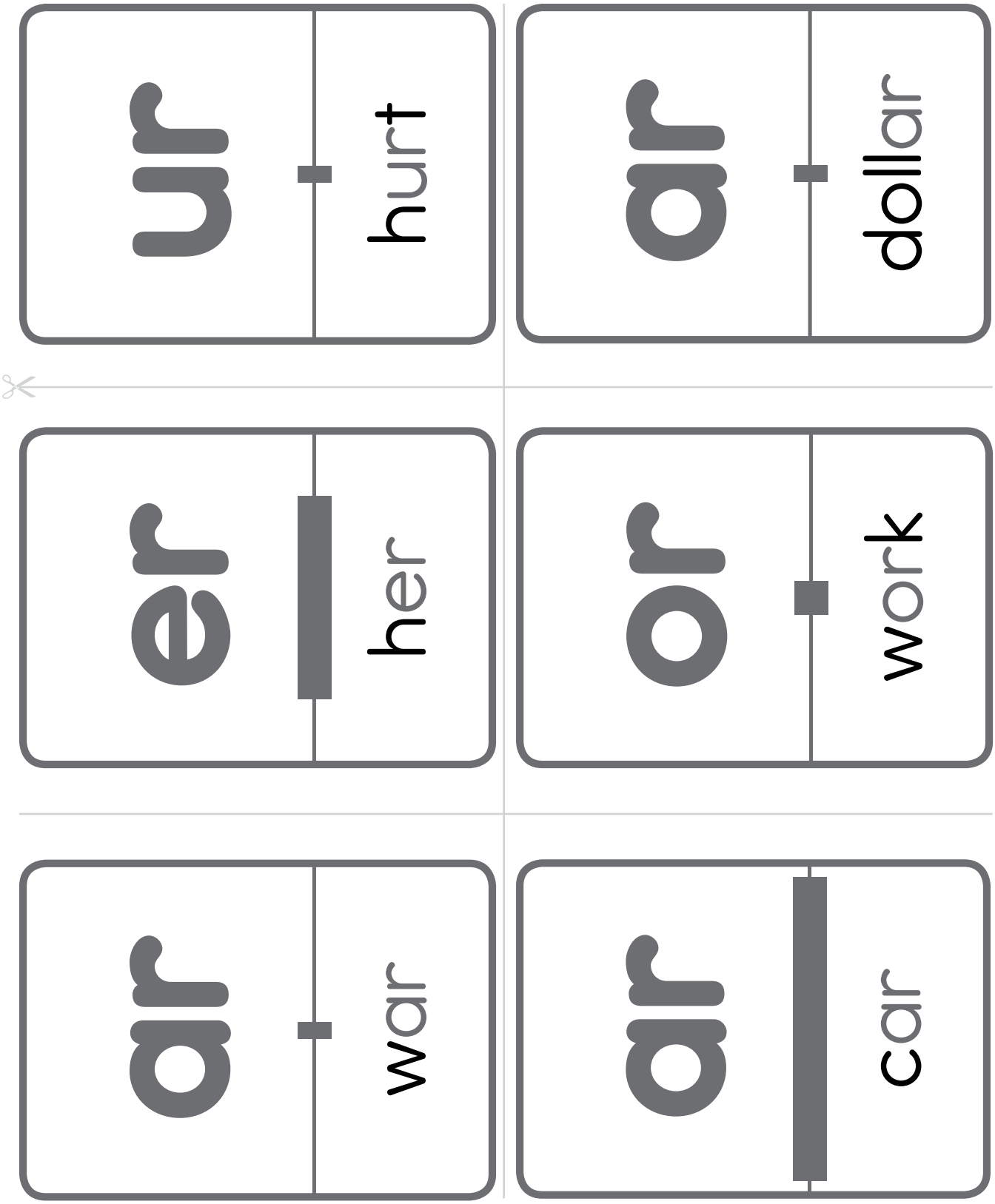

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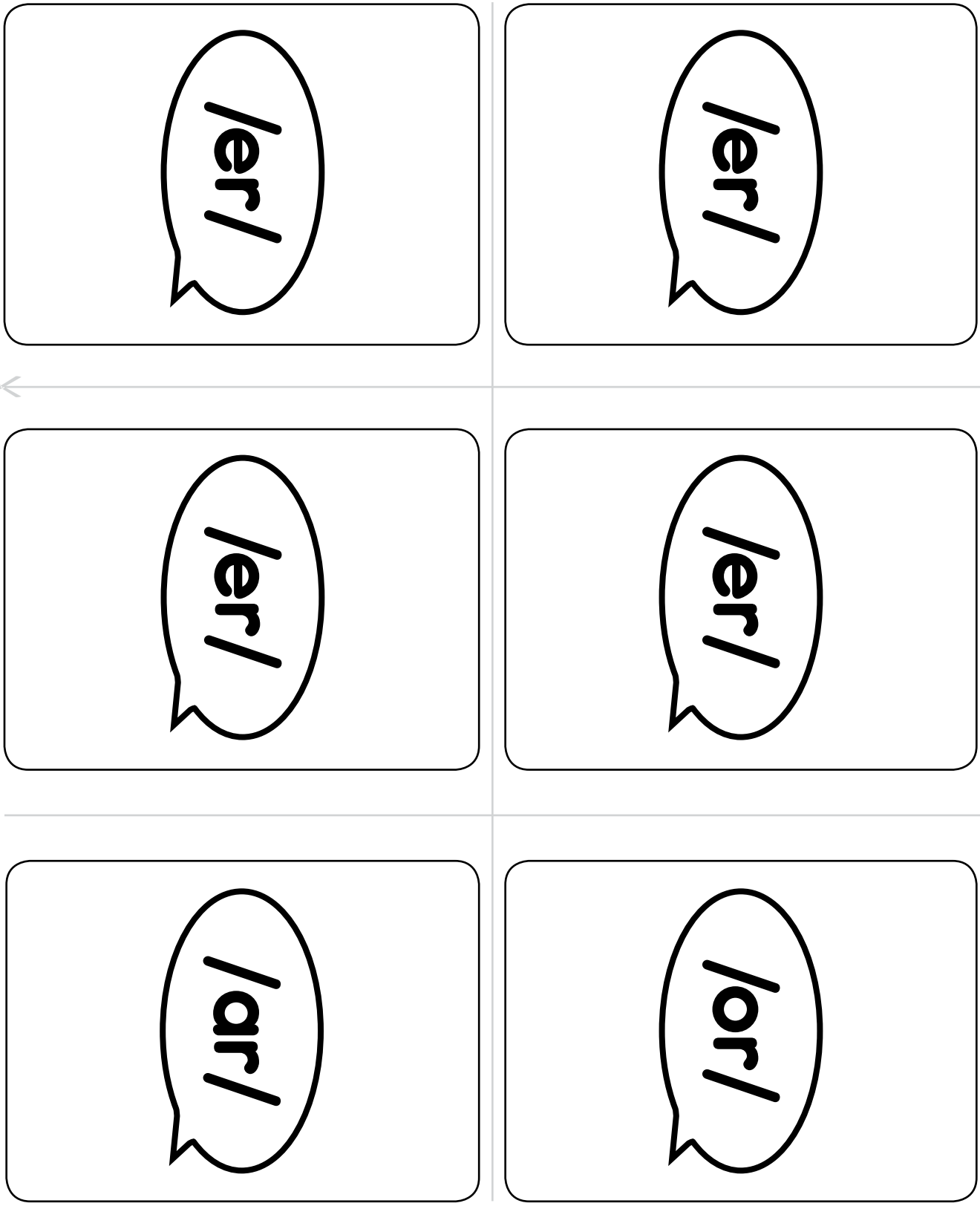

