

Making Sense of Decoding and Spelling: An Adult Reading Course of Study

Lesson Plans

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Preface

Making Sense of Decoding and Spelling: An Adult Reading Course of Study is an evidence-based course of study designed to teach adult learners to decode and spell words more accurately and fluently. It is designed to be used as one component of a comprehensive adult reading course. The target population for the course is ABE learners at the low-intermediate level (4th-7th grade equivalence level). It contains 30 scripted lesson plans. The course begins with a review of basic alphabetic decoding skills and then teaches the most common and useful patterns of English words, and their applications in decoding, spelling, and fluent reading. The course was evaluated in an experimental study.

NOTE: It is important that instructors have all materials to use this reading course of study effectively. These Lesson Plans are designed to be used in conjunction with the other materials that make up the course. Materials for the course include three documents and a set of charts:

- **Teachers' Guide**
- **Lesson Plans (This document)**
- **Learner Activity Book**
- **Charts** (in the Appendix of the Lesson Plans and Learner Activity Book)

The **Teachers' and Administrators' Guide** presents information about the core concepts, design, research base, and implementation of the *Making Sense* reading course of study. It contains guidance for ABE instructors about the knowledge that is needed to teach *Making Sense*, the structure and content of the lessons in the course, and the integration of *Making Sense* within a comprehensive adult reading course. This **Lesson Plans** document includes the 30 scripted lessons with related materials which can be made into overhead transparencies or PowerPoint slides. The **Learner Activity Book** is designed for use by individual learners in conjunction with the lessons; each learner should have a copy. The **Charts** are designed to hang on the wall; copies are in the Teachers' Guide and Learner Activity Book. All materials are designed to be downloaded from the Internet, printed, and copied for use at no cost.

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Scope and Sequence of Lessons

Lesson 1: Introduction

The first lesson introduces the course as the study of how the English language works and teaches the basic concepts of phonemes and syllables with a few exercises.

Lessons 2-6: Closed Syllables with Short Vowels

These lessons review the short vowel sounds and basic blending (sounding out) procedures. The closed syllable pattern is explained and multisyllabic words composed of closed syllables are divided and decoded. Affixes that are closed syllables are also included. The lessons also introduce the first two spelling rules for doubling the final s, f, l in one syllable Consonant Vowel Consonant (CVC) words and spelling the sounds of k, j, and ch at the end of CVC syllables. The last lesson in this part and every other part is a review.

Lesson 2: Short a and e in CVC Syllables

Lesson 3: Short i, o, and u in CVC Syllables

Lesson 4: Syllable Division with CVC Syllables

Lesson 5: Prefixes and Suffixes that are CVC Syllables

Lesson 6: Review

Lessons 7-11: Final-e, or Vowel Consonant (VC)e Syllables and Related Spelling Rules

These lessons introduce the highly reliable VCe, or final-e, pattern for long vowel words. The contrasting spelling rules about dropping the final-e before adding an ending and about doubling the final consonant in closed syllable words are taught. Syllabification and affixes are extended to include the new pattern.

Lesson 7: Long Vowels in VCe Words

Lesson 8: Dropping the Final e Prior to a Suffix

Lesson 9: Doubling the Final Consonant in CVC Syllables

Lesson 10: Variations on the Final-e Pattern

Lesson 11: Review

Lessons 12-15: Open Syllables and consonant-le (Cle) Syllables, Stress and Schwa

These lessons introduce the open syllable pattern with a long vowel. New principles are added to the strategy for reading multisyllabic words, requiring flexibility when a single consonant comes between vowels. The difficult idea of stressed syllables is introduced along with the concept of the schwa sound. The Cle pattern is also taught.

Lesson 12: The Cle Pattern

Lesson 13: Open Syllables

Lesson 14: Stress and Schwa

Lesson 15: Review

Lessons 16-19: Words Ending in y and Related Spelling Rule

These two lessons and review lesson introduce words ending in y and the rule for when to change it to an i when adding endings. More affixes are introduced and the full strategy for multisyllabic words is covered.

Lesson 16: Sounds of y; Words Ending in y and ey

Lesson 17: Changing y to i When Adding a Suffix

Lesson 18: Prefixes and Suffixes

Lesson 19: Review

Lessons 20-26: Vowel Digraphs and R-colored Vowels

These lessons introduce the most common and reliable vowel pairs. The r-colored vowels and syllable type are introduced.

Lesson 20: Digraph Vowels (ai, ay, ee, ey)

Lesson 21: Digraph Vowels (oa, ou, ow)

Lesson 22: Digraph Vowels (oi, oy, oo)

Lesson 23: Digraph Vowels (ea)

Lesson 24: Syllables With r-Colored Vowels

Lesson 25: Syllables With r-Colored Vowels; Suffixes –or and ard

Lesson 26: Review

Lessons 27-28: Hard and Soft Sounds of c and g

These lessons introduce the multiple sounds of c and g.

Lesson 27: Soft and Hard Sounds of *c*

Lesson 28: Soft and Hard Sounds of *g*

Lesson 29-30: Review

These lessons focus on review of the patterns taught and further practice using the strategy for reading multisyllabic words. The final lesson reviews the role of phonology and orthography in reading and spelling words and celebrates the completion of the lessons and the students' accomplishments.

Lesson 29: Review

Lesson 30: Grand Finale

Notes on Using the Lesson Plans

Using the Teachers' Guide, Lesson Plans, and Learner Activity Book

The Teacher's Guide presents essential information for understanding the content of the lessons. It also includes guidance about how to use the various activities in providing instruction. It is critical that you read the Teachers' Guide and use it in preparing your lessons.

The Lesson Plans are scripted to help you in presenting the lessons. However, the scripts are not designed to be read or to confine your teaching. It is important that you review the lessons thoroughly before teaching them so that you can deliver the content in a natural way and devote most of your attention to listening and responding to your learners. Feel free to expand on the explanations, ask additional questions, provide additional review, and whatever else is needed to promote adults' learning.

The Lesson Plans frequently refer to the Learner Activity Book. Each learner should have a copy of the Learner Activity Book. Versions of all the activities are included in the Lesson Plans with the correct answers indicated in bold.

Each lesson includes materials for overhead transparencies or PowerPoint slides. The Materials section of the lesson overview guides you on which ones you will need to have ready and use for each lesson. The materials associated with each lesson are located at the end of the lesson. If the material is also in the Learner Activity Book, it is noted on the material. As suggested elsewhere, you can file the lessons and materials for overheads or PowerPoint slides in a notebook for easy access.

The lessons also refer to Charts. If possible, you should display these on the wall. The Materials section of the lesson works as a reminder of the charts you will need to have displayed. The Preparation section of the lesson overview sometimes asks you to put an asterisk on the chart or highlight a section to indicate the content that will be taught that day. The charts are included in the Appendix of this volume. The same charts are in the Learner Activity Book Appendix.

The lessons have built-in progress checks to monitor the learners' understanding of the content that is taught. If there is a need to re-teach a lesson, there are additional words to use in your instruction.

Formatting Conventions for the Lesson Plans

The scripts include symbols to indicate what the instructor should do. The explanation of the symbols can be seen in the figure below:

Legend of Symbols	<ul style="list-style-type: none">➤ Say, Explain, Read, Continue, Pause, Repeat≈ Write? Ask☰ Display▲ Point, Draw
--------------------------	---

The scripts indicate in bold type within parentheses the expected or suggested answers of the learners. The icons and learner responses look like this:

? Ask, –Why do we add an *s* to *flame*?” (To make it plural.)

The scripts frequently include directions to pronounce sounds. A pronunciation guide for the vowel sounds can be found on the next page. Sounds are indicated by putting the letters within slash marks, like this:

? Ask, –Can you think of any other words with the /a/ sound?” (Examples: *cat*, *hat*, *that*, *bat*)

The scripts also include directions to spell out letter patterns. This is represented by letters separated by hyphens, like this:

➤ Say, “Go through the letter from camp and underline all of the words that have the digraph *e-a*.”

Lesson Plans

Lesson 1 *Overview / Introduction*

Lesson Overview	<p>This lesson is an overview of the entire curriculum. It introduces the students to the structural components of English language (sound, letter) and sets the purpose for the syllable instruction lessons.</p> <p>This lesson includes the following parts:</p> <ul style="list-style-type: none"> - How English Works - Counting Sounds - Recognizing syllables - Etymology <p>Approximate Time: 40 Minutes.</p>
Objective	<p>To create a curiosity and an interest in letters, sounds, and decoding.</p> <p>To provide an introduction and overview of the curriculum.</p>
Materials	<p>Three Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 1, Activity A: Counting Sounds - Recognizing Syllables - Activity Book, Lesson 1, Activity B: Etymology
Preparation	

How English Works*Estimated Time: 10 min.*

- Say, “We are beginning a new curriculum to learn how to read and spell words accurately and quickly. Today we are going to learn about the English language and about what we will study. You won’t know the answers to some of the exercises we do today. Don’t worry about that because when we are finished with our work together, you will be able to answer all of the questions and exercises we do today.”
- Explain, “You will be studying linguistics. Linguistics is the science that explains how language works. We will also be studying phonology. Phonology is the study of the sounds of English. A sound in English is called a phoneme.”
- ≈ Write *linguistics* on the board.
- Say, “Linguistics is the science that studies all aspects of language.”
- ≈ Write *phonology* on the board indented and under *linguistics* to indicate that it is an area of linguistics.
- Say, “Phonology is the study of the sounds of language. A phoneme is another word for a sound.”
- ≈ Write *phoneme* on the board under *phonology*.
- ? Ask, “What is similar about the words *phonology* and *phoneme*?” (They begin with *phon*.)
- Say, “Right. What do you think *phon(e)* means?” (speech sound)
- Say, “Can you think of another word that has *phon(e)* in it?” (*telephone*)
- Say, “Why do you think *phone* is in *telephone*?” (We make speech sounds when we talk on the telephone.)
- Say, “English words are spelled with letters. How many letters do we have in English?” (26)
- Say, “Good. We use letters to represent sounds. There are twenty-six letters, but we have more than twenty-six sounds in English.”
- ? Ask, “How many sounds are there in English? Take a guess.” (Around 40 sounds. It depends on your accent or dialect.)

- ? Ask, “So how do we get forty sounds out of twenty-six letters?” (Sometimes we combine letters to represent a new sound (e.g., *s* usually represents /s/ and *h* usually represents /h/. But when we combine *s* and *h* in *ship*, the *s-h* together represent /sh/. Vowels can also work together to represent a new sound. *O-i* in *oil* represents the sound /oi/.)
- Say, “There are two basic kinds of sounds in English: vowels and consonants.”
- ? Ask, “Can someone name the vowels?” (*a, e, i, o, u*)
- Say, “Right. There are also two consonants that also are sometimes vowels: *y* and *w*. Let me give you an example. The *y* in *cycle* represents the sound of a long *i*. In *cow*, the *o* combines with *w* to serve as a vowel.”

Counting Sounds

Estimated Time: 10 min.

- Say, “Let’s try counting the sounds we hear in words. Listen to this word: *map*.”
- ? Ask, “How many sounds or phonemes are in *map*?” (3)
- Say, “Listen as I say each of the sounds: /m/ /a/ /p/.”
- ? Ask, “Can someone say the sounds in *map*?” [NOTE: Be sure they are clearly pronouncing each phoneme separately. Tell them to try to say the sound /p/ as /p/ rather than /pə/.]
- Explain, “So, there are three letters and three sounds in *map*. Sometimes the number of letters and sounds don’t match.”
- ? Ask, “How many sounds are in the word *girl*?” (3)
- ? Ask, “Can anyone say each of the sounds in *girl*?” (/g/ /r/ /l/)
- Explain, “There are four letters, but three sounds in *girl*.” [NOTE: If students are having difficulty with this task, practice a couple more words before proceeding with the exercise. Do not expect all students to master segmenting words into sounds at this point. The objective of this exercise is to introduce them to the relationship between letters and sounds. Try the words, *cake* (3) and *trap* (4).]
- Say, “Now let’s have you count the sounds in words. Look at **Activity A** in your book. Say the words quietly to yourself and write the number of sounds in the space next to the word.” (You may wish to have students work in pairs.)