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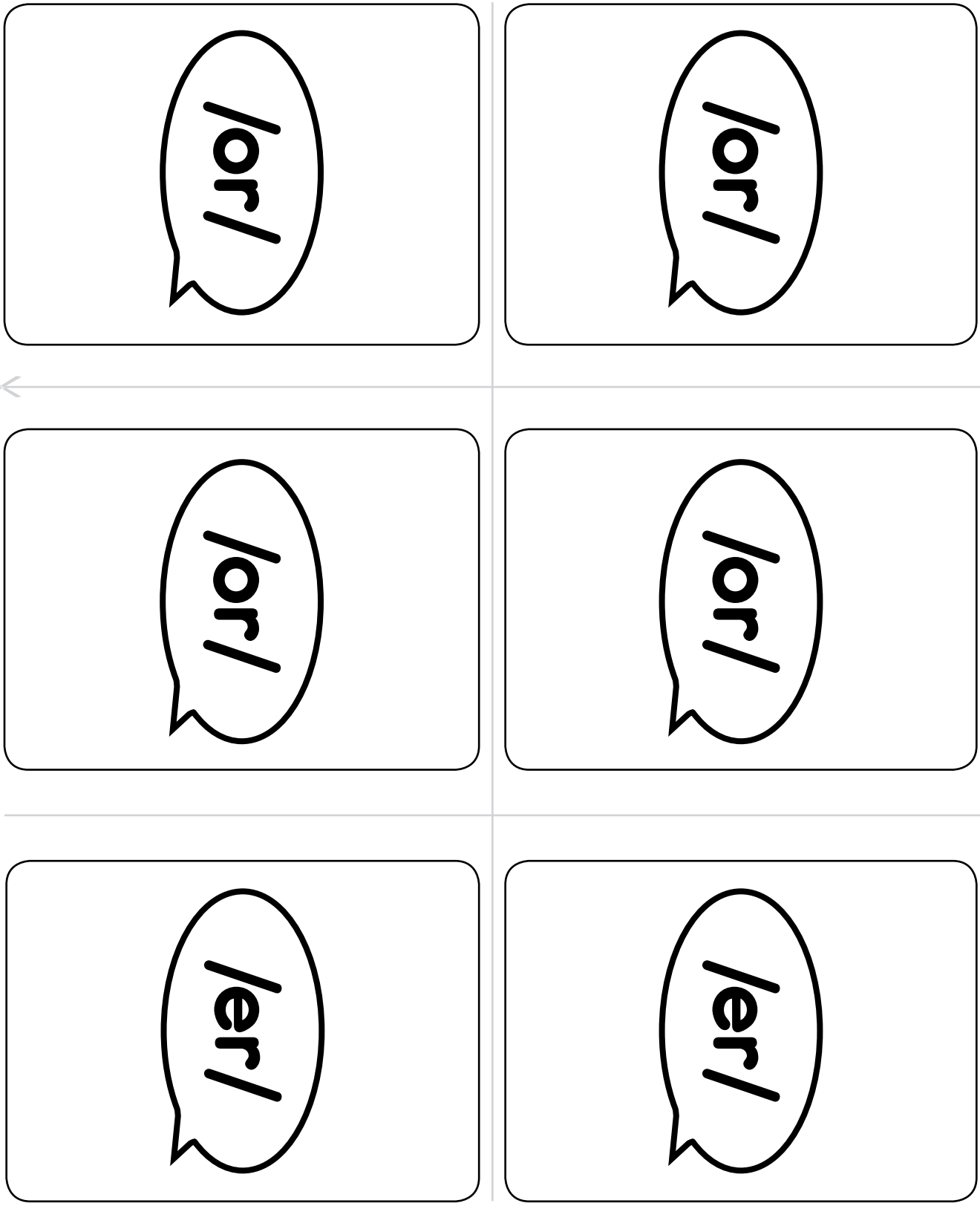
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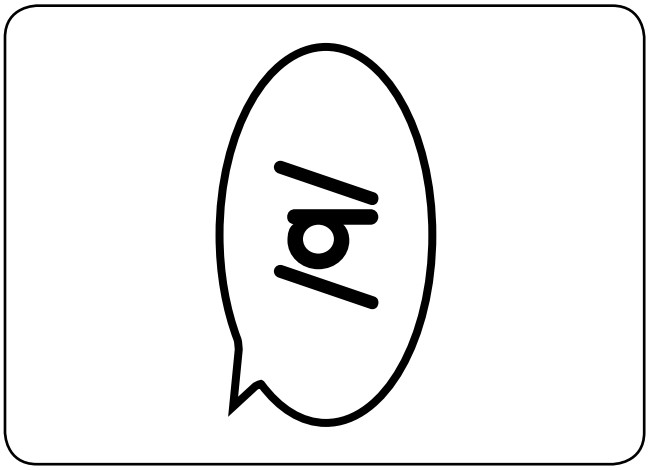
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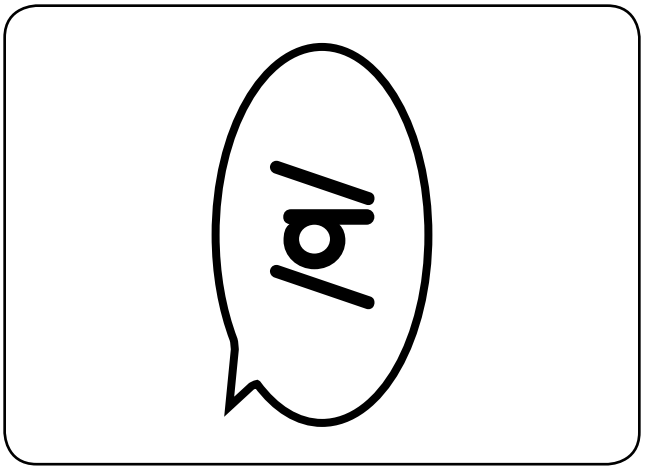
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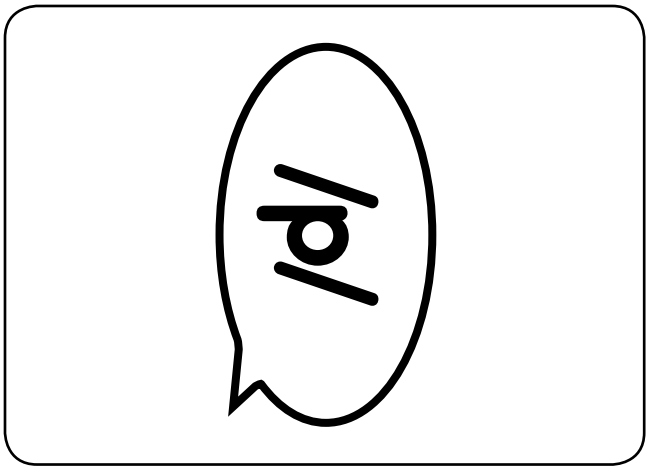
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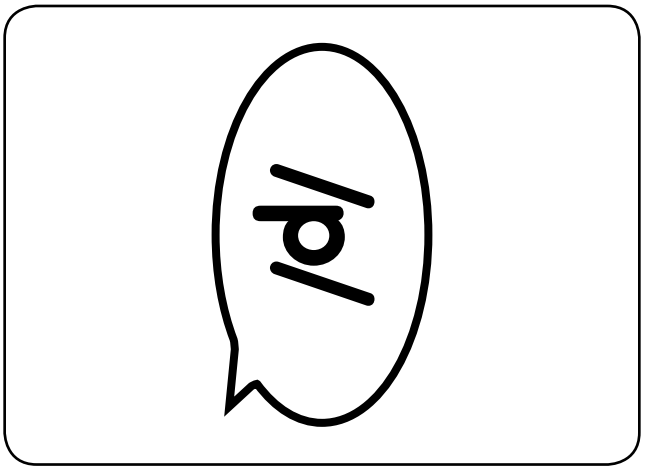
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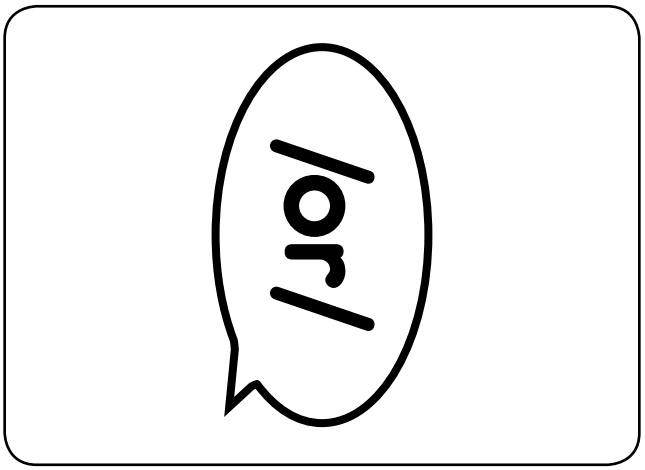
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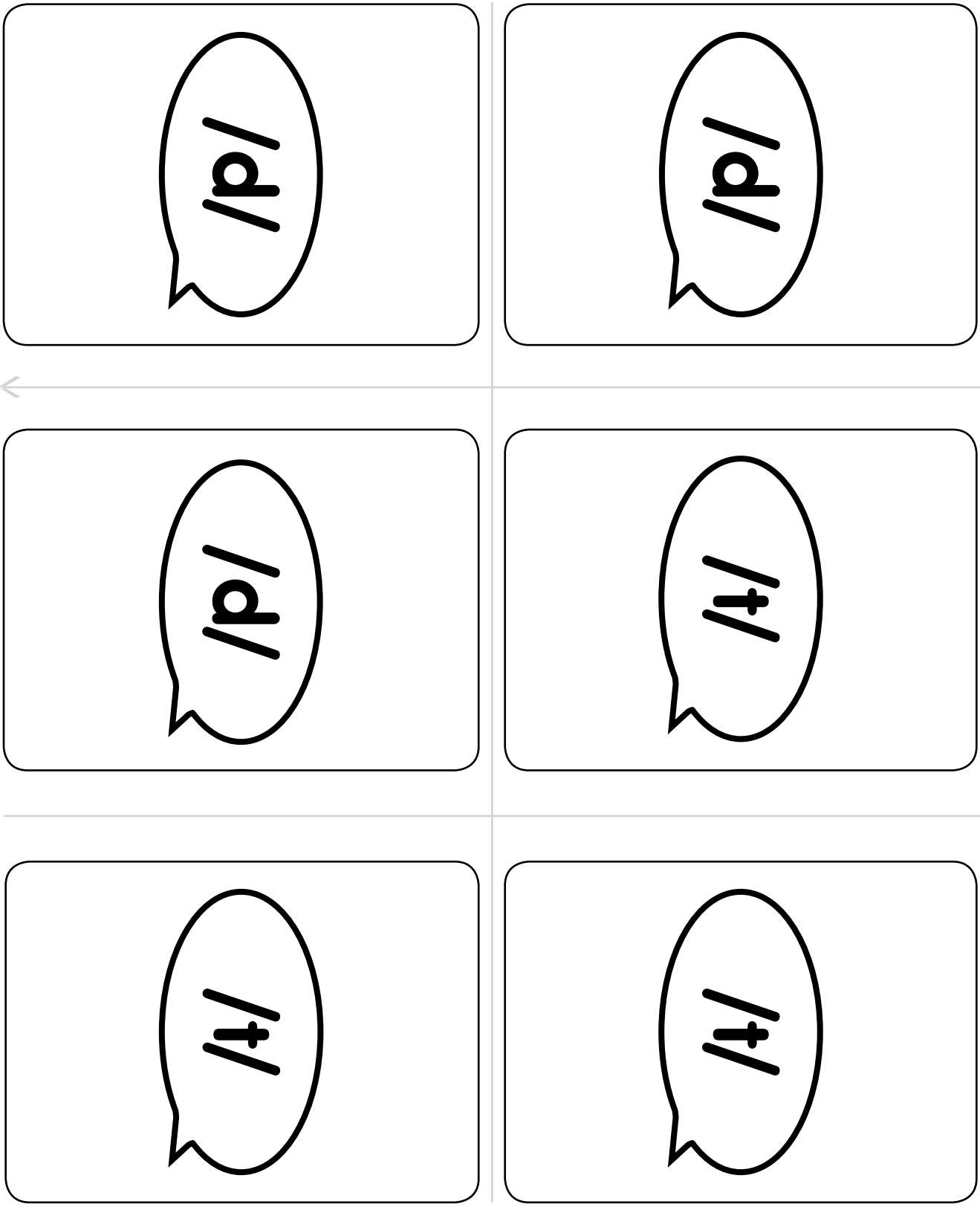

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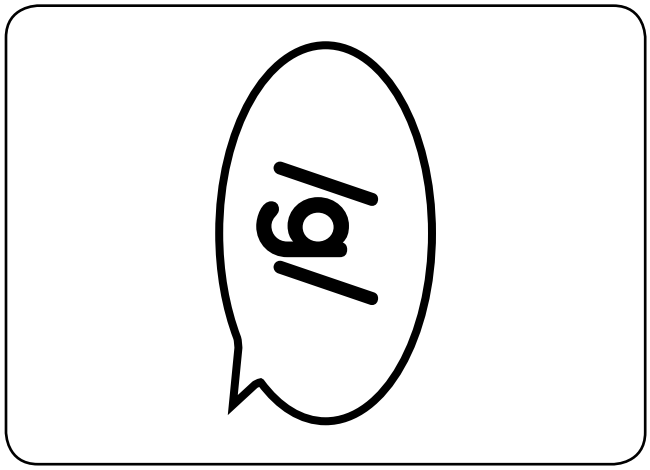

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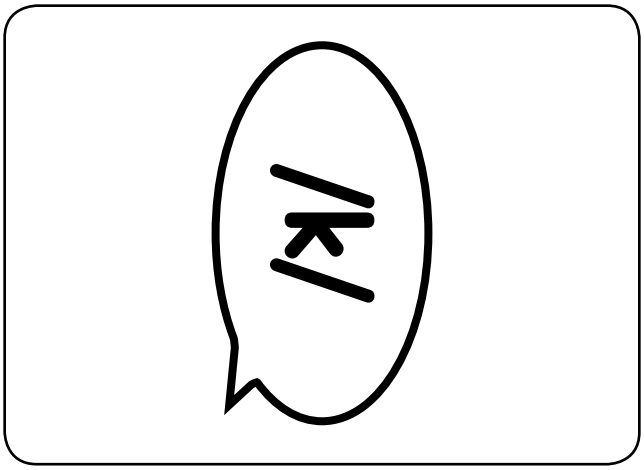

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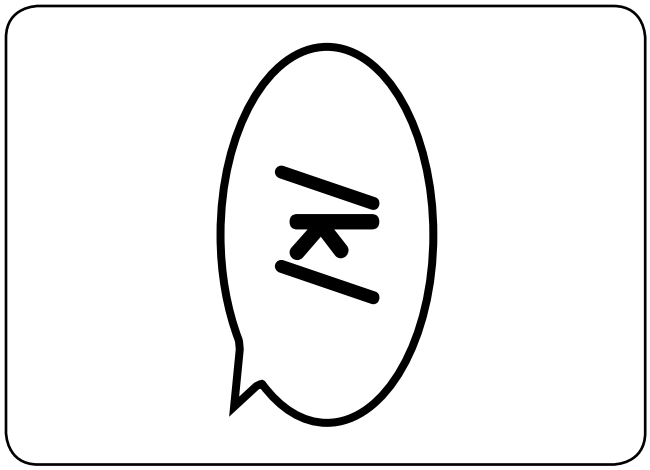
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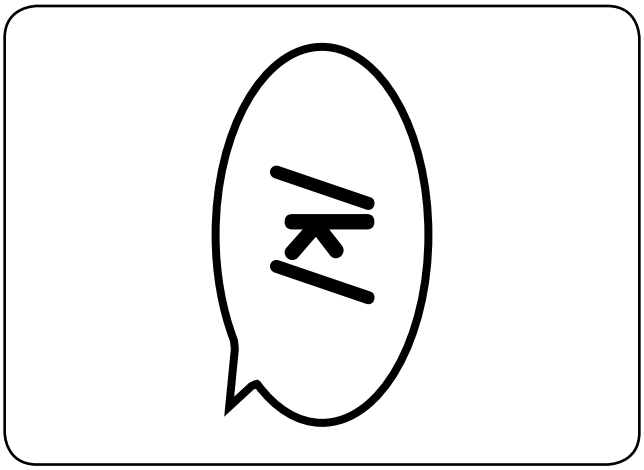

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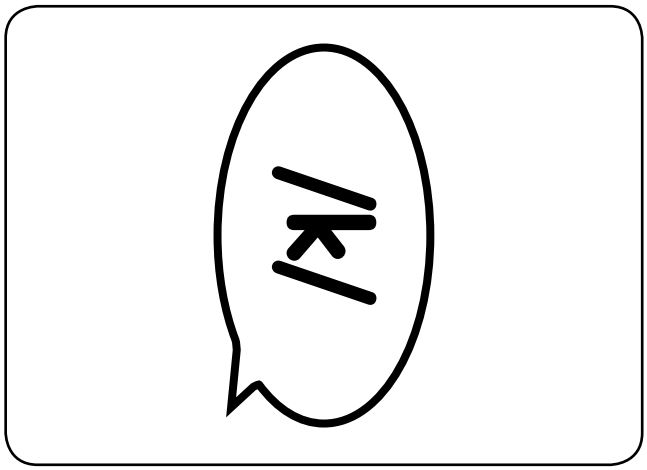
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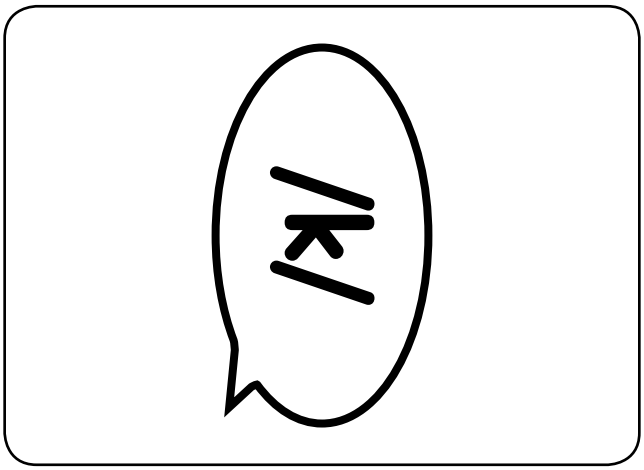

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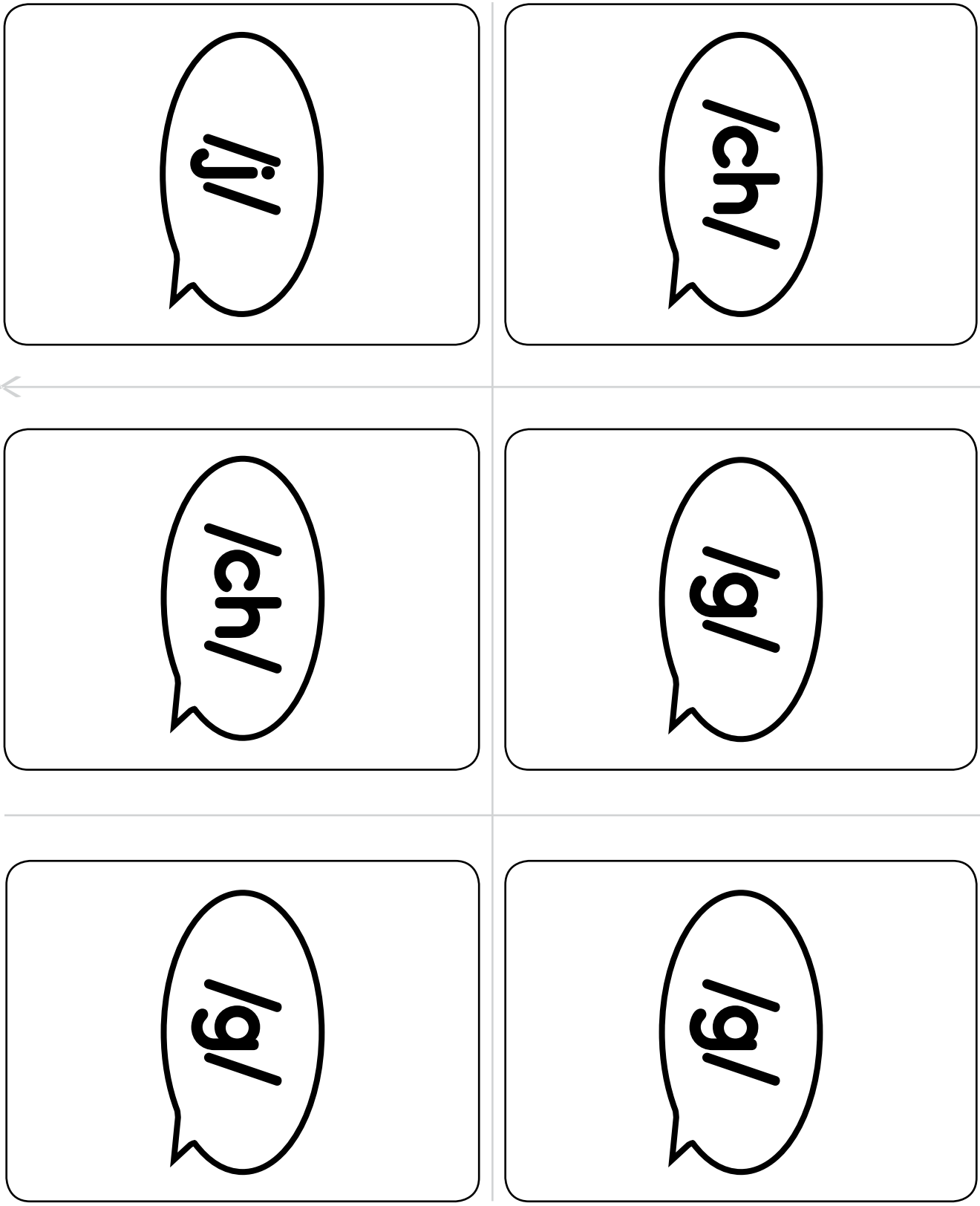