Activity Book, Lesson 1, Activity A***Counting Sounds***

1. pig	3	3. bird	3	5. fix	4	7. bomb	3
2. two	2	4. through	3	6. tea	2	8. idea	4

- Say, “Let’s review the answers.” (Have students pronounce the words and the sounds in the words.)
- ? Ask, “Why does *bomb* have only three sounds?” (The last *b* is silent.)
- ? Ask, “Why does *fix* have four sounds?” (The *x* at the end stands for 2 sounds: /k/ and /s/.)
- ? Ask, “Why does *tea* have two sounds?” (The *e-a* represents one sound, /ē/.)
- ? Ask, “Why does *idea* have four sounds?” (In this word the *e-a* represents 2 sounds, but you must listen carefully to hear them.)
- Pronounce *idea* slowly and distinctly, segmenting each sound.

Recognizing Syllables*Estimated Time: 10 min.*

- Say, “We have talked about phonemes. What is a phoneme?” (The sounds that the letters represent.)
 - Say, “Right. So, /m/ is a phoneme. We can put the phonemes /m/ /a/ /p/ together to make the word *map*. Words are also made up of syllables. If you can figure out the syllables in a word, you can read almost anything. First, let’s make sure you can hear syllables.”
 - Call on several students by name and ask them how many syllables are in their names. If students are having trouble hearing the natural breaks of syllables, ask them to place their hands under their chins. Each time their chin drops, they have said a new syllable.
- 📄 Display the transparency/PowerPoint with *antidisestablishmentarianism*.

? Ask, “Can anyone read this word?”

➤ Say, “This word has eleven syllables. I’ll write the word by syllables.”

≈ Write *an ti dis es tab lish men tar i an ism*, saying the syllables as you write them.

? Ask, “How many of these syllables end with a consonant?” (9)

➤ Say, “Great. These nine syllables are closed syllables because they end in a consonant. How many syllables end in vowels?” (2)

➤ Say, “Excellent. For example, *ti* ends in the vowel *i*. Knowing how a syllable ends gives us a clue as to how to pronounce it. There are only a few ways that the vowel in the syllable can be pronounced. We are going to learn about syllables to help you read and spell better. Even though words can be long, they are made up of short syllables that are easier to pronounce and spell. Let me read the word syllable-by-syllable.”

➤ Read the word slowly by syllable. Read the word a second time with automaticity.

➤ Say, “So, there are only two kinds of syllables here in one of the longest words in English. Once you know the kinds of syllables and how to break words into syllables, you will have figured out how to read long words. Does anyone want to try reading this word?”

➤ Remove the word from the overhead projector.

➤ Say, “Now, I want you to try spelling this word as I say it syllable-by-syllable. Just do the best you can.”

➤ Dictate the word syllable-by-syllable. Display the transparency/PowerPoint with the word again and ask students to check their spelling.

Etymology*Estimated Time: 10 min.*

- Explain, “Etymology concerns the origins of words—what languages they were borrowed from. English has borrowed words from many languages, but especially from French, Greek, and Latin. The original vocabulary of English, however, was related to German and was brought to England in the fourth and fifth centuries by Germanic tribes—the Angles, the Saxons, and the Jutes. The Angles were the dominant tribe, however, and soon Britain was called Angle-land, which in time was pronounced “England.” Similarly, the name of the language became “English.” Up until 1066, the English did not have many French words in their language. William the Conqueror came across the English Channel from France and conquered them. The English who were farmers talked about raising cows and pigs. But the rulers talked about eating the food that the Angles, Saxons, and Jutes were raising. So, they used French words. They ate *boeuf* and *porc*. These words became *beef* and *pork*. This is one example of how we borrowed words from other languages. The names of our animals come from these Anglo-Saxon languages that are like German. The names of many of our meats come from French. Look at **Activity B.**”
- Say, “Look at **Activity B** in your book. Can you guess which languages these words were borrowed from?”

Activity Book, Lesson 1, Activity B
Etymology

1. chili, jalapeno, salsa	Spanish
2. pizza, salami, pepperoni	Italian
3. hamburger, deli, kraut	German
4. chef, romaine, croutons	French
5. predict, dictation, interdiction	Latin

- ☰ Display the transparency/PowerPoint and have students check their work.
- Say, “Let’s review the activity.”
- ? Ask, “What languages did you choose and why?”
- ? Ask, “What do you notice about all of the words in number five?” (They all contain the root word *dict*, which means to say.)

- Explain, “Knowing the language a word came from sometimes helps us read and spell that word.”
- Say, “Today we have begun our study of linguistics. You have begun to learn about phonology and phonemes, syllable patterns, and etymology. During this course, we will study all of these areas in more depth so that you will become competent, advanced readers, and spellers.”

Activity Book, Lesson 1, Activity A
Counting Sounds

1. pig 3
2. two 2
3. bird 3
4. through 3
5. fix 4
6. tea 2
7. bomb 3
8. idea 4

Lesson 1
Recognizing Syllables

antidisestablishmentarianism

Activity Book, Lesson 1, Activity B
Etymology

- | | |
|-------------------------------------|----------------|
| 1. chili, jalapeno, salsa | Spanish |
| 2. pizza, salami, pepperoni | Italian |
| 3. hamburger, deli, kraut | German |
| 4. chef, romaine, croutons | French |
| 5. predict, dictation, interdiction | Latin |

Lesson 2

Short a and e in CVC Syllables

Lesson Overview	<p>This lesson focuses on CVC words that contain the short vowel sounds /a/ and /e/.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Document of the Day - New Pattern - short sounds of 'a' and 'e' - Segmenting and blending - The CVC pattern - Syllables with CVC - Spelling rule - double ff, ss, ll - Progress Check - Smooth Reading <p>Approximate Time: 60 Minutes</p>
Objective	<p>To learn the short sounds of a and e in CVC words</p> <p>To learn the doubling of the endings s, f, l in one syllable CVC words</p>
Materials	<p>Six Syllable Patterns Chart</p> <p>Spelling Rules Chart</p> <p>3 transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Document of the Day - Activity Book, Lesson 2, Activity B: Sort the Syllables - Activity Book, Lesson 2, Activity D: Smooth Reading
Preparation	<p>Display the Six Syllable Patterns Chart. Put an asterisk in front of CVC syllables (or mark it some other way). You will mark each syllable type as you introduce it.</p> <p>Display the Spelling Rules Chart. Put an asterisk in front of the first rule for doubling the -f, -s and -l in one syllable CVC words.</p>

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 2. In the last lesson, you learned about the sounds, or phonemes, in words and about syllables. Today we are going to learn about the short vowel sounds of the letters ‘a’ and ‘e’. We will also learn about a kind of syllable that tells you the vowel has a short sound.”
- Explain, “In some words and syllables, there is one sound for every letter. To read and spell these words, you need to be able to hear each of the separate sounds in the word. Some of the words in this lesson will be simple for you to read. We need to practice hearing the sounds in those words because it will help you read longer, multisyllabic words.”

Document of the Day*Estimated Time: 5 min.*

- 📄 Display the Document of the Day transparency/PowerPoint.
- Read the poster placed in a store window to the students:

Ted’s Batting Cages

Grab a bat and a helmet.
New customers get two free visits.

New Pattern—Short a and e*Estimated Time: 5 min.*

- ≈ Write *bat* on the board.
- ? Ask, “How do you pronounce this word?” (*bat*)
- ? Ask, “What is the vowel sound in bat?” (*/a/*)
- ? Ask, “Which word in the Document of the Day has the same vowel sound as bat?” (*grab*)
- ≈ Write *grab* on the board. The list will look like this:
 - bat*
 - grab*

? Ask, “Can you think of any other words with the /a/ sound?” (examples: *cat, hat, that, bat*)

≈ Write the students’ words on the board.

? Ask, “Can you think of any other words that end with *a-b*?” (examples: *flab, nab, cab*)

≈ Write the students’ words on the board.

? Ask, “What kind of letter follows the *a* in each word?” (a consonant) [NOTE: If students say the letters *b* or *t*, ask them if those letters are vowels or consonants.]

? Ask, “What letters are vowels?” (*a, e, i, o, u, and sometimes y*) [NOTE: If students mention *w*, commend them for remembering that *w* can serve as a vowel in combination with other vowels, as in *ow* in *cow*.]

➤ Explain, “The rest of the letters are consonants.”

≈ Write the words *bad* and *bed* on the board.

? Ask, “What type of letter, consonant or vowel, is in the middle of these words?” (vowel)

➤ Say, “*Bad* will be our key word for the sound /a/. *Bed* will be our key word for the sound /e/. The sound of the vowel in both of these words is short.”

➤ Explain, “I want to explain why we are using key words for short vowel sounds. Short vowel sounds are hard to hear and distinguish. We will use the same consonant-vowel-consonant pattern of *b_d* for the key words. We call this pattern the CVC pattern for consonant-vowel-consonant. By keeping the consonants on either side of the vowel the same, it is easier to concentrate on the sound that the vowel is making.”

➤ Say, “Please repeat the words after me. Say the word, the separate sounds, the word again, and the vowel sound.”

bad, /b/ /a/ /d/, *bad*, /a/

bed, /b/ /e/ /d/, *bed*, /e/

[NOTE: Keep a very rapid pace for the following sequence.]

? Ask, “Can someone tell me what the key word for short *a* is?” (*bad*)

? Ask, “Can someone say the sounds in *bad*?” (/b/ /a/ /d/)

- ? Ask, “Can someone tell me what sound the *a* in *bad* represents?” (/a/)
- ? Ask, “Can someone tell me the key word for the short *e*?” (*bed*)
- ? Ask, “Can someone say the sounds in *bed*?” (/b/ /e/ /d/)
- ? Ask, “Can someone tell me what sound the *e* in *bed* represents?” (/e/)
- ? Ask, “Please repeat after me: /a/.” (/a/)
- Say, “Notice the position of my mouth when I say /a/.”
- Say, “Now, repeat /e/ after me.” (/e/)
- ? Ask, “Can you alternate between the sounds /a/ and /e/?” [NOTE: Say /a/ followed by /e/ three or four times to model what you will ask students to do next. Exaggerate the position of your mouth.]
- Say, “Say /a/ and then /e/.”
- ? Ask, “What happens to your mouth when you change from the sound /a/ to /e/?” (The mouth moves from being wide open to having more of a smile.)
- ? Ask, “What is the key word for short *a*?” (*bad*)
- ? Ask, “What sound does *a* represent?” (/a/)
- **Additional Words for Re-teaching:** /a/: sat, rag, pat, map,
/e/: pet, red, hen, pen

Parts of Words—Segmenting and Blending

Estimated Time: 10 min.

- Say, “In order to spell words that you do not already know, you need to hear all the sounds in the word.”
- ≈ Write *rat* on the board.
- Say, “For example, if I want to spell the word *rat*, I say the word slowly and listen for all of the sounds—*rat*, /r/ /a/ /t/, *rat*. What is the key word associated with this sound?” (*bad*)
- ≈ Write *tap* on the board.
- Say, “The next word is *tap*, /t/ /a/ /p/, *tap*. It helps some people to tap their fingers as they do it.”

- Repeat the sequence, tapping thumb to fingers for each sound—*tap*, /t/ /a/ /p/, *tap*. For the rest of these segmenting activities, model tapping your fingers.
- Say, “Let’s try some other examples—how about the word *slap*. Say the word quietly to yourself and see if you can tell how many sounds you hear.”
- ? Ask, “How many sounds are in the word *slap*?” (four)
- Say, “Good! Listen as I do this example for you; *slap*, /s/ /l/ /a/ /p/, *slap*.”
- Say, “Now try to segment the word *stop* on your own.”
- ? Ask, “Would someone like to try it for us? Please say the word, segment it, and then say the word again.” (*Stop*, /s/ /t/ /o/ /p/, *stop*.)
- Say, “Let’s do one more—the next word is *blast*. How many sounds do you hear in this word?” (five)
- Say, “That’s right! Try that one on your own. [pause] Would anyone like to try that one for us aloud?” (*Blast*, /b/ /l/ /a/ /s/ /t/, *blast*.)
- Say, “Now we will do the same thing using syllables instead of words. Syllables are parts of words. It is important to get comfortable with looking at the smaller parts of words in order to read longer words more easily.”
- ≈ Write *crat* on the board.
- Say, “The first syllable we’ll look at is *crat*, /c/ /r/ /a/ /t/, *crat*. The syllable *crat* is in the word *democrat*, or *technocrat*, and many others.”
- ≈ Write *democrat* and *technocrat* under the syllable *crat*. Underline the syllable *crat* in each word. The list should look like this:
 - crat
 - democrat
 - technocrat
- Say, “The next syllable is *mag*. Would someone like to segment this one?” (*mag*, /m/ /a/ /g/, *mag*.)
- Say, “The syllable *mag* is in the word *magazine* and also in *magnet*.”