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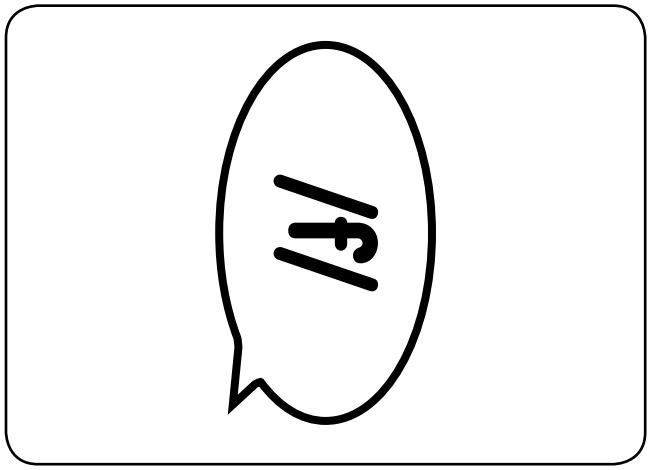

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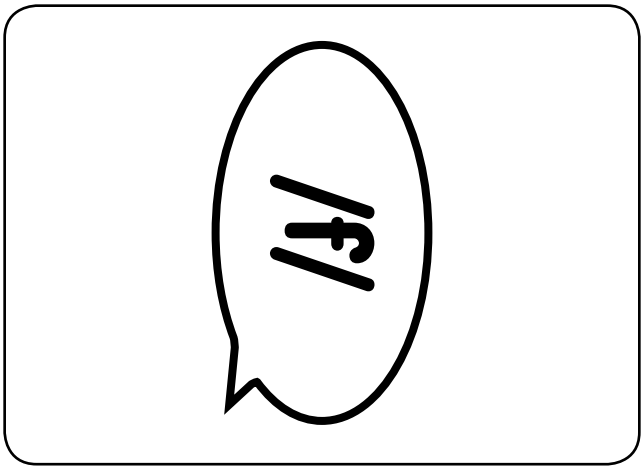

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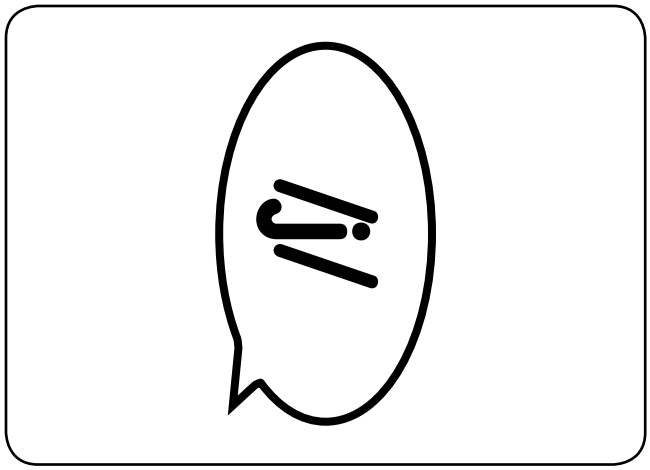
tch — itch	g — gem
gh — ghost	ch — chin
gg — egg	gu — guess

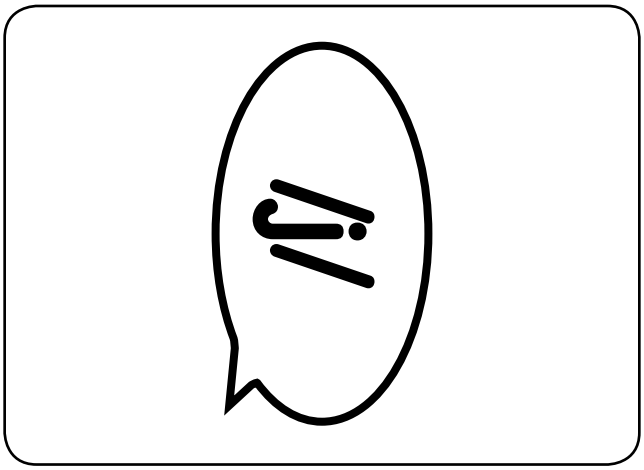

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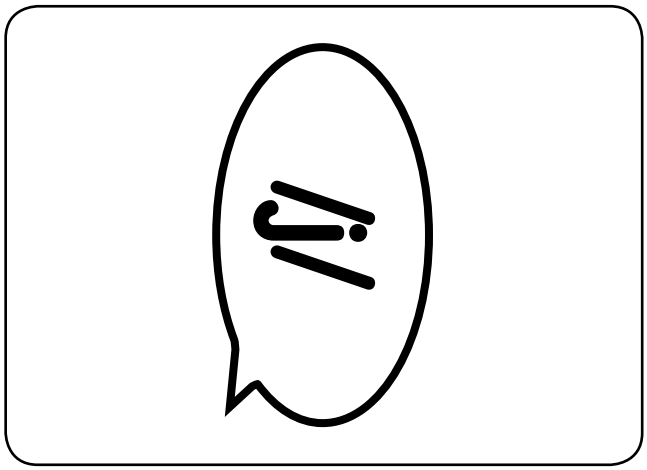
f – fit	ff – stuff
dge – judge	dg – judging
j – jump	ge – fringe

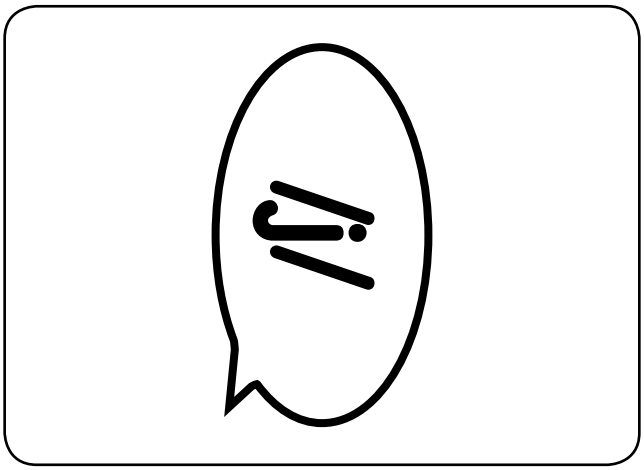

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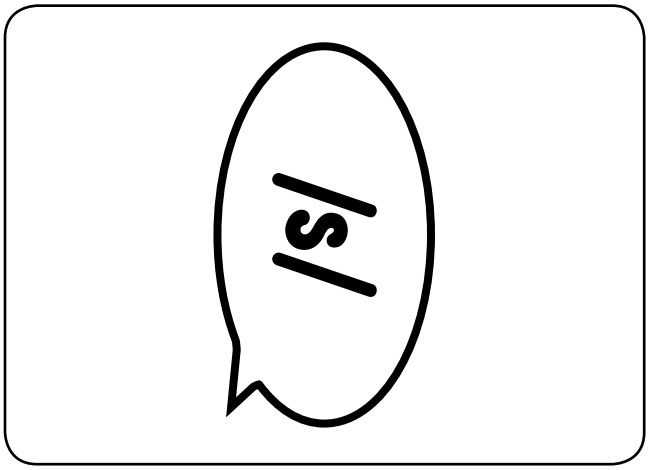

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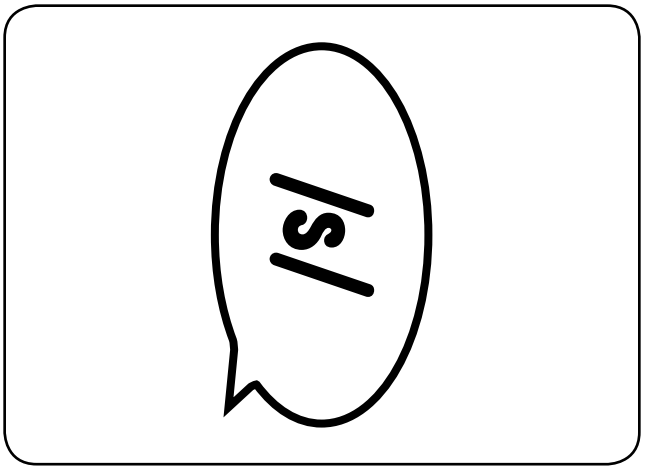

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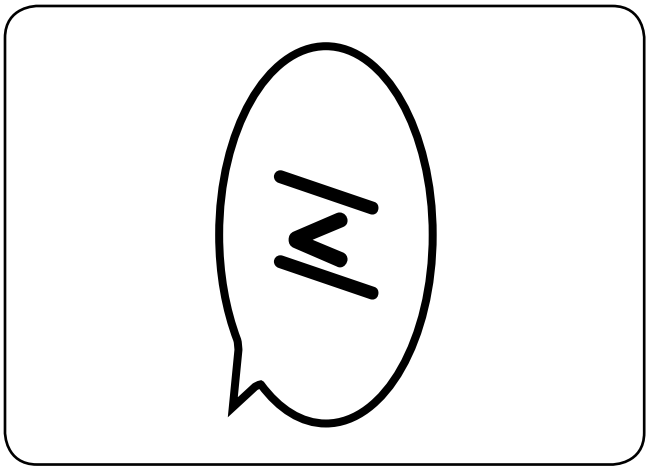

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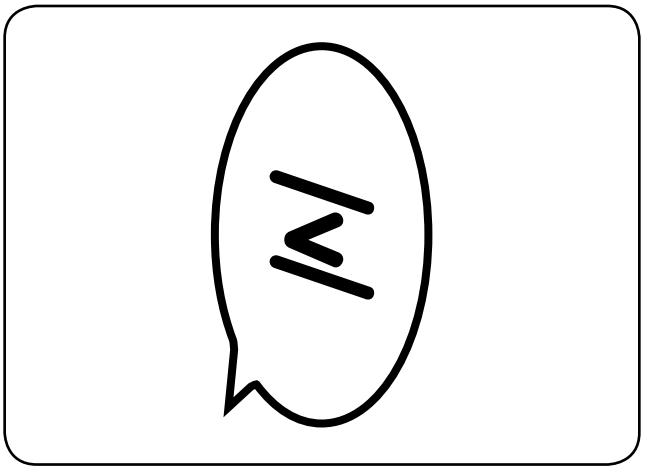