- ≈ Write *mag* on the board. Under it write the two examples *magnet* and *magazine*:

mag
magnet
magazine

- Say, “Next we are going to work on blending. These words and syllables have a short e.”

- ≈ Write *beg*, *sled*, and *ness* on the board in a list.

- Say, “These words may be easy to read, but you can use the same skill when you come upon longer words. When you need to read a word that you don’t know, you say each of the sounds and then blend them together. I will do the first few for you; just listen as I say each sound.”

- ▲ Point to *beg* on the board.

- Say, “Here is the first one: /b/ /e/ /g/, *beg*. Everyone repeat that please.” (/b/ /e/ /g/, *beg*.)

- ▲ Point to *sled*.

- Say, “The next word is: /s/ /l/ /e/ /d/, *sled*. Will everyone repeat that please?” (/s/ /l/ /e/ /d/, *sled*.)

- Say, “Please turn to **Activity A** in your Activity Book. Look at the first word.”

- Say, “The first word is *best*. Point to the letters as you hear me say the sounds: /b/ /e/ /s/ /t/, *best*. Notice that there are 2 consonants together, *s* and *t*. You hear each of the sounds. We call this a consonant blend. You blend the sounds of the consonants together to say the word.”

- Say, “Look at the next example in column one: /b/ /a/ /th/, *bath*. Notice that *t-h* makes one sound, /th/. You do not hear the sound of a *t* -- /t/ or *h* -- /h/; *th* together makes a new sound—/th/. When two consonants together make one sound, we call that a *digraph*. *Di* means 2; *graph* means something written. So *digraph* means 2 letters.”

- Say, “The next one is: /p/ /a/ /ck/, *pack*. The same is true with the letters *c-k*, they make one sound, /k/. *C-k* is also a digraph like *t-h*.”

- Say, “I would like you to do the rest of these aloud. Who would like to try the first one in column 2?” (/b/ /a/ /d/, *bad*)

- Continue with columns 2-5, as in the examples above. When you get to column 4, say, “The next 2 columns are syllables. After you blend them, see if you can tell me a word that has that syllable.” (Possible answers are listed below.)

Activity Book, Lesson 2, Activity A

Read the Words and Syllables

1	2	3	4	5
best	bad	nap	hap (happy)	slen (slender)
bath	rent	mess	sen (sensitive)	dras (drastic)
pack	fled	grasp	cred (credit)	san (sandal)

The CVC Pattern

Estimated Time: 10 min.

- Say, “Now we are going to learn about one syllable pattern, or type of syllable, that has a short vowel—the CVC pattern. All of the words and syllables in these activities fit the CVC pattern.”

≈ Write *bet* on the board, writing “C” or “V” under each letter.

- Say, “The letter *b* is a consonant, so I’m going to write “C” for consonant under the *b*, *e* is a vowel so I am going to write a “V” for vowel under it, and *t* is a consonant, so I am going to write “C” under it.”

[NOTE: The word should appear like this on the board:]

bet
CVC

- Say, “A CVC syllable has one vowel and ends in a consonant. It doesn’t matter how many consonants come before or after the single vowel.”

≈ Write *bat*, *brat*, *pest*, *clasp*, and *bled* on the board.

? Ask, “Which of these words follow the CVC pattern?” (All of them.)

- Say, “Let’s look at these more closely. Notice the CVC pattern in each word. Each word has one vowel and ends in a consonant.”

▲ Point to *bat* and write the corresponding letters CVC under the word.

bat
CVC

- Say, “*B* is a consonant, *a* is a vowel, and *t* is a consonant. Does everyone see the pattern—one vowel and ends in a consonant?”

- ▲ Point to *brat* and write the corresponding letters CVC under the word.

brat
CVC

- Say, “Notice the pattern in this word. Does it fit our rule for a CVC word?” (yes)

- ▲ Point to *pest* and write the corresponding letters CVC under the word.

pest
CVC

- ? Ask, “What do you notice in the word *pest*?” (There are two consonants after the vowel.)

- Say, “That’s right, but it doesn’t matter how many consonants come before or after the vowel. To fit the pattern, the syllable has to have **one** vowel and end in a consonant. So *pest* fits the pattern.”

[NOTE: Do the other examples in the same way.]

- Say, “Let’s try a few other examples before we go on to the next activity.”

≈ Write *ad*, *cake* and *try* on the board.

- ▲ Point to *ad*.

- ? Ask, “Does this word fit the pattern for a CVC word? (Yes) Why?” (Because it has one vowel and ends in a consonant.)

- ▲ Point to *cake*.

- ? Ask, “What about the word *cake*?” (This word does not fit the pattern because it has two vowels and it doesn’t end with a consonant.)

- ▲ Point to *try*.

- ? Ask, “Is there a vowel in this word?” (Yes, the letter *y* is acting as a vowel.)

- Say, “That’s right. Does this word fit the CVC pattern?” (No, it doesn’t because it doesn’t end with a consonant; it ends with a vowel.)

- Say, “Now it is your turn to decide if a syllable follows the CVC pattern or not. Look at **Activity B** in your books. These are all syllables you might find in a longer word. Decide if the syllable fits the CVC pattern and place a check in the appropriate column. Read the syllable to yourself.” (Teachers’ Guide shows the correct answers. Student Activity Books do not have checks.)

Activity Book, Lesson 2, Activity B**Sort the Syllables**

Syllable	CVC	Not CVC
dis	√	
ket	√	
chim	√	
ic	√	
mod	√	
bab	√	
creat		√
trans	√	
peek		√
lo		√

Display the transparency/PowerPoint. Choose a few words and ask students to explain why the syllables are or are not CVC syllables. Ask students to pronounce the CVC syllables (but not the non-CVC syllables).

▲ Point to the Six Syllable Patterns Chart.

- Say, “This chart shows 6 syllable types that we will learn about. Today we learned about the first one—the CVC syllable. You have a copy of this chart at the back of your Activity Book to use as a reference.”
- **Additional Words for Re-teaching:** nap, snap, west, blast, blab, ab, rake, try.

Syllabification*Estimated Time: 10 min.*

- Say, “Next we are going to look at some of the syllables from **Activity B** and see how they fit together with other syllables to create longer words.”
- ≈ Write *mod* on the board.
- Say, “The syllable *mod* is found in many other words.”
- ≈ Write *modern*, *modify*, and *module* under the syllable *mod*. Underline the syllable *mod* in each word. Mark the syllable divisions with slashes like this:
mod / ern
mod / i / fy
mod / ule

[NOTE: The targeted syllable, *mod*, is a CVC syllable. Students should be able to read this syllable. If they are unable to read the other syllables that are not

CVC, do not worry about it. Explain that they will learn how to pronounce those syllables later. Do not bring attention to these syllables unless the students ask about them.]

- Say, “Let’s look at another example.”
- ≈ Write *trans* on the board.
- Say, “Can anyone think of a word which contains the syllable *trans*?” (examples: *transfer*, *transit*, *transport*)
- ≈ Write any examples students provide on the board. If they do not offer suggestions, write the words *transfer*, *transit*, and *transport*. Underline the syllables.
 - trans / *fer*
 - trans / *it*
 - trans / *port*
- Say, “Next let’s look at the syllable *dis*.”
- ≈ Write *discredit* on the board.
- Say, “This word contains three syllables. Who can tell us what they are?” (*dis* / *cred* / *it*)
- ≈ Write the word in separate syllables on the board - *dis* / *cred* / *it*
- Say, “Great. You can see how much easier it is to read longer words when you divide them into syllables.”

Spelling Rule

Estimated Time: 5 min.

- ≈ Write *mess*, *cuss*, *fluff*, *dreff*, *bell*, *ball*, and *sell* on the board.
- Say, “Now I’m going to give you a spelling tip for CVC words. Look at the words *mess*, *cuss*, *fluff*, *dreff*, *bell*, *ball*, and *sell*.”
- ? Ask, “Can someone tell me what they have in common?” (The final consonant is doubled.)
- ▲ Point to the first spelling rule on the Spelling Rules Chart.

- Say, “This is an easy spelling rule to learn. In one syllable CVC words that end in either *s*, *f*, or *l*, the final consonant is doubled. Of course there are exceptions such as *is*, *gas*, *pal*, etc. but generally the rule holds.” [NOTE: Write *gas*, *is* and *pal* on the board as you say them.]
- **Additional Words for Re-teaching:** less, press, bell, well, puff, stuff.

Progress Check

Estimated Time: 5 min.

- Say, “Please turn to **Activity C** for Lesson 2. I am going to dictate some real words for you to write.”

Activity Book, Lesson 2, Activity C

Spelling Words

- | | |
|----------|---|
| 1. hag | Cathy dressed up as a <i>hag</i> for Halloween. |
| 2. stem | Try not to break the flower’s long <i>stem</i> . |
| 3. blast | The <i>blast</i> shattered the window. |
| 4. sap | The tree produces a lot of <i>sap</i> . |
| 5. shed | We have many tools out in the <i>shed</i> . |
| 6. rash | The baby’s <i>rash</i> concerned his mother. |
| 7. flag | The <i>flag</i> is displayed on special holidays. |
| 8. dress | The bride wore a beautiful <i>dress</i> . |
| 9. yet | Our guests have not arrived <i>yet</i> . |
| 10. path | The middle <i>path</i> will lead you there. |

Smooth Reading

Estimated Time: 10 min.

Teacher Models the Syllable Strategy

- Say, “The last thing we will do in each lesson is to practice applying what we have learned while reading. If you come across a long word that you don’t know, a good strategy is to divide it into syllables. In this passage, some words are in bold italics. We will use those to practice reading words syllable-by-syllable. I will model this for you, and then you can try it on your own.”
- 📄 Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 2, Activity D*Smooth Reading*

When I wore my red **velvet** pants, I felt like a **princess**. Two weeks after I got them, the **zipper** broke and I had to use a **magnet** to keep them up. I **admit**, it was not a **fantastic** solution, but it was better than using a **plastic ribbon**.

Word List

velvet	vel / vet
princess	prin / cess
zipper	zip / per
magnet	mag / net
admit	ad / mit
fantastic	fan / tas / tic
plastic	plas / tic
ribbon	rib / bon

- ▲ Point to the first sentence on the transparency/PowerPoint.
- Say, “*When I wore my red...*Here is a word you might not know. First, break the word into two syllables.
- ▲ Draw a slash between the syllables—vel / vet.
- Say, “In the next lesson, we will learn how to divide words into syllables. Both of these syllables are CVC syllables with short vowels. The first syllable is /v/ /e/ /l/, *vel* and the second one is /v/ /e/ /t/, *vet*. If I put them together I get *vel - vet, velvet*.”
- Read the phrase again—“*When I wore my red velvet pants.*” Then point to the words in the next phrase.
- Say, “*I felt like a -----*. Here is another word we can apply our strategy to. First I’ll break it into syllables.”
- ▲ Draw a slash between the syllables—prin / cess.
- Say, “Both of these syllables are CVC syllables with short vowels. The first one is /p/ /r/ /i/ /n/, *prin* and the second one is /s/ /e/ /s/, *cess, princess*.”
- Say, “*When I wore my red velvet pants, I felt like a princess*. That makes sense because a princess might wear red velvet pants.”

Students Apply the Strategy to the Passage

- Say, “Please turn to **Activity D**, in your books. Now I would like you to read the passage silently to yourself. Divide each word in bold italics into syllables to help you read them. If you need help dividing the words, there is a word list below the passage that shows you how to divide them. Say each syllable separately to yourself and then put them together. Be sure the sentences make sense.”
- Pause while the students read the passage to themselves.

Students Read Words and Discuss

[NOTE: When they are mostly done, ask individual students to read a sentence.]