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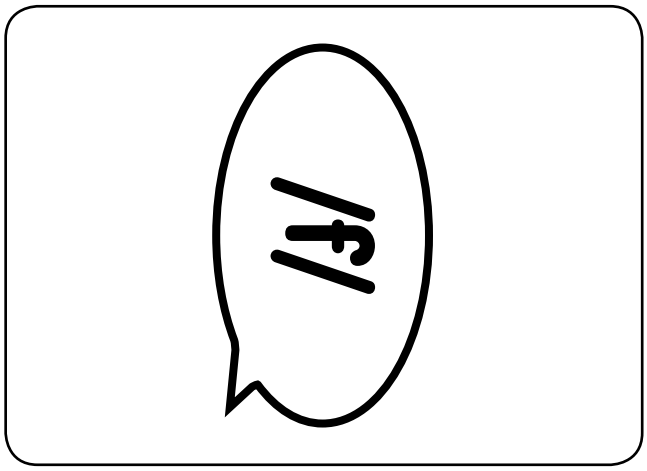
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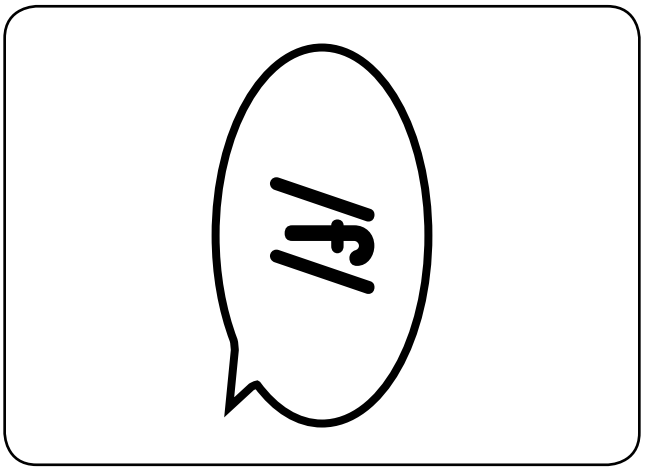

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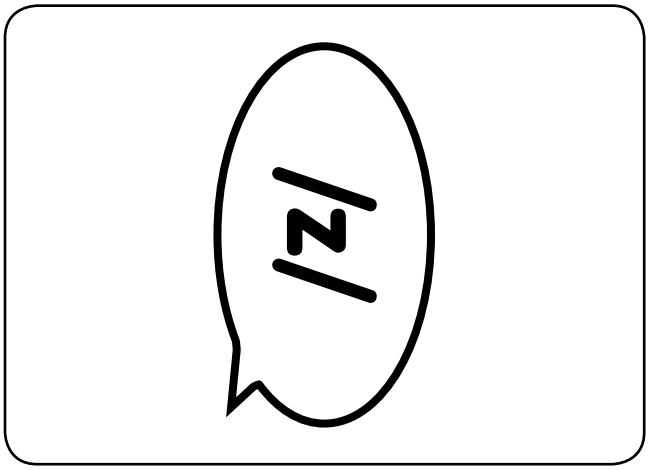

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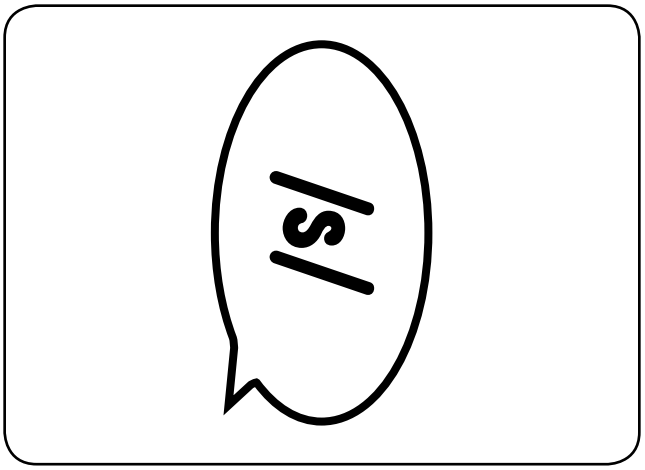

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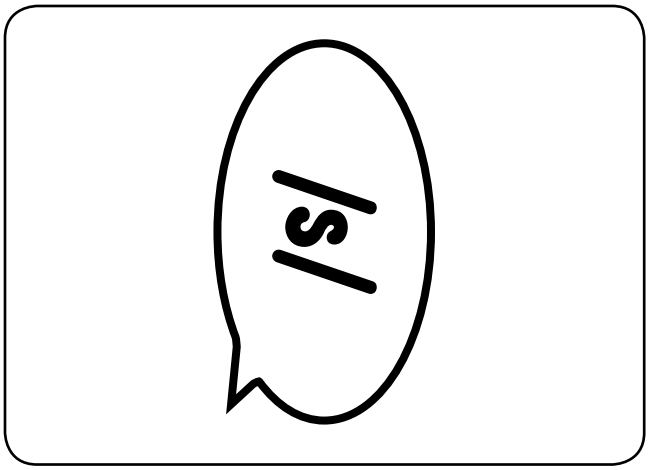

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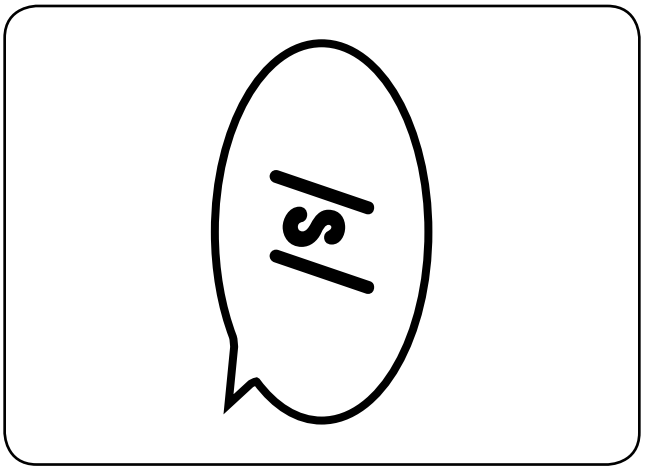

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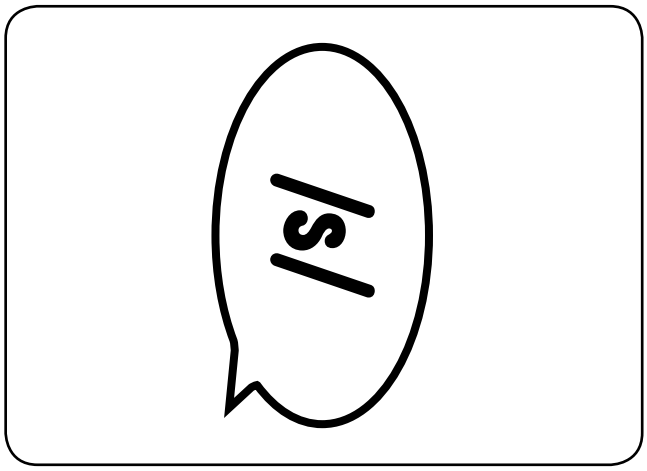
sc – scent	s – dogs
se – rinse	st – whistle
ss – dress	ce – prince