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

Here are some directions you can give until students are used to the procedure:

- Say, “Now you are going to practice reading the passage. One good way to develop more fluent reading skill is to practice reading the same passage several times. Each time you will read it more smoothly.”
- Say, “Get with your partner. One of you read it to the other. If the reader gets stuck or makes a mistake, the partner can help with the words. When the first person is finished, you can change roles and let the other person read. If you have time, keep on reading it a second time.”

Activity Book, Lesson 2
Document of the Day

Ted's Batting Cages

Grab a bat and a helmet.
New customers get two free visits.

Activity Book, Lesson 2, Activity B
Sort the Syllables

Syllable	CVC	Not CVC
dis	✓	
ket	✓	
chim	✓	
ic	✓	
mod	✓	
bab	✓	
creat		✓
trans	✓	
peek		✓
lo		✓

Activity Book, Lesson 2, Activity D
Smooth Reading

When I wore my red **velvet** pants, I felt like a **princess**. Two weeks after I got them, the **zipper** broke and I had to use a **magnet** to keep them up. I **admit**, it was not a **fantastic** solution, but it was better than using a **plastic ribbon**.

Lesson 3

Short i, o, and u in CVC syllables

Lesson Overview	<p>This lesson focuses on CVC words that contain the short vowel sounds /i/, /o/ and /u/. The lesson also reviews the short sounds /a/ and /e/ and provides practice in syllabification of compound words. The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review of pattern-short sounds of /a/ and /e/ - Document of the Day - New Pattern - short sounds of /i/, /o/ and /u/ - Syllabification: Compound words - Spelling rule: -ck, -dge, tch, - Progress Check - Smooth Reading <p>Approximate Time: 50 Minutes</p>
Objective	<p>To learn the short sounds of <i>i</i>, <i>o</i>, and <i>u</i></p> <p>To learn about compound words</p> <p>To review the short sounds of <i>a</i> and <i>e</i></p> <p>To learn the spelling on the sounds <i>k</i>, <i>j</i>, and <i>ch</i> at the end of CVC syllables</p>
Materials	<p>Six Syllable Patterns Chart</p> <p>Strategy for Reading Multisyllabic Words Chart</p> <p>Spelling Rules Chart</p> <p>Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Document of the Day - Document of the day with underlined vowels - Key Words - Activity Book, Lesson 3, Activity A: Combine the Words - Activity Book, Lesson 3, Activity C: Smooth Reading
Preparation	<p>Display the Six Syllable Patterns of the English Language Chart. The CVC syllable has an asterisk.</p> <p>Display the Strategy for Reading Multisyllabic Words Chart. Mark the steps taught in this lesson with an asterisk:</p> <p style="padding-left: 40px;">Check the Context.</p> <ul style="list-style-type: none"> - Read the rest of the sentence and see if you can figure out the word from context. <p style="padding-left: 40px;">Look for Chunks.</p> <ul style="list-style-type: none"> - Is it a compound word? rain / bow <p>Display the Spelling rules Chart. Put an asterisk next to the second rule for the spelling of the sounds <i>k</i>, <i>j</i>, and <i>ch</i> at the end of CVC syllables.</p>

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 3. We will learn to read and spell the short vowel sounds of *i*, *o*, and *u*.”
- Say, “We will also review the short vowel sounds of *a* and *e*. We are studying CVC syllables. The CVC syllable has one vowel and ends in a consonant. In these syllables, the vowel is almost always short.”
- Say, “We will also learn about compound words.”

Review*Estimated Time: 5 min.*

- Say, “Last session we worked on short vowel sounds and we used key words to help us remember them and to compare the difference in their sounds.”
- ? Ask, “Can someone tell me the key word for the sound /a/?” (***bad***)
- ? Ask, “Who can segment the sounds in *bad*?” (***/b/ /a/ /d/***)
- ? Ask, “Can someone tell me the sound of short *a*?” (***/a/***)
- ? Ask, “What is the key word for the sound /e/?” (***bed***)
- ? Ask, “Can someone segment the sounds in *bed*?” (***/b/ /e/ /d/***)
- ? Ask, “What is the sound of short *e*?” (***/e/***)
- Say, “We also learned about segmenting and blending the sounds in words. When you spell an unfamiliar word, you segment the sounds. What sounds do you hear in the word *met*? Say the word, then the sounds.” (***met, /m/ /e/ /t/***)
- ? Ask, “What sounds do you hear in the word *brat*?” (***brat, /b/ /r/ /a/ /t/***)
- Say, “When you read an unfamiliar word, you can blend, or sound out, the word.
- ≈ Write *scat* on the board.
- Say, “I’ll blend this one: */s/ /c/ /a/ /t/*, *scat*. The first 2 letters, *s-c*, are a consonant blend; you hear both the *s* and the *c* blended together.”
- ≈ Write the following words or syllables on the board and call on students to blend them: *trap*, *check* (you could point out the consonant digraph—*ch*), *trem* (as in *tremble*).

Document of the Day*Estimated Time: 5 min.*

- ☞ Display the Document of the Day transparency/PowerPoint.

Bedrock wins big in the last inning.
Pitcher Rod Smith throws a ninety-six mile per hour fastball.

- ? Ask, “Can someone read the Document of the Day?”
- Say, “Underline all of the short vowels in the Document of the Day.”
- When students are finished, display the transparency/PowerPoint with the answers. Answer students’ questions.

➤ Bedrock wins big in the last inning.
➤ Pitcher Rod Smith throws a ninety-six mile per hour fastball.

- ? Ask, “How many syllables are in *Bedrock*? (2) What kind of syllable is *bed*?” (CVC)
- ? Ask, “What kind of syllable is *rock*?” (CVC)
- Say, “Great. So we have two CVC syllables. What kind of a vowel sound do they have?” (short)
- Say, “Bedrock is made up of 2 smaller words. Words like this are called compound words. Can anyone find another one?” (*fastball*)
- Say, “Some multisyllabic words are compound words; they are made up of 2 words that you already know. When you try to read longer words, one thing you can do is look for smaller words in the longer word.”

New Pattern*Estimated Time: 15 min.*

- ≈ Write the letters *b* and *d* on the board like this:
b _ d
- Say, “Today you will learn the sounds of the remaining common short vowels. We’ve already worked on *a* and *e*.”
- ? Ask, “What are the remaining vowels?” (*i, o, u*)

≈ Write the letter *i* in the blank to make *bid*.

➤ Explain, “*Bid* is the key word for short *i*.”

➤ Say, “Repeat after me: *bid*, /i/.”

? Ask, “Can anyone tell me the three sounds that make up the word *bid*?” (/b/ /i/ /d/)

? Ask, “Can you think of more words that have the short *i* sound?” (Many answers possible.)

➤ Say, “Now I am going to say some words with the short *i* sound. I would like you to segment the words into their sounds. Say the word, then the sounds you hear in it, like we did in the last lesson:”

fit (*fit*, /f/ /i/ /t/)
trip (*trip*, /t/ /r/ /i/ /p/),
crimp (*crimp*, /k/ /r/ /i/ /m/ /p/).

? Ask, “How would you spell *crimp*? Everyone write it on a piece of scrap paper.”

≈ Write *crimp* on the board and have students check their spelling.

➤ Say, “When you spell an unfamiliar word, segment the sounds to help you.”

≈ Erase the *i* from *bid* on the board and insert an *o* to make *bod*.

➤ Explain, “This word is slang, like *ain’t* or *airhead*. For example, ‘Marilyn Monroe had a great *bod*.’”

➤ Explain, “*Bod* is the key word for short *o*.”

➤ Say, “Repeat after me: *bod*, /o/.”

? Ask, “Who can tell me the sounds in *bod*?” (/b/ /o/ /d/)

? Ask, “Can you think of other short /o/ words?” (many answers possible)

➤ Say, “I am going to say two words for you to segment into sounds:

mop (*mop*, /m/ /o/ /p/)
frog (*frog*, /f/ /r/ /o/ /g/).”

? Ask, “How would you spell *frog*? Everyone write it on a piece of scrap paper.”

≈ Write *frog* on the board and have students check their spelling.

≈ Erase the *o* from *bod* on the board and insert a *u* to make *bud*.

➤ Explain, “*Bud* is the key word for short *u*.”

➤ Say, “Repeat after me: *bud*, /u/.”

? Ask, “Who can tell me the sounds in *bud*?” (/b/ /u/ /d/)

? Ask, “Can you think of other words with short *u*?” (many answers possible)

➤ Say, “Now I am going to read two words I would like you to segment:

run (run, /r/ /u/ /n/)
slush (slush, /s/ /l/ /u/ /sh/).”

➤ Ask, “How would you spell *slush*? Everyone write it on a piece of scrap paper.”

≈ Write *slush* on the board and have students check their spelling.

☞ Display the key word transparency/PowerPoint with *bad*, *bed*, *bid*, *bod*, *bud* on it and point to one of the key words.

? Ask, “Who can read this word, followed by its short vowel sound?” (e.g., *bod*, /o/)

[NOTE: Keep a rapid pace during this exercise. If you think the students need practice in hearing and producing individual sounds, ask them to segment the key words into their individual sounds.]

➤ **Additional Words for Re-teaching:** fig, fog, mud, grip, blog, mug, plush

Syllabification

Estimated Time: 5 min.

➤ Say, “Remember in the Document of the Day, we had the compound words, *Bedrock* and *fastball*. Some multisyllabic words are compound words; they are made up of 2 words that you already know. When you try to read longer words, one thing you can do is look for smaller words in the longer word.”

➤ Say, “Now look at the words in Activity A.”

- Say, “All of the following words can be combined to form a new word. Each syllable is a real word. When combining them and making them into compound words, each syllable is spelled just as it would be on its own. Usually the meanings of the original words are retained as well.”
- Say, “Write the compound word for each pair of words.”

Activity Book, Lesson 3, Activity A

Combine the Words

1. red + head	redhead	6. in + put	input
2. bat + man	batman	7. meat + ball	meatball
3. air + port	airport	8. sun + shine	sunshine
4. run + way	runway	9. tea + pot	teapot
5. cat + fish	catfish		

- ☞ Display the transparency/PowerPoint and have students check their work. Discuss any questions.

Spelling Rule

Estimated Time: 10 min.

- ≈ Write *stitch*, *botch*, and *catch* on the board.
- ? Ask, “What can you tell me about the vowel sound in each of these words?” (They all have a short vowel.)
- ? Ask, “What do you notice about the endings?” (They all end in *t-c-h*.)
- Say, “The ending *t-c-h* is the only three letter consonant combination in English. Even though there are three letters, there are not three sounds. Say the word *catch*. How many sounds are in *catch*?” (3)
- ? Ask, “Who can segment the sounds?” (/k/ /a/ /ch/)
- ? Ask, “How many sounds does *t-c-h* represent?” (1)
- Say, “Let me tell you when to use *t-c-h*. When you have a CVC word with a short vowel that ends in the sound /ch/, you spell the /ch/ with *t-c-h*.”
- Say, “Spell these 2 words on a piece of scratch paper: *Match*, Do you have a *match*? *Ditch*, He drove the car into a *ditch*.”
- ? Ask, “Did you use *t-c-h* at the end of the words? Why do *match* and *ditch* end in *t-c-h*?” (They are CVC words with a short vowel, so the /ch/ is spelled with *t-c-h*.)

- Say, “OK. Let’s look at another pattern.”
 - ≈ Write *back*, *Rick*, and *sock* on the board.
 - ? Ask, “Who can segment the sounds that are in *back*?” (/b/ /a/ /k/)
 - ? Ask, “How many sounds are there?” (3)
 - Say, “Good. So the ending *c-k* has two letters but represents one sound. Now, I am going to tell you something and ask you a challenging question. *Back* ends with *-ck* and *batch* ends with *t-c-h*. They follow the same rule or pattern. Can anyone explain what the pattern is?” (CVC words with a short vowel ending in /k/ are spelled with *c-k*. CVC words with a short vowel ending in /ch/ are spelled *t-c-h*.)
 - Say, “We are going to look at one more pattern that works the same way.”
 - ≈ Write *badge*, *ridge*, and *lodge* on the board.
 - ? Ask a student to read a word.
 - ? Ask students to segment the words.
 - Say, “Note that these words end in the sound /j/, but they are spelled with the letters *d-g-e*. When you have a CVC word with a short vowel ending in the sound /j/, it is usually spelled with the letters *d-g-e*.”
 - Explain, “These three consonant combinations, *c-k*, *d-g* and *t-c-h*, represent one sound. The combination *c-k* makes the sound of /k/; *d-g* makes the sound of /j/; and *t-c-h* sounds like /ch/. Even though there are multiple letters they represent only one phoneme. Since they are only one sound they cannot be separated.”
 - ▲ Point to the Second rule on the Spelling Rules Chart.
 - Say, “A simple spelling rule is: At the end of a CVC word, use *c-k*, *d-g-e* and *t-c-h*.”
- [NOTE: In a later lesson, students will learn why the *e* is present in *dge*. If they ask, tell them it is there to keep the sound of *g* soft (like /j/). Explain that they will study this pattern later.]
- **Additional words for Re-teaching:** watch, pitch, rack, pick, mock, dodge, judge, edge.

Progress Check*Estimated Time: 5 min.*

- Say, “Now turn to **Activity B** for Lesson 3. I am going to dictate some words for you to write. Listen for the short vowel sounds and for consonant blends and digraphs.”

Activity Book, Lesson 3, Activity B**Spelling Words**

- | | |
|-----------|--|
| 1. crush | Can you <i>crush</i> a can in your bare hand? |
| 2. slim | The man stayed <i>slim</i> all his life. |
| 3. cost | It will <i>cost</i> \$7.00 to go to the movies. |
| 4. switch | Please turn on the light <i>switch</i> . |
| 5. judge | Tell it to the <i>judge</i> . |
| 6. track | The train ran off the <i>track</i> . |
| 7. grill | My brother likes to <i>grill</i> steaks over charcoal. |
| 8. fast | The car was driving too <i>fast</i> . |
| 9. mend | My grandmother likes to <i>mend</i> socks. |
| 10. crash | I heard a loud <i>crash</i> outside. |

Smooth Reading*Estimated Time: 10 min.***Teacher Models the Syllable Strategy**

- Explain, “Next we are going to practice reading. If you come across a long word that you don’t know, a good strategy is to divide it into syllables. We are going to be learning a strategy for dividing long, multisyllabic words. The whole strategy is on a Chart and in the back of your Activity Book. We will learn about it one step at a time. Today we learned about compound words. What is a compound word?” **(A word made up of two smaller words.)**
- ☞ Display the transparency/PowerPoint with the Smooth Reading passage.

Activity Book, Lesson 3, Activity C**Smooth Reading**

Ned dropped some *popcorn* in his chair. He did not want to *budge*, so he left it there. Since the chair was *black*, it left a mark on the edge of the seat. When Ned saw the mark, he got mad at *himself*. He had to *scratch* his head to think about how to fix this. He opted to clean the dirty *patch* with a napkin.

- Say, “Now I’ll show you how I would use the strategy.”

- Say, “*Ned dropped some...*Here is a word I don’t know. The first step in the strategy is ‘Check the Context’. That means to read the rest of the sentence and see if you can figure out the word from context. [Read from the Chart.] *Ned dropped some blank in his chair.* Well, context let’s me know that it is something small that he might drop in his chair.”
- Say, “What is the next step in the strategy? It says to ‘Look for Chunks’. And the first step under that is to ask if it is a compound word. Let’s see. Do I see any small words in the word? Yes, I see *pop* and *corn*. So the word is *popcorn*.”
- Say, “But I’m not done yet. After I figure out a word, I have to ‘Check the Context’ again to see if it makes sense. [Point to last step on Chart.] *Ned dropped some popcorn in his chair.* Does that make sense? Yes, I can easily imagine dropping popcorn in my chair when I eat it.”

Students Apply the Strategy to the Passage

- Say, “Please turn to **Activity C** in your books. I would like you to read the passage silently to yourself. There are compound words and words that end in *ck*, *tch*, and *dge* in bold italics. Use what you learned today to figure out the words. Be sure the sentences make sense. Raise your hand if you need help.”
- Pause while the students read the passage to themselves. Circulate to see if anyone needs help.

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence. Ask them to explain the 2 words in the compound word, and make sure they decoded the *ck*, *tch*, *dge* words correctly.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

Here are some directions you can give until students are used to the procedure:

- Say, “Now you are going to practice reading the passage. One good way to develop more fluent reading skill is to practice reading the same passage several times. Each time you will read it more smoothly.”
- Say, “Get with your partner. One of you read it to the other. If the reader gets stuck or makes a mistake, the partner can help with the words. When the first person is finished, you can change roles and let the other person read. If you have time, keep on reading it a second time.”

Activity Book, Lesson 3
Document of the Day

Bedrock wins big in the last inning.
Pitcher Rod Smith throws a ninety-six mile per
hour fastball.

Activity Book, Lesson 3

Document of the day with Vowels Underlined

Bedrock wins big in the last inning.

Pitcher Rod Smith throws a ninety-six mile per
hour fastball.

Lesson 3
Key Words

bad

bed

bid

bod

bud

Activity Book, Lesson 3, Activity A
Combine the Words

1. red + head **redhead**
2. bat + man **batman**
3. air + port **airport**
4. run + way **runway**
5. cat + fish **catfish**
6. in + put **input**
7. meat + ball **meatball**
8. sun + shine **sunshine**
9. tea + pot **teapot**

Activity Book, Lesson 3, Activity C
Smooth Reading

Ned dropped some **popcorn** in his chair. He did not want to **budge**, so he left it there.

Since the chair was **black**, it left a mark on the edge of the seat. When Ned saw the mark, he got mad at **himself**. He had to **scratch** his head to think about how to fix this. He opted to clean the dirty **patch** with a napkin.

Lesson 4

Syllable Division With CVC Syllables

Lesson Overview	<p>This lesson focuses on CVC words that contain short vowel sounds. In addition, it provides instruction on division of words with CVC syllables.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Document of the Day - Review of short vowels - Progress Check - Smooth Reading <p>Approximate Time: 40 Minutes</p>
Objective	<p>To review and practice the short vowel sounds in CVC syllables. To learn how to divide multisyllabic words with CVC syllables.</p>
Materials	<p>Strategy for Multisyllabic Words Chart.</p> <p>Three Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Document of the Day - Activity Book, Lesson 4, Activity A: Syllabification - Activity Book, Lesson 4, Activity C: Smooth Reading
Preparation	<p>Add an asterisk to the following new section and lines of the strategy for multisyllabic words:</p> <p>Divide the Word and Say Each Syllable.</p> <ul style="list-style-type: none"> - Underline each vowel or vowel pair. Don't mark silent <i>e</i> (as in make). - If a vowel is followed by 2 or more consonants, divide between the consonants, keeping blends and digraphs together. Sep / tem / ber, con / struct, tur / tle

Introduction*Estimated Time: 1 Min.*

- Say, “Today we are working on Lesson 4. First, we will review the CVC pattern and short vowels. Then we will learn how to divide words with CVC syllables. A good strategy for reading longer, multisyllabic words is to divide them into syllables.”

Review*Estimated Time: 5 min.*

- Say, “What is a CVC syllable?” (A syllable with one vowel that ends with a consonant.)
- Say, “That’s right, a CVC syllable has only 1 vowel and ends with a consonant.”
- ≈ Write *chip*, *tramp*, *need*, *egg*, *lake*, *scrap*, and so on the board.
- ? Ask, “Which of these words are CVC syllables? Why?” (*chip*, *tramp*, *egg*, and *scrap*; they have 1 vowel and end in a consonant.)
- ? Ask, “Why are the other words not CVC syllables?” (*need* has more than 1 vowel; *lake* doesn’t end in a consonant and has 2 vowels; *so* doesn’t end in a consonant.)
- ? Ask, “Which of these words has a consonant digraph? (*chip*, *ch*) Which of these words has a consonant blend?” (*tramp*, *tr* and *mp*; *scrap*, *scr*)

Document of the Day*Estimated Time: 15 min.***New York Money Masters**

Would you like to learn about investment from the experts? Come to Manhattan and meet our fantastic staff who can help you find a place for your money.

- 📄 Display the Document of the Day Transparency/PowerPoint.
- ? Ask, “Would someone like to read the Document of the Day?” [NOTE: If the document is too difficult, you can skip this.]
- Say, “The Document of the Day is an advertisement from a group of stock brokers, who would like to manage your money for you. It has some long, multisyllabic words that might be difficult to read, especially if you have never seen them before. But if we can divide them into syllables, they are easy to

read because they are made up of CVC syllables. Today, we are going to learn how to divide words like this into syllables.”

- Explain, “A syllable is a part of a word that has a vowel sound in it. You can think of syllables as the beats in a word, like music has beats. So, in the word *baby*, there are two syllables—*ba* and *by*. The word *investment* has 3 syllables—*in vest ment*.” [NOTE: If students have difficulty with the concept of a syllable, practice saying some words by syllable.]
- Say, “To learn how to divide words into syllables, we are going to start with a 2-syllable word. Then we’ll try it with a couple of those 3-syllable words in the Document of the Day.”

≈ Write *absent* on the board.

- Say, “I am going to put a line under each vowel in this word. Except in very rare cases, every syllable will have a vowel. If we find the vowel first, it makes the word easier to divide into syllables. So, I am putting a line under the *a* and under the *e*.”
- Say, “Now look at the consonants between the *a* and the *e*. How many consonants are there?” (2)
- Say, “Right. There is a *b* and an *s*. When we have two consonants coming together in the middle of the word, we usually divide between the two consonants. So, I am going to write the word as two separate syllables.”

≈ Write *ab sent* on the board.

- Say, “We have two syllables: *ab* and *sent*. In the word *absent*, both syllables are CVC syllables. Each syllable has one vowel and ends with a consonant. The vowels are short vowels. *Ab sent, absent*.”
- Say, “Now let’s try a longer one from the Document of the Day.”

≈ Write *Manhattan* on the board.

- ? Ask, “Who can find the 3 vowels in this word?” (*a, a, a*)

≈ Underline the 3 vowels.

- ? Ask, “Where should I divide this word?” (Between the *n* and *h*, and between *t* and *t*.)

≈ Write *Man / hat / tan* on the board.

- Say, “Right. All of these syllables are CVC syllables. Each syllable has one vowel and ends with a consonant. The vowels are short vowels. *Man / hat / tan, Manhattan*. What does Manhattan mean?” (It is a part of NY city.)
- Say, “Now try dividing the words in **Activity A** into syllables. The first one is done for you. First, put a line under each vowel. Then look at the consonants between the vowels. Write the word as two separate syllables. After you have divided the words, reread them to yourselves. Remember, you will divide between the two consonants.”

Activity Book, Lesson 4, Activity A

Syllabification

Example: absent	<u>a</u> b / <u>s</u> ent
1. dentist	<u>d</u> en / <u>t</u> ist
2. splendid	<u>s</u> pl <u>e</u> n / <u>d</u> id
3. contact	<u>c</u> on / <u>t</u> act
4. trumpet	<u>t</u> rum / <u>p</u> et
5. frantic	<u>f</u> ra <u>n</u> / <u>t</u> ic
6. insist	<u>i</u> n / <u>s</u> ist
7. sluggish	<u>s</u> lug / <u>g</u> ish
8. inspect	<u>i</u> n / <u>s</u> pect

- 📄 Display the transparency/PowerPoint and have students check their work. Answer any questions they may have.
- Say, “Look at the last word in **Activity A**. How many consonants are between the vowels?” (3)
- Say, “Right. When there are more than 2 consonants between the vowels, you keep the consonant blend or digraph together. What is the consonant blend in #9? (*sp*) What are the 2 syllables in #9, and what is the word?” (*in/spect, inspect*)
- Say, “Right. *Inspect* means to look at something carefully.”
- **Additional Words for Re-teaching:** addend, abduct, Addison, fantastic

Progress Check

Estimated Time: 5 Min.

- Say, “Now turn to **Activity B** for Lesson 4. There is a list of multisyllabic words. Write each word in separate syllables with a slash between the syllables. There is an example done for you. Divide the words using the rule we learned today and the idea about compound words from the last lesson.”