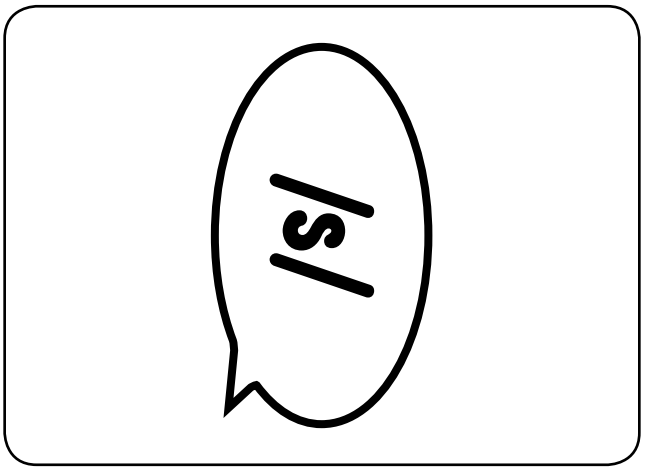

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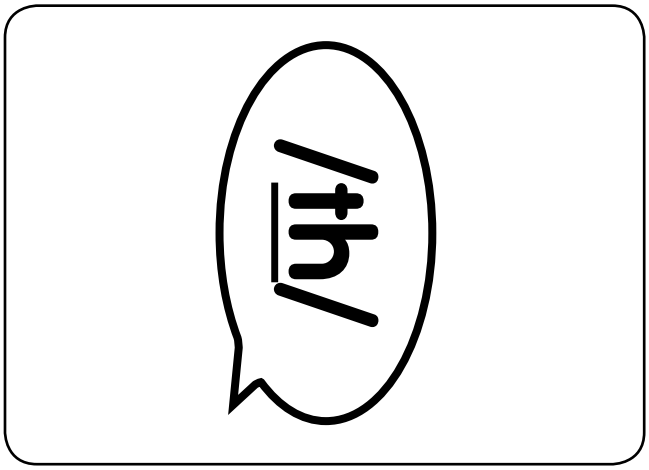
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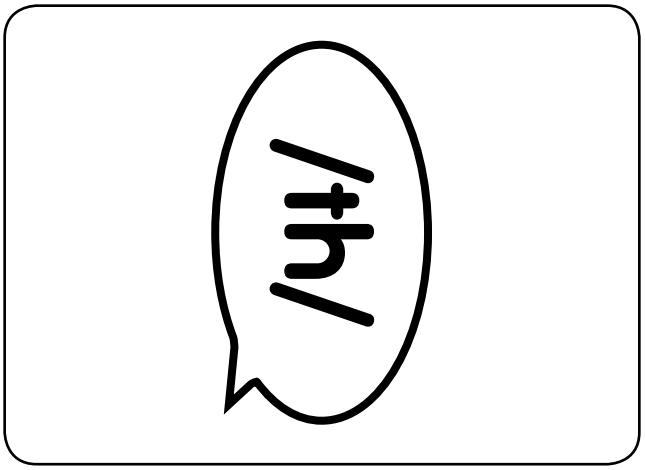
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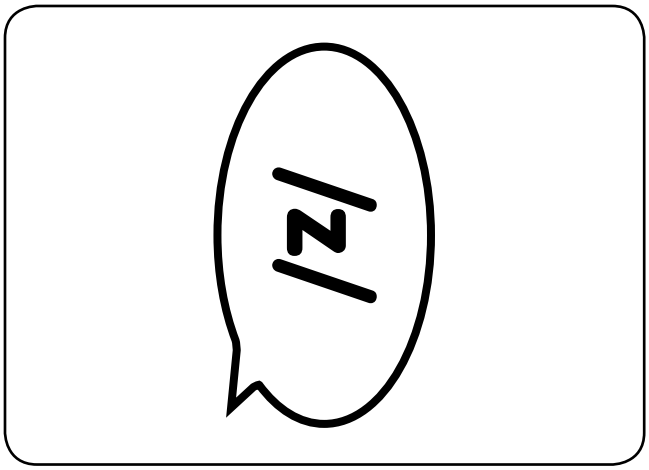
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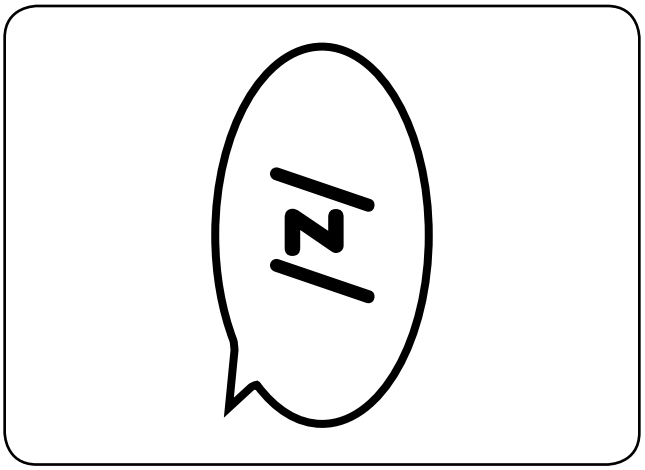
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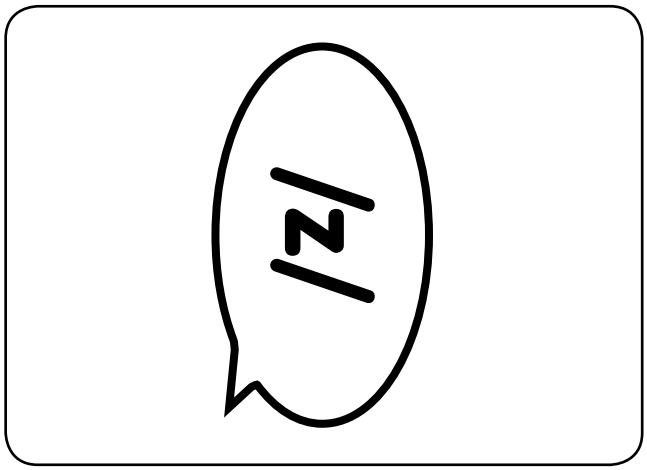
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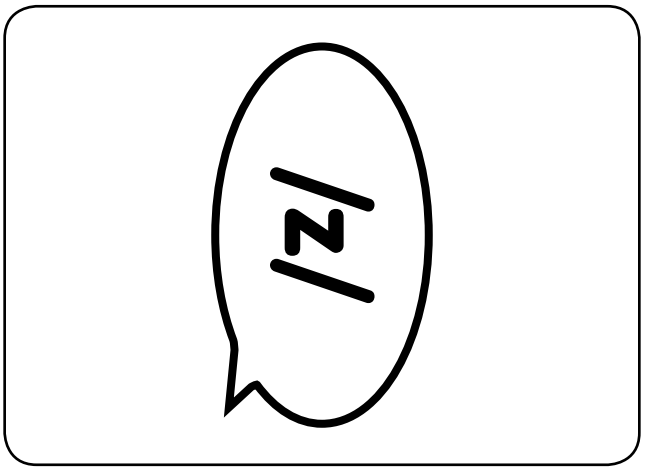

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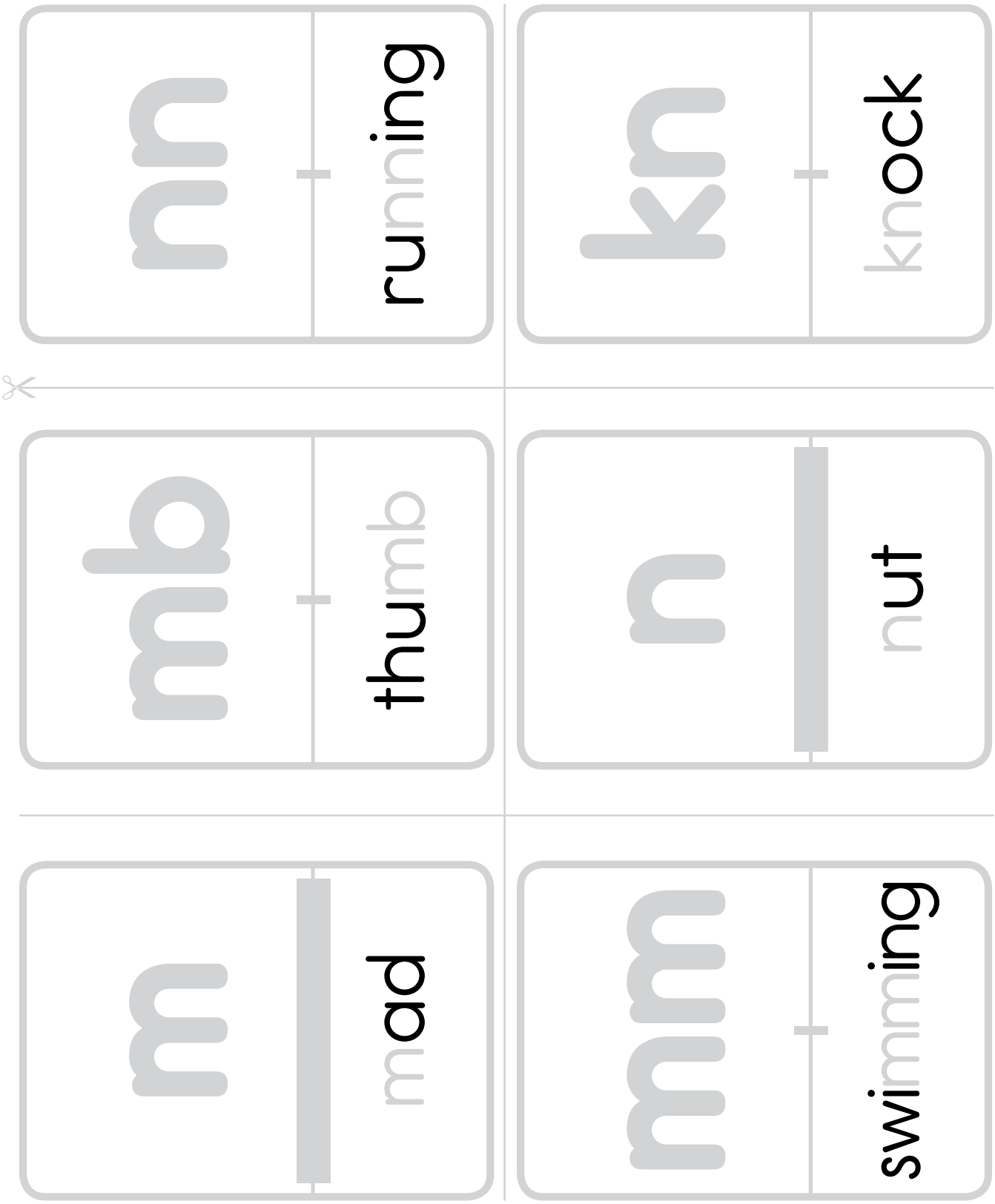

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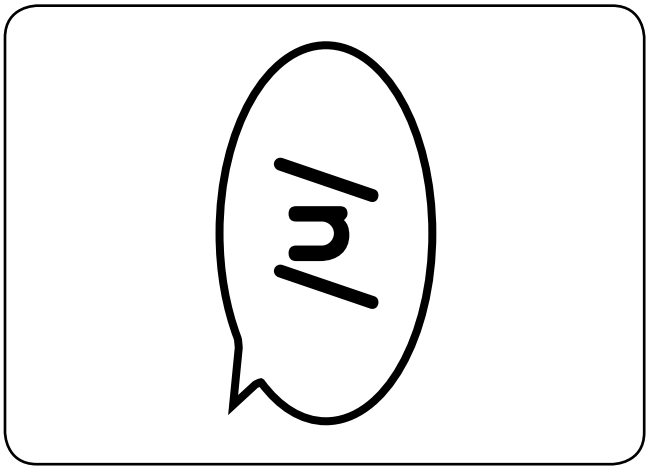

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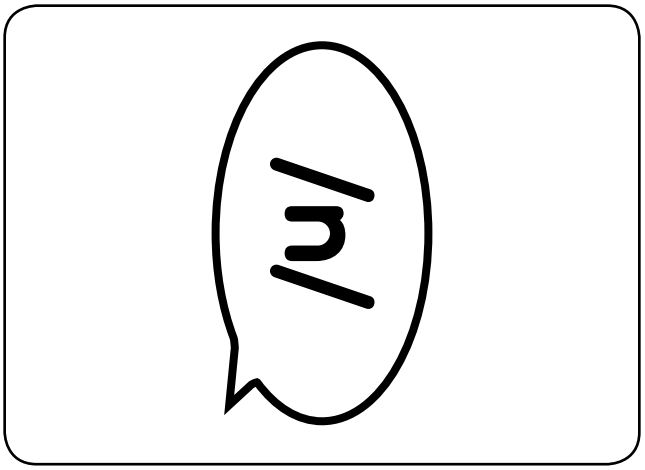

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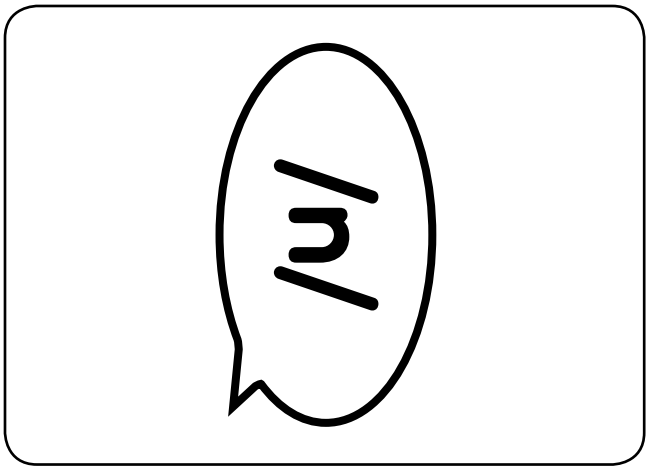