Activity Book, Lesson 4, Activity B

Word division

Example: address	ad / dress
1. blanket	blan / ket
2. flannel	flan / nel
3. splendid	splen / did
4. pilgrim	pil / grim
5. subtract	sub / tract
6. contest	con / test
7. pancake	pan / cake
8. moonlight	moon / light
9. washtub	wash / tub
10. sailboat	sail / boat

Smooth Reading*Estimated Time: 15 Min.***Teacher Models the Syllable Strategy**

- Say, “Next we are going to practice reading. If you come across a long word that you don’t know, a good strategy is to divide it into syllables.”
- ▲ Point to the Chart as you read and explain the strategy.
- Explain, “This Chart has a strategy for reading longer words by dividing them into syllables. The rules we have learned today are highlighted. The first step is to ‘**Check the Context**’. It says to ‘**Read the rest of the sentence and see if you can figure out what word would make sense from the context.**’ Often you can figure out the word this way. If that doesn’t work, then you use the rule we learned today to divide the word into syllables: ‘**Divide the Word.**’ This rule tells us to ‘**Underline each vowel. If there are 2 or more consonants between the vowels, divide between them, keeping blends and digraphs together.**’ After you figure out the word, you always ‘**Check the Context**’ again by ‘**Re-reading the sentence to make sure it makes sense.**’ I’ll show you how I would do this.” [NOTE: Point to the Chart and read from it for the bolded parts above. This will help the students learn the steps.]

📄 Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 4, Activity C**Smooth Reading**

Last week I went to see my *dentist* about some pain. The *problem* started when I was in a *contest* to see who could eat the most pies. All of a *sudden*, I bit into something hard. It was part of a *plastic* fork. The dentist did a full *assessment* and said I had cracked a tooth.

- ▲ Point to the first sentence in the passage.
- Explain, “*Last week I went to see my...Here is a word I don’t know. First, I’ll ‘Check the Context.’ Last week I went to see my **blank about some pain.** Well, it must be someone who could help me with pain, like a doctor. Next, I’ll divide the word into syllables. I’ll put a slash between them instead of writing them again.*”
- ≈ Underline the vowels in *dentist*. Put a slash between *den* and *tist*.
- Say, “I’ll underline the vowels. There are 2 consonants between the vowels, so I’ll divide between them.”
- Say, “The first syllable is /d/ /e/ /n/, *den*. The next one is /t/ /i/ /s/ /t/, *tist*. When I put them together I get *den-tist*, *dentist*. Last, I’ll check to see if that makes sense. ‘*Last week I went to see my dentist about some pain.*’ OK. That makes sense.”

Students Apply the Strategy to the Passage

- Say, “Please look at **Activity C** in your books. Now I would like you to read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Be sure the sentences make sense. Raise your hand if you need help.”
- Pause while the students read the passage to themselves. Circulate to see if anyone needs help.

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

Here are some directions you can give until students are used to the procedure:

- Say, “Now you are going to practice reading the passage. One good way to develop more fluent reading skill is to practice reading the same passage several times. Each time you will read it more smoothly.”
- Say, “Get with your partner. One of you read it to the other. If the reader gets stuck or makes a mistake, the partner can help with the words. When the first person is finished, you can change roles and let the other person read. If you have time, keep on reading it a second time.”

Activity Book, Lesson 4
Document of the Day

New York Money Masters

Would you like to learn about investment from the experts? Come to Manhattan and meet our fantastic staff who can help you find a place for your money.

Activity Book, Lesson 4, Activity A
Syllabification

Example: absent	<u>ab</u> / <u>sent</u>
1. dentist	<u>den</u> / <u>tist</u>
2. splendid	<u>splen</u> / <u>did</u>
3. contact	<u>con</u> / <u>tact</u>
4. trumpet	<u>trum</u> / <u>pet</u>
5. frantic	<u>fran</u> / <u>tic</u>
6. insist	<u>in</u> / <u>sist</u>
7. sluggish	<u>slug</u> / <u>gish</u>
8. inspect	<u>in</u> / <u>spect</u>

Activity Book, Lesson 4, Activity C
Smooth Reading

Last week I went to see my ***dentist*** about some pain. The ***problem*** started when I was in a ***contest*** to see who could eat the most pies. All of a ***sudden***, I bit into something hard. It was part of a ***plastic*** fork. The dentist did a full ***assessment*** and said I had cracked a tooth.

Lesson 5

Prefixes and Suffixes that are CVC Syllables

Lesson Overview	<p>This lesson reviews the CVC pattern and provides instruction on prefixes and suffixes.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review of short vowels in CVC syllables - Document of the Day - New Pattern: Prefixes –un, mis, dis, Suffixes –ing, ed, s, ful, less, ness - Progress Check - Smooth Reading <p>Approximate Time: 50 Minutes</p>
Objective	<p>To review how to divide multisyllabic words made of CVC syllables</p> <p>To recognize some common prefixes and suffixes that follow the CVC pattern: prefixes–<i>un, mis, dis</i>; suffixes–<i>ing, ed, s, ful, less, ness</i></p>
Materials	<p>Strategy for Reading Multisyllabic Words Chart.</p> <p>Four Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 5, Document of the Day - Activity Book, Lesson 5, Activity A: Syllabification - Activity Book, Lesson 5, Activity B: Find Prefixes and Suffixes - Activity Book, Lesson 5, Activity D: Smooth Reading
Preparation	<p>Display the Six Syllable Patterns Chart. Add an asterisk to the following new section:</p> <p style="text-align: center;">Look for Chunks</p> <ul style="list-style-type: none"> - Is there a prefix or suffix? <i>un / help / ful</i>

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on lesson 5. First, we will review the CVC pattern and the rule we learned for dividing words with CVC syllables. Then we will work on reading longer words by adding prefixes and suffixes to build new words with CVC syllables.”

Review*Estimated Time: 15 min.*

- Say, “What is a CVC syllable?” **(A syllable with one vowel followed by at least one consonant.)**
- Say, “That’s right, a CVC syllable has only 1 vowel, and the vowel is followed by at least 1 consonant.”
- Say, “Now we will review the strategy we learned in the last lesson for decoding long words.”
- ≈ Write ‘*The friends wanted to establish a club*’ on the board.
- Say, “Suppose I were reading this sentence and got stuck on that big word. *The friends wanted to ...*What’s the first step in the strategy?” **(Check the context; read the rest of the sentence to see what would make sense.)**
- Say, “OK. *The friends wanted to blank a club.* That doesn’t help me too much; they wanted to do something to a club.”
- ? Ask, “What’s the next highlighted step that we learned in the last lesson?” **(Divide the word into syllables. Underline the vowels. If there are 2 consonants between the vowels, divide between the consonants.)**
- Say, “OK. I’ll underline the vowels.”
- ? Ask, “How many consonants are there between the *e* and the *a*?” **(2)**
- Say, “Good. So we divide between the two consonants, the *s* and the *t*.”
- ≈ Place a slash between the first and second syllables (*es / tabl-ish*).
- ? Ask, “How would we say the first syllable?” **(es) Is that a CVC syllable? (Yes, it has 1 vowel followed by at least 1 consonant.)**
- Say, “OK. Where would the second division occur?” **(Between the *b* and the *l*.)**

- Say, “Great. You remembered that when there are two consonants, we usually divide between them. So now we have the three syllables in the word. Who can read this word?” (***establish***)
- Say, “Good. *Establish* means to create something or set up something. What’s the last step in the strategy?” (‘**Check the Context**’; read to see if it makes sense.)
- Say, “OK. *The friends wanted to establish a club.* That makes sense; they wanted to set up a club, like a men’s or women’s club.”
- Say, “Now turn your attention to **Activity A**.”
- Say, “Now it is your turn to divide some words into syllables by putting a slash between the syllables. Remember: When two vowel letters are separated by two consonants, you will usually divide between the two consonants. Underline the vowels and put a slash between the consonants that divide the syllables.”

Activity Book, Lesson 5, Activity A

Syllabification

1. public	pub / lic	4. Atlantic	At / lan / tic
2. compact	com / pact	5. fantastic	fan / tas / tic
3. Wisconsin	Wis / con / sin	6. consensus	con / sen / sus

- 📄 Display the transparency/PowerPoint and have students check their work.
- ? Ask, “How many syllables are in number 3?” (3)
- ? Ask, “What kind of syllable pattern does *Wis* have? (CVC) *con*? (CVC) *sin*?” (CVC)
- Say, “All three of these syllables end the same way: with a vowel followed by one or more consonants. They are all CVC syllables. So, by dividing the syllables, then recognizing the type of syllable, and reading by syllables, you can read long words. What is this word?” (***Wisconsin***)
- Say, “Number 6 is an uncommon word. Let’s see if you can read it. What are the syllables? (con / sen / sus) Are they all CVC syllables? (Yes) What is the word?” (***consensus***)
- Explain, “*Consensus* means that we all agree with each other about something.”
- Say, “Terrific. If you can read by syllables, you can read almost anything.”

Document of the Day*Estimated Time: 1 min.***Fishing Unlimited**

Was your last fishing trip successful? Did you catch the big one? Or did it get away and leave you discontented and unhappy? Come spend the day with our experts, and you will go home a more skillful fisherman.

New Pattern - Prefixes and Suffixes*Estimated Time: 15 Min.*

- ☰ Display the Document of the Day transparency/PowerPoint.
- Say, “Let’s take a look at the Document of the Day together.”
- ? Ask, “Would someone like to read it to the class?”
- Explain, “Many multisyllabic words in English are formed by adding prefixes or suffixes to a root word. Learning about them is one of the best ways to decode and spell longer words.”
- Explain, “Prefixes and suffixes are word parts that carry meaning. *Pre* itself is a prefix which means before, so a prefix is added to the beginning of a word. They can be a letter or a group of letters. When added to a root word they change the meaning. The prefixes and suffixes used in English mostly come from Latin or Greek. Once you can recognize and become familiar with the meanings of prefixes and suffixes, it is easier to figure out the meaning of longer, more difficult words.”
- ≈ Write *successful* on the board.
- Explain, “This word comes from the first sentence in the Document of the Day: *Was your last fishing trip successful?* It has a common suffix. A suffix comes at the end of a word. What is the suffix? (**ful**) What do you think it means?” (**It means full of.**)
- Say, “Right. So someone who is *successful* is full of success or has a lot of success.”
[NOTE: The letter *l* often affects the sound of the vowel that comes before it. You or your students may notice that the *u* in *ful* is not exactly a short *u*. You are right. The same is even more true for *all* which does not sound like short *a*. You do not need to mention this to the learners. This note is just to make you aware in case the issue comes up.]
- ≈ Add *un* to make the word *unsuccessful*.
- Say, “Now I added the common prefix *un*. What does *un* mean?” (**not**)

- Say, “Right. So what does *unsuccessful* mean?” (Someone who did not have success.)
- Say, “After we have taken off any prefixes and suffixes, we call what is left the *root word*. The root word in *unsuccessful* is *success*.”
- Say, “Now turn your attention to **Activity B**. Many the words in this activity come from the Document of the Day.”
- Explain, “The object of this exercise is for you to learn to recognize some common prefixes and suffixes.”
- Say, “Let’s do the first one together. Look at the first word. This word has the prefix *un*. It has the common ending *-ed*. If we take off the prefix and suffix, what is left is the root word: *limit*. What does *limit* mean?” (A top level or maximum amount that you can’t go beyond; set a *limit*)
- Say, “Right. So *unlimited* means that there is no limit or no maximum. You can catch as many fish as you want.”
- Say, “Now continue through the list and complete the exercise on your own. Look at the word and look for a prefix and/or suffix. Write any prefix in the first column. Then write any suffix in the last column. Whatever is left is the root word; write it in the middle column. Then read the separate syllables and the whole word.”
- Say, “As you are finding the prefixes and suffixes, take a look at how they change the meaning of the word and think about the meaning of the prefix or suffix itself.”

Activity Book, Lesson 5, Activity B
Find the Prefixes and Suffixes

Word	Prefix	Root Word	Suffix
unlimited	un	limit	ed
fishing		fish	ing
unsuccessful	un	success	ful
discontented	dis	content	ed
unhappy	un	happy	
skillful		skill	ful
dishonest	dis	honest	
dislike	dis	like	
unhelpful	un	help	ful
helpless		help	less
endless		end	less
weeks		week	s
misprint	mis	print	
mistrust	mis	trust	
sickness		sick	ness
helpfulness		help	ful, ness

- ☰ Display the transparency/PowerPoint and have students check their answers.
- Say, “These are all very common prefixes and suffixes. You will see these quite frequently. By learning to recognize them you will become more fluent readers and better spellers. All of these prefixes and suffixes are CVC syllables. As we go on, you will learn more prefixes and suffixes.”
- Say, “Let’s look at the meaning of a few prefixes and suffixes from this exercise.”
- ? Ask, “Can someone tell the class the meaning of the prefix *un*?” (**not**)
- ? Ask, “Can someone tell me another prefix from this exercise that means ‘not’?” (**dis**)
- ? Ask, “Can someone tell the class the meaning of the suffix *-ful*?” (**full of**)
- ? Ask, “Can someone tell me a suffix that means the opposite of full?” (**less**)

- ? Ask, “What is the meaning of the prefix *mis*? (**bad**) What does *misprint* mean? (**A mistake in printing.**) What about *mistrust*?” (**When you don’t trust someone.**)
- Say, “The suffix *-ness* is interesting. It changes an adjective to a noun. For example, when you are *sick*, you have a *sickness*. If someone is *helpful*, they show *helpfulness*. A lot of adjectives can be changed to nouns this way.”
- Say, “There are 3 very common suffixes in the exercise: *-s*, *-e-d*, and *-i-n-g*. What does the suffix *-s* do? (**It changes a word from singular to plural.**) What about the suffix *-e-d*? (**It changes a verb to past tense.**) We also add *-i-n-g* to verbs to change how we use them.”
- Say, “All of these prefixes and suffixes, and others, are listed in the chart in your Activity Book and on the wall.”
- Additional Words for Re-teaching: helpful, unhelpful, unrest, mismatch, misjudge, kindness, distrust, distrusted, truthfulness.

Progress Check

Estimated Time: 5 min.

- Say, “Please turn to **Activity Book C** for Lesson 5. First, copy the word onto the line. Then use the syllabification strategy to break the word into syllables. Put boxes around the prefixes and suffixes. Use slashes to divide the root word into syllables if you need to. Please refer to the Chart if needed. Write your answers on the lines provided. There is an example done for you.”

Activity Book, Lesson 5, Activity C

Syllable division

Example: unhelpful	<u>un</u> / help / <u>ful</u>
1. uncommon	<u>un</u> / com / mon
2. unpack	<u>un</u> / pack
3. misfit	<u>mis</u> / fit
4. goodness	good / <u>ness</u>
5. truthful	truth / <u>ful</u>
6. wonderful	won / der / <u>ful</u>
7. reckless	reck / <u>less</u>
8. commanding	com / mand / <u>ing</u>
9. disconnected	<u>dis</u> / con / nect / <u>ed</u>
10. spotless	spot / <u>less</u>

Smooth Reading*Estimated Time: 15 min.***Teacher Models the Syllable Strategy**

- Say, “Next we are going to practice reading. If you come across a long word that you don’t know, a good strategy is to divide it into syllables. Today we added a new rule to our strategy.”
 - ▲ Point to the Chart as you read and explain the strategy.
 - Say, “Let’s go through the strategy. What is the first step in the strategy? **(Check the Context)** What does that mean? **(Read the rest of the sentence and see if you can figure out what word would make sense from the context.)**
 - Say, “Now you see the new rule we learned today: ‘*Look for Chunks. Is there a prefix or a suffix?*’”
 - ? Ask, “What is the next step? **(Divide the Word and Say each Syllable.)** How do we do that?” **(Underline each vowel; if there are 2 or more consonants between the vowels, divide between them keeping blends and digraphs together.)**
 - Say, “Good. Finally, after you figure out the word, you always read the sentence again to check if it makes sense in context. I’ll show you how I would do this.”
- 📄 Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 5, Activity D***Smooth Reading***

Bill was **unwilling** to tell anyone about his **illness**. He did not want his boss to know about his **sickness**. Plus, he **distrusted** doctors and was a bit afraid of them. Sam knew about Bill’s illness and **pushed** him to see a doctor. Bill would not go **unless** Sam came with him.

- Say, “*Bill was...*Here is a word I don’t know. First, I’ll ‘Check the Context.’ *Bill was blank to tell anyone about his...*There’s another word I don’t know. So context doesn’t help much in this sentence. Next, I’ll ‘Look for Chunks.’ I’ll look for prefixes and suffixes. I see the prefix *un* and the suffix *-ing*.”
- ≈ Draw a box around the prefix and suffix.
- Say, “The root word that is left is *will*. I can read the syllables to figure out the word: *un - will - ing, unwilling*.”

- Say, “Let me check the context. *Bill was unwilling to tell anyone about his ...* OK. He didn’t want to tell anyone about something. I need to figure out that last word. I’ll ‘Look for Prefixes and Suffixes.’ I see the suffix *ness*.
- ≈ Draw a box around *ness*.
- Say, “The root word is *ill*. That’s a CVC word with a double *l* at the end. So the word is *illness*. I have to check the context. *Bill was unwilling to tell anyone about his illness*. OK, that makes sense; he didn’t want people to know he was sick.”

Students Apply the Strategy to the Passage

- Say, “Please turn to **Activity D** in your books. Now I would like you to read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Be sure the sentences make sense. Raise your hand if you need help.”
- Pause while the students read the passage to themselves. Circulate to see if anyone needs help.

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

- Here are some directions you can give until students are used to the procedure:
- Say, “Now you are going to practice reading the passage. One good way to develop more fluent reading skill is to practice reading the same passage several times. Each time you will read it more smoothly.”
- Say, “Get with your partner. One of you read it to the other. If the reader gets stuck or makes a mistake, the partner can help with the words. When the first person is finished, you can change roles and let the other person read. If you have time, keep on reading it a second time.”

Activity Book, Lesson 5, Activity A
Document of the Day

Fishing Unlimited

Was your last fishing trip successful? Did you catch the big one? Or did it get away and leave you discontented and unhappy? Come spend the day with our experts, and you will go home a more skillful fisherman.

Activity Book, Lesosn 5, Activity A
Syllabification

1. public **pub / lic**
2. compact **com / pact**
3. Wisconsin **Wis / con / sin**
4. Atlantic **At / lan / tic**
5. fantastic **fan / tas / tic**
6. consensus **con / sen / sus**

Activity Book, Lesson 5, Activity B
Find the Prefixes and Suffixes

Word	Prefix	Root Word	Suffix
unlimited	un	limit	ed
fishing		fish	ing
unsuccessful	un	success	ful
discontented	dis	content	ed
unhappy	un	happy	
skillful		skill	ful
dishonest	dis	honest	
dislike	dis	like	
unhelpful	un	help	ful
helpless		help	less
endless		end	less
weeks		week	s
misprint	mis	print	
mistrust	mis	trust	
sickness		sick	ness
helpfulness		help	ful, ness

Activity Book, Lesson 5, Activity D
Smooth Reading

Bill was ***unwilling*** to tell anyone about his ***illness***. He did not want his boss to know about his ***sickness***. Plus, he ***distrusted*** doctors and was a bit afraid of them. Sam knew about Bill's illness and ***pushed*** him to see a doctor. Bill would not go ***unless*** Sam came with him.

Lesson 6 Review

Lesson Overview	<p>This lesson is a review of the content introduced in lessons 2-5. The lesson includes the following parts:</p> <ul style="list-style-type: none">- CVC syllables and short vowel sounds- Spelling- Syllabification- Progress Check <p>Approximate Time: 40 Minutes</p>
Objective	<p>To review the short sounds of <i>a</i>, <i>e</i>, <i>i</i>, <i>o</i>, and <i>u</i> in CVC words To review the syllabification strategy To review some common prefixes and suffixes that follow the CVC pattern To review the first and second spelling rule</p>
Materials	<p>Two Transparencies/PowerPoints:</p> <ul style="list-style-type: none">- Activity Book, Lesson 6, Activity A: Spelling- Activity Book, Lesson 6, Activity B: Syllabification
Preparation	

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 6, which is a review of Lessons 2 through 5. We will review the short vowel sounds in CVC words and how to segment and blend sounds. We will review the prefixes and suffixes we learned. And we will review the strategy for reading multisyllabic words.”

CVC Syllables and Short Vowel Sounds*Estimated Time: 10 min.*

- Say, “Does anyone remember what a CVC syllable is?” **(A CVC syllable has one vowel and ends in a consonant. It almost always has a short vowel.)**
 - ≈ Write *lab*, *met*, *cry*, *fame*, *cup*, *if*, and *top* in a list on the board.
 - ▲ Point to the first word.
 - ? Ask, “Does the word *lab* follow the rule for a CVC syllable? **(Yes)** Why? **(Because it has one vowel and ends in a consonant.)**
 - Say, “Right! What is the vowel sound in this word? **(short a)** Who remembers the key word for short a?” **(bad)**
 - ≈ Write CVC under *lab*.
 - ? Ask, “Does the word *met* fit the CVC pattern? **(Yes, it has one vowel and ends in a consonant.)** Who knows the vowel sound for this word? **(short e)** And the keyword for short *e* is?” **(bed)**
 - ≈ Write *bet* and the letters CVC under it.
 - Say, “What about the word *if*? Does *if* fit the pattern for a CVC syllable? **(Yes it does, because it has one vowel and ends in a consonant.)** What is the vowel sound in the word *if*? **(short i)** Does anyone remember the keyword that we use to remember the short *i* sound?” **(bid)**
 - ? Ask, “Are there any words on this list which do not follow the rules for a CVC syllable?” **(fame and cry)**
 - ? Ask, “Why isn’t *fame* a CVC syllable? **(Because it doesn’t end with a consonant and because there are two vowels.)** What about the word *cry*? **(It doesn’t end with a consonant; y acts as a vowel in this word.)**
 - Say, “Let’s look at the last two examples.”

- ▲ Point to *top*.
- ? Ask, “Who can tell me the vowel sound and keyword for the word *top*?” (The vowel sound is short *o* and the keyword is *bod*.)
- Say, “The last example is *cup*. Who wants to try this one?” (The vowel sound is short *u*, and the keyword for short *u* is *bud*.)

Spelling

Estimated Time: 5 min.

- Say, “When you spell unfamiliar words, you should listen carefully to all the sounds. The short vowel key words can help you remember what vowel to use. I am going to dictate some words and syllables to you. Write the words under the correct key word in **Activity A**. The last 5 will be syllables that are not words by themselves.”

- | | | |
|----------|-----------|-----------|
| 1. less | 6. fill | 11. ratch |
| 2. him | 7. struck | 12. scrib |
| 3. dust | 8. lodge | 13. mem |
| 4. clock | 9. nap | 14. blish |
| 5. match | 10. wed | 15. trum |

Activity Book, Lesson 6, Activity A

Spelling

bad	bed	bid	bod	bud
match	less	him	clock	dust
nap	wed	fill	lodge	struck
ratch	mem	scrib		trum
		blish		

- 📄 Display the transparency/PowerPoint and have students check their work column by column.

[NOTE: Expose only one column at a time. Discuss any words about which students have questions. Emphasize the spelling rules: doubling *ff*, *ss*, *ll* and spelling *t-c-h* and *d-g*.]

Syllabification

Estimated Time: 15 min.

- Say, “Next we will review our Strategy for Reading Multisyllabic Words. Remember, when you can divide words into smaller parts, it will be easier to read them. The strategy helps us find out how to break the words apart.”

≈ Write ‘*He found a disconnected wire in the lamp*’ on the board.

- Say, “Let’s try to apply our strategy to this sentence. First, let’s ‘Check the Context.’ *He found a **blank** wire in the lamp.* Well, it must have something to do with a wire; that’s a clue but I still don’t know the word. Next, we’ll ‘Look for Chunks.’ Is this word made up of small words that you know? (no) Are there any prefixes or suffixes?” (*dis* and *-ed*)
- Say, “OK. I’ll put a box around *d-i-s* and *e-d*. Next, I have to ‘Divide the Word and Say the Syllables.’ I’ll underline the vowels; what are they? (*o* and *e*) How many consonants are between the vowels? (2) I’ll divide between them.”
- ▲ Draw a slash between the two *n*’s (dis con / nect ed).
- Say, “So I have 4 syllables. Who can read the syllables and then put them together into a word?” (*dis / con / nect / ed, disconnected*)
- ? Ask, “Am I done?” (No, you have to check context to see if it makes sense.)
- Say, “*He found a disconnected wire in the lamp.* Does that make sense? What does *disconnected* mean?” (It means not connected, the wire was not connected so the lamp didn’t work.)
- Say, “Now turn to **Activity B**. Apply the strategy to each of the boldfaced words. See if the context helps. Look for compound words. Put boxes around any prefixes and suffixes, then underline the vowels and put a slash between syllables in the word. Finally, check to see if the word makes sense in context.”

Activity Book, Lesson 6, Activity B
Syllabification

1. We all thought she was a **tom** / **boy** back when she was in school.
2. The crane had a strong **mag** / **net** to pick up the junk cars.
3. The **base** / **ball** player was fined \$20,000 for mis / con / duct.
4. Don’t worry, it was just a mis / un / der / stand / ing.
5. The driver was **skill** / ful but a bit **reck** / less.
6. Your **help** / ful / ness and un / self / ish / ness have earned you my thanks.

- 📄 Display the transparency/PowerPoint and have students check their work. Call on individuals to read the sentences. Discuss any questions and unfamiliar words.

- [NOTE: After the completion of the **Activity C**: Progress check, and If you have extra time, you can have students practice Smooth Reading in pairs using the passages from Lessons 2-5. This would be excellent practice and review.]

Progress Check

Estimated Time: 10 Min.

- Say, “Now turn to **Activity C** for Lesson 6. I am going to dictate some words for you to write. Then you will divide some words based on what we have discussed in our lessons.”

C. Progress Check

Activity Book, Lesson 6, Activity C

Spelling Words

- | | |
|---------------------|--|
| 1. Cab | I am waiting for the cab to arrive. |
| 2. Nest | There were three eggs in the hen’s nest. |
| 3. Bond | After a while you will bond with your friends at the camp even if you don’t like them now. |
| 4. Pup | After the loss of her dog, she was glad to receive a pup at her Birthday. |
| 5. Rib | After the fight I ended up with a broken rib and a bloody nose. |
| 6. Press | If you press the lid with too much force you will break it. |
| 7. Cuff | The seamstress was altering the cuff when the customer arrived. |
| 8. Badge | The officer showed her badge and identified herself to the suspect. |
| 9. Chick | Within seconds the chick broke the egg and began to chirp. |
| 10. Stitch
head. | She had to go to the emergency room and get a stitch on her head. |

Syllabification

Example: basket bas/ket

- | | |
|------------------|----------------|
| 11. skydive | sky/dive |
| 12. submit | sub/mit |
| 13. rabbit | rab/bit |
| 14. contest | con/test |
| 15. cupful | cup/ful |
| 16. helpfulness | help/ful/ness |
| 17. unkindness | un/kind/ness |
| 18. disconnect | dis/con/nect |
| 19. disinfected | dis/in/fect/ed |
| 20. skillfulness | skill/ful/ness |

Activity Book, Lesson 6, Activity A
Spelling

bad	bed	bid	bod	bud
match	less	him		dust
nap	wed	fill	clock	struck
ratch	mem	scrib	lodge	trum
		blish		

Activity Book, Lesson 6, Activity B
Syllabification

1. We all thought she was a **tom / boy** back when she was in school.
2. The crane had a strong **mag / net** to pick up the junk cars.
3. The **base / ball** player was fined \$20,000 for **mis / con / duct**.
4. Don't worry, it was just a **mis / un / der / stand / ing**.
5. The driver was **skill / ful** but a bit **reck / less**.
6. Your **help / ful / ness** and **un / self / ish / ness** have earned you my thanks.

Lesson 7

Long Vowels in VCe Words

Lesson Overview	<p>This lesson reviews the CVC syllable and focuses on the VCe syllable pattern.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review of CVC - Document of the Day - New Pattern VCe - Parts of Words—Hearing Long and Short Vowel Sounds - Reading Words - Syllabification - Progress Check - Smooth Reading <p>Approximate Time: 50 Minutes</p>
Objective	<p>To learn the VCe syllable pattern and long vowel sounds</p> <p>To review the CVC syllable pattern and short vowel sounds</p>
Materials	<p>Six Syllable Patterns Chart</p> <p>Three Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Document of the Day - Activity Book, Lesson 7, Activity B: Syllabification - Activity Book, Lesson 7, Activity D: Smooth Reading
Preparation	<p>Display the Six Syllable Patterns Chart. Put an asterisk next to the VCe syllable pattern.</p>

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 7. We will learn our second syllable pattern, the VCe syllable. In VCe syllables, the vowel is almost always long.”
- Say, “We will learn to read and spell the long vowel sounds. We will also review the short vowel sounds.”

Review*Estimated Time: 5 min.*

- ? Ask, “We have learned one syllable pattern so far. What is it?” (CVC)
- ? Ask, “How is the vowel sound pronounced in CVC syllables?” (It is short.)
- ? Ask, “Can someone name the five key words for the short vowel sounds?” (*bad, bed, bid, bod, bud*)
- Say, “Terrific. Now, can someone segment *bad? bod?*” (/b/ /a/ /d/, /b/ /o/ /d/)
- Say, “Right. Now we are ready to learn our second syllable pattern.”

Document of the Day*Estimated Time: 5 min.*

- ☰ Display the Document of the Day transparency/PowerPoint.

Space Shuttle Explodes in Flames

In the race to be first in space traffic, the U.S. risked the life of an astronaut.

- ? Ask, “Can someone please read the Document of the Day aloud?”
- Explain, “In this lesson we are going to learn about the vowel-consonant-*e* pattern, which means a syllable that ends with a silent *e*. We write VCe to represent vowel, consonant, and silent *e*.”
- Say, “Let’s find words in the Document of the Day that have the VCe pattern.”
- ≈ Write the words on the board as the students supply them. (*space, explodes, flames, race, life*)
- ≈ Under *space*, write VCe. It should look like this:
 - space
 - VCe

- Explain, “*Flames* follows the VCe pattern because the root word is *flame*.”
- ? Ask, “Why do we add an *s* to *flame*?” (To make it plural.)
- ? Ask, “What the two syllables are in *explode*?” (*ex* and *plode*)
- Explain, “It is the second syllable in *explodes* that follows the VCe pattern.”
- ? Ask, “What do you notice about the first syllable?” (It follows the CVC pattern, and the vowel is short.)
- Explain, “Remember. Even though *ex* does not begin with a consonant, we still consider it a CVC syllable. It is the consonant following a single vowel that determines the pronunciation of the vowel.”
- ? Ask, “What is unique about the letter *x*?” (It represents two sounds: /k/ and /s/.)

New Pattern

Estimated Time: 15 min.

- ≈ Write *mad* on the board and ask a student to pronounce it. Add an *e* to create *made*.
- Say, “What is different about the words *mad* and *made*?” (An *e* has been added to form a new word.)
- ? Ask, “What happens to the vowel sound when you add an *e*?” (When you add an *e*, the vowel becomes long.)
- ≈ Write VCe = long vowel
- ▲ Point to the VCe pattern on the Six Syllable Patterns Chart
- Explain, “A single vowel letter + single consonant unit + final *e* means the vowel sound is long. We could write the pattern like this: VCe = long vowel. When the vowels are long, they usually say their name. Who can say the long vowel sounds?” (/ā/, /ē/, /ī/, /ō/, /ū/)
- ≈ Write the following words on the board to illustrate long vowels:
 - mad* - *made*
 - pet* - *Pete*
 - bit* - *bite*
 - mop* - *mope*
 - cub* - *cube*

? Ask, “How do you pronounce each of these words?” [NOTE: Have several different students pronounce the words.]

≈ Write these syllables on the board:

clude

fide

plode

plete

date

? Ask, “How do you pronounce each of these syllables?” [NOTE: Have several different students pronounce the syllables.]

? Ask, “Are the vowels long or short?” (long)

? Ask, “How do you know the vowels are long?” (They follow the VCe pattern.)

➤ Say, “Remember that by learning these different syllable patterns, you can read longer words. Let me give you an example.”

≈ Write *include* beside *clude*.

? Ask students to tell you what the new word is. Mention that *in* is a prefix and that *clude* is a root word.

≈ Repeat with other examples: *confide*, *explode*, *complete*, *mandate*. Students will not have to divide these words because you have already shown them one of the syllables. Help students pronounce the words one syllable at a time and then put them together.

➤ Say, “*U* is a little tricky. The long *u* has two sounds.”

≈ Write *fuse* on the board.

? Ask, “Can someone pronounce this word?”

? Ask, “What sound does the *u* make?” (/yū/)

≈ Write *rule* on the board.

? Ask, “Can someone pronounce this word?”

? Ask, “What sound does the *u* make?” (/ū/)

➤ Say, “*fuse.../yū/.*”

- Say, “*rule.../ū/.*”
- Explain, “The *u* in *uCe* words can be pronounced either /yū/ as in *fuse* or /ū/ as in *rule*.”
- Say, “When you read words with *uCe*, you can try the /ū/ sound first. If that does not sound correct, try the other pronunciation of long *u*, /yū/.”
- **Additional Words for Re-teaching:** flute, cube, tube, note, stone, cone, bike, spike, strike, name, grape, frame, Pete, scene, escape, complete, expose, athlete.

Parts of Words—Hearing Long and Short Vowel Sounds

Estimated Time: 5 Min.

- Say, “I am going to say some words with the sound /ā/ or /a/. Repeat each word after me and then say its vowel sound aloud. Then say if that vowel sound is long or short. For example, if I say *cat*, you would say, *cat*, /a/, short.”

[NOTE: Pick out words to say from the chart below. Mix up the order of the vowels. Use both real words and syllables, which are in boldface. If students appear to have mastered the idea, you don’t have to use all the words.]

For <i>a</i> :	For <i>e</i> :	For <i>i</i> :	For <i>o</i> :	For <i>u</i> :
bat	scene	mice	cope	trust
make	jet	lick	cot	rude
trast	plete	pipe	con	fuse
frame	crete	blick	hole	cup

- **Additional Words for Re-teaching:** mat, grab, drag, skate, flame, plane, flick, kid, kit, rice, ice, slide, hut, stub, rub, cube, cute, flute, mop, stop, spot, robe, slope, globe.

Reading Words

Estimated Time: 5 Min.

- Ask, “Can someone please read aloud the words or syllables in column one of **Activity A**? Which ones have long vowels?” [NOTE: Repeat for columns two and three, verifying that the words are being pronounced according to the patterns. Have several students read each column for practice.]

Activity Book, Lesson 7, Activity A**Reading Words**

1	2	3
place	chat	include
pep	brave	step
brate	hem	slant
crete	expand	here
flash	pede	flap

Syllabification*Estimated Time: 10 Min.*

- Say, “We have learned a procedure for dividing words into syllables. First, we locate the vowels. If there are two consonants between the vowels, then we divide between the consonants.”
- ≈ Write *expand* on the board.
- ? Ask, “What is the first vowel in this word?” (**e**)
- ≈ Underline the *e*.
- Say, “Good. What is the second vowel?” (**a**)
- ≈ Underline the *a*.
- Say, “Right. Now, tell me how many consonants there are between the *e* and the *a*.” (**2, x and p**)
- Say, “O.K. So we divide between the *x* and the *p*. What is the word?” (**expand**)
- Say, “Sometimes we have more than two consonants between the vowels. Then, we need to decide to keep two of the consonants together.”
- ≈ Write *install* on the board.
- ? Ask, “Where do you think you divide this word?” (**Between the *n* and the *s*.**)
- Say, “Good. There are two clues to help us know where to divide this word. First, the syllable *in* is a prefix, meaning *in*, in this word. So, if you recognize a prefix or suffix, you can put a slash before or after it. We will learn more about prefixes and suffixes later. Also, in this word the *s-t* is called a blend. The two letters represent their own sounds, /s/ and /t/. But they are blended together to produce /st/. The two sounds are kind of stuck together. So, when there are three consonants, we often keep the blend together.”

[NOTE: In the word *stall*, the *l* influences and changes the pronunciation of the vowel *a*. If students have any difficulty with this sound, explain that *al(l)*, is pronounced with the sound of *a* in *ball*.]

- Say, “Let’s try our syllable strategy with our new syllable pattern–VCe.”
- ≈ Write *confide* on the board.
- ≈ Underline the *o* and *i*.
- Say, “We underlined the vowels. But we do not underline the silent-*e* when we mark the vowels.”
- ? Ask, “Where do we divide this word?” (**Between the *n* and the *f*.**)
- Say, “Good. We divide the word between the two consonants. The first syllable is a CVC syllable–*con*.”
- Say, “