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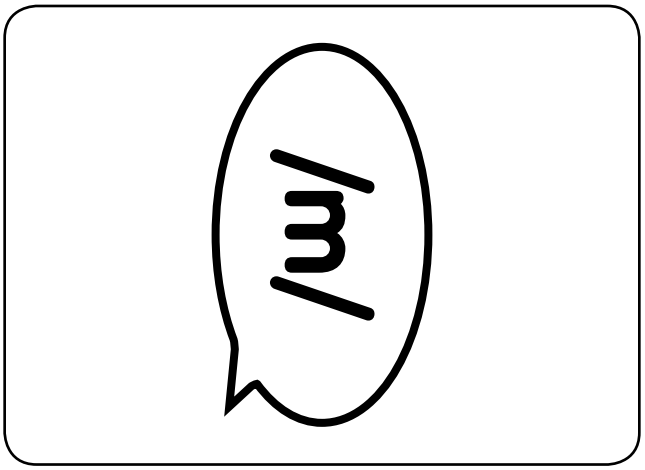

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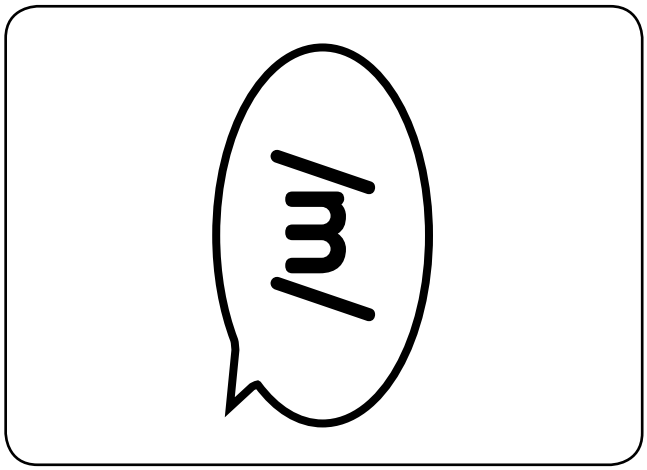

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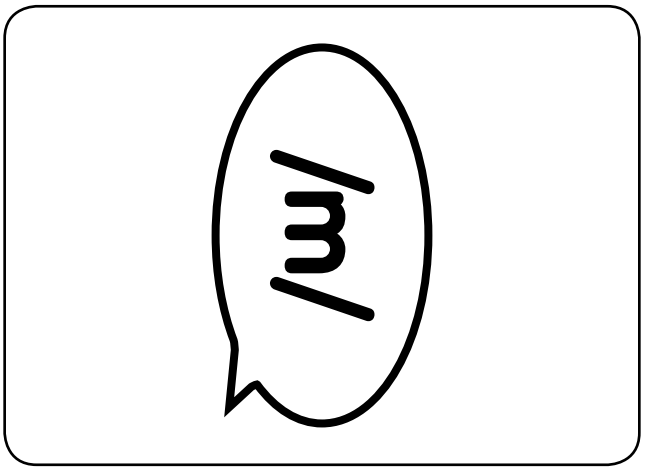

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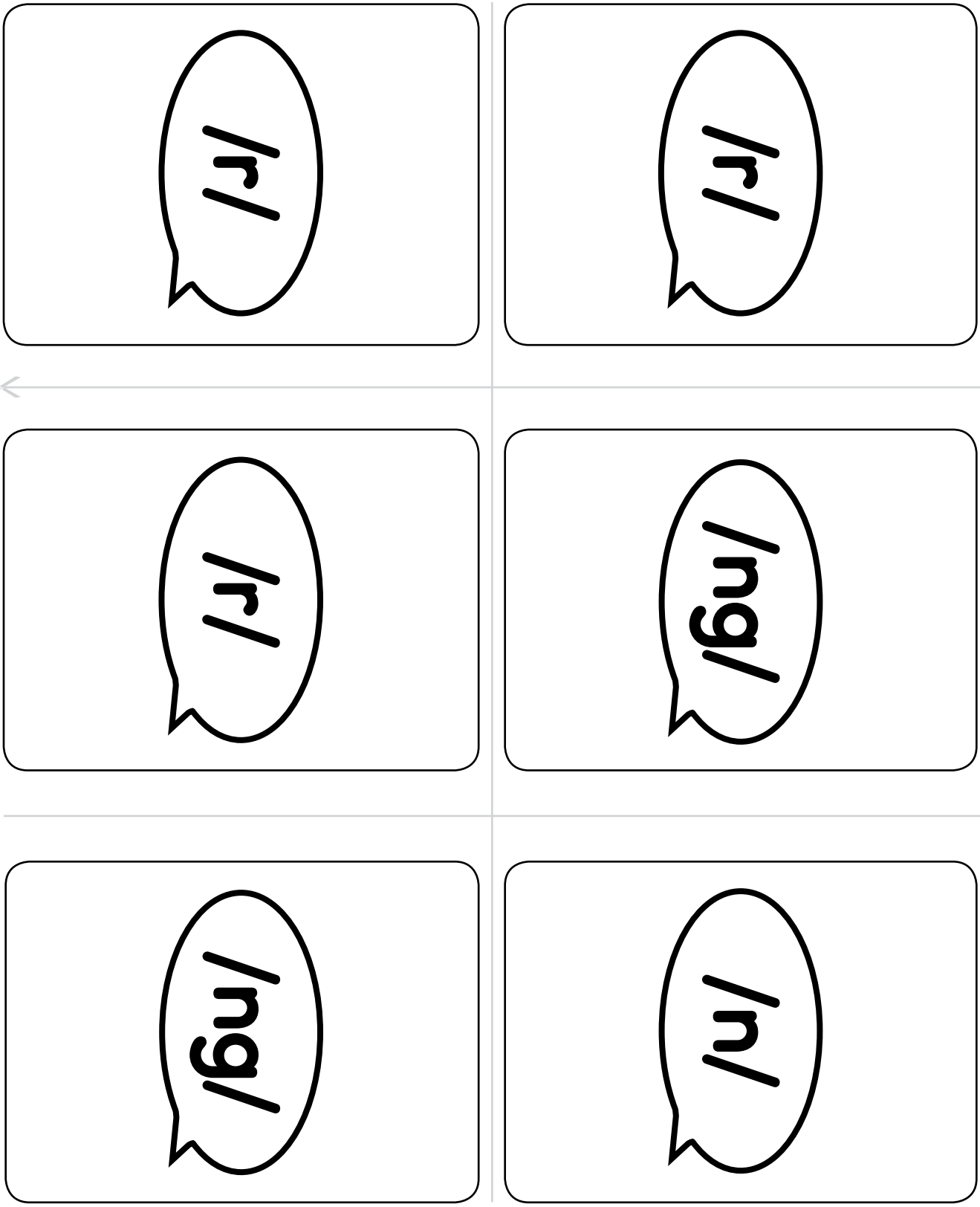

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rr	ferret
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wh — when

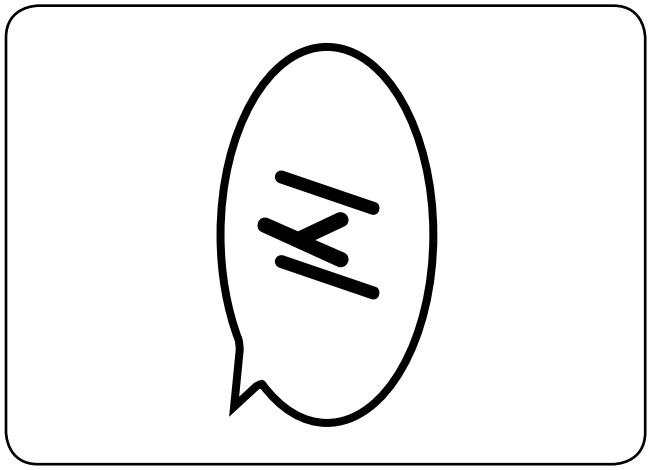
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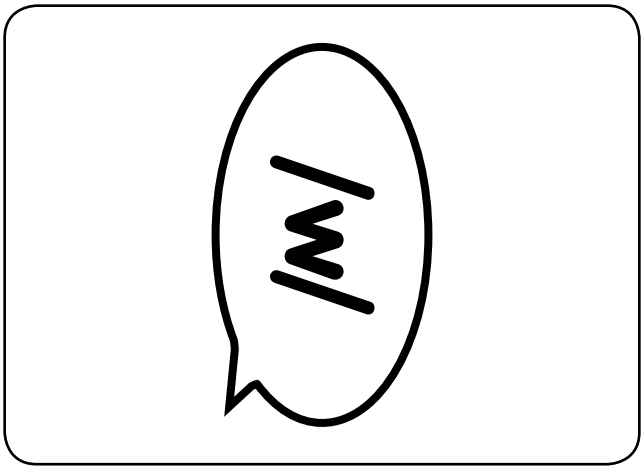
h — hot

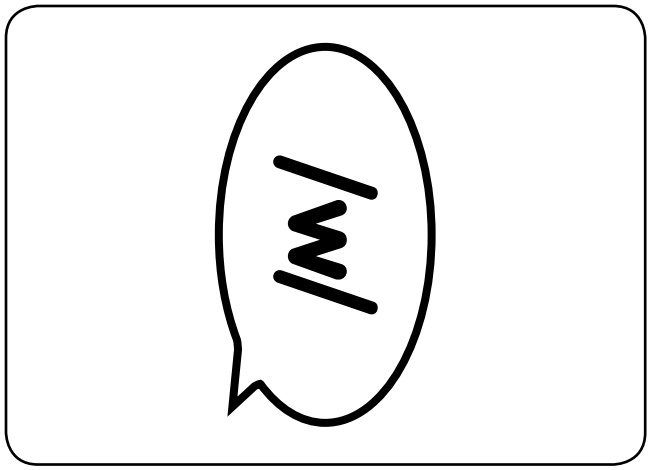
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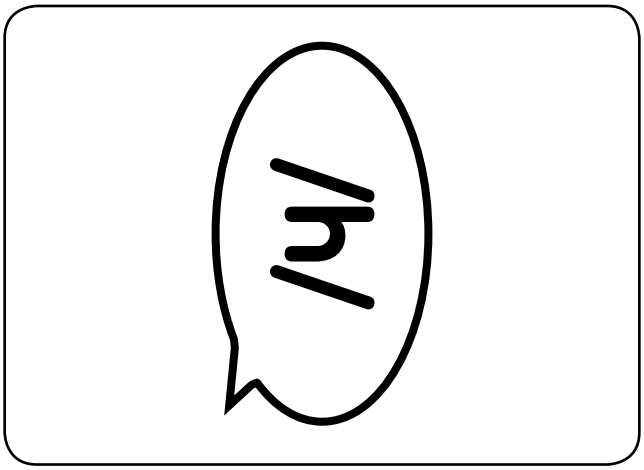
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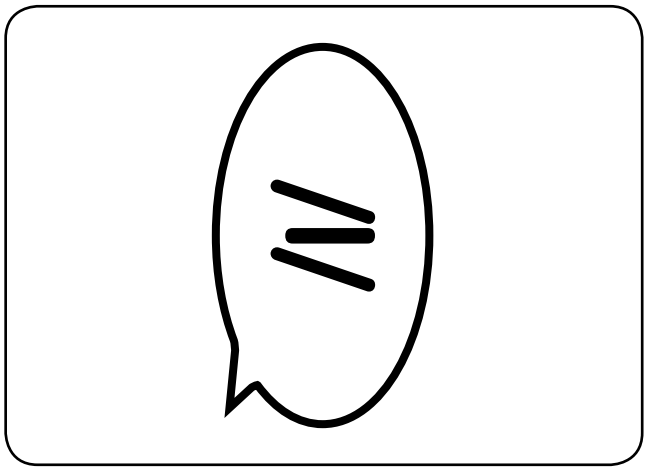
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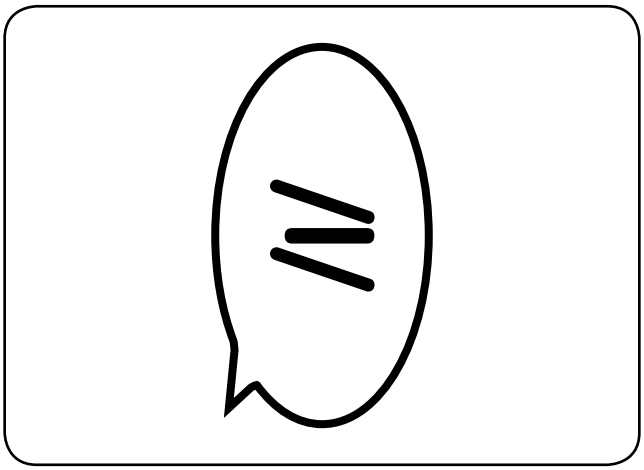

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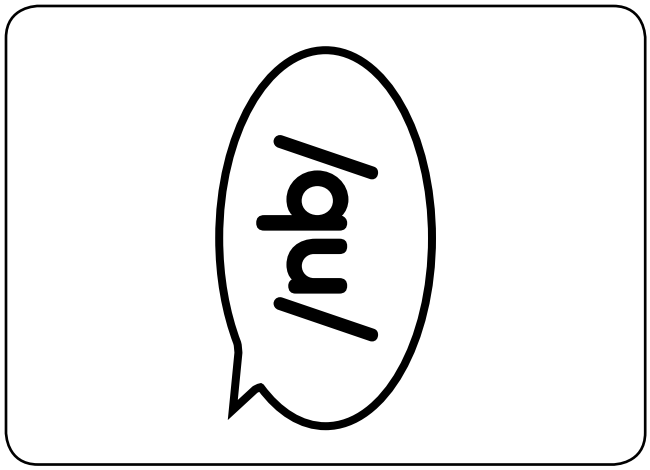

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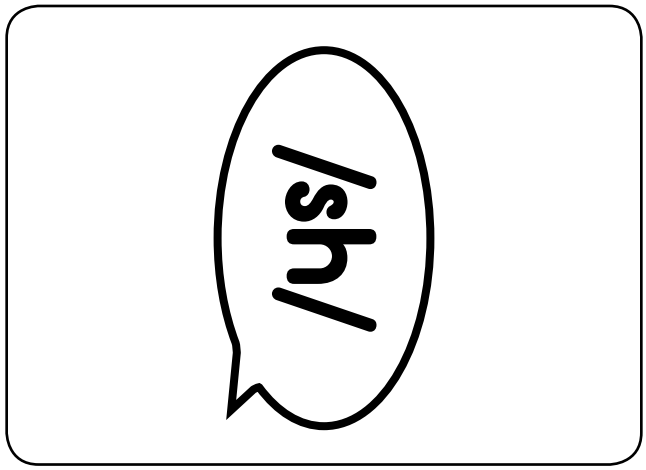

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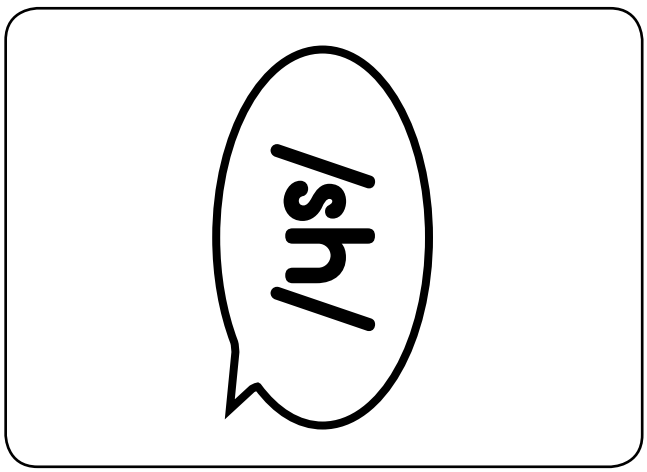

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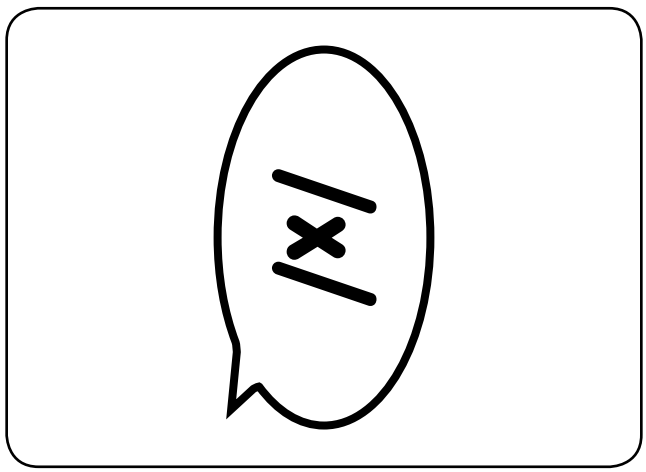

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BLENDING MOTIONS

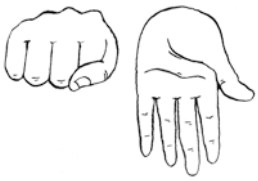
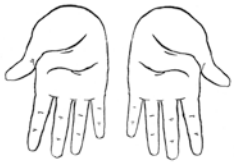
Blending Motions for Two- to Five-Phoneme Words

Blending motions scaffold students by taking the more abstract concept of phonemes and making it more concrete with visual and kinesthetic support. Students who struggle with the fine motor blending with finger gestures may have success initially using the gross motor arm gesture instead.

Two-Phoneme Words (Hand Motion)

For lessons that target blending two-phoneme words, you may choose to use gross motor hand motions. This motion prompts students to:

1. Hold your fists in front of you, palms facing down.
2. Flip over your left fist and open it as you say the first of two phonemes (e.g., /n/).
3. Flip over your right fist and open it as you say the second of two phonemes (e.g., /oe/).
4. Clap your hands as you say the whole word with the phonemes blended (e.g., *no*).

1	2	3	4
			
	/n/	**/oe/**	**no**

Three-Phoneme Words (Arm Motion)

For lessons that target blending three-phoneme words, you may choose to use gross motor hand motions. This motion prompts students to:

1. Hold your right arm in front of your body.
2. Touch your left shoulder as you say the first of three phonemes (e.g., /f/).
3. Touch your left elbow as you say the second of three phonemes (e.g., /u/).
4. Touch your left wrist as you say the third of three phonemes (e.g., /n/).
5. Slide your right hand from your left shoulder down to your left wrist as you say the whole word with the phonemes blended (e.g., *fun*).

1	2	3	4
			
/f/	**/u/**	**/n/**	**fun**

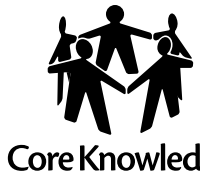
Two- to Five-Phoneme Words (Finger Motion)

For lessons that target blending two- to five-phoneme words, you may choose to use gross motor hand motions. This motion prompts students to:

1. Tap your pointing finger against your thumb as you say the first phoneme (e.g., /f/).
2. Tap your middle finger against your thumb as you say the second phoneme (e.g., /u/).
3. Tap your ring finger against your thumb as you say the third phoneme (e.g., /n/).
4. Tapping your pinkie finger against your thumb can be used if the word has a fourth phoneme.
5. Make a fist as you say the whole word with the phonemes blended (e.g., *fun*).
6. This blending motion can be modified for use with five-phoneme words by tapping fingers on the table, instead of tapping fingers against the thumb.

1	2	3	4
			
/f/	**/u/**	**/n/**	**fun**

If students struggle to hold all of the individual sounds in their mind before final blending,	Then sequential blending may reduce the burden on memory.
1. /s/ 2. /a/ 3. /n/ 4. /d/ 5. blend: *sand*	1. /s/ 2. /a/ 3. blend: sa 4. /n/ 5. blend: san 6. /d/ 7. blend: *sand*



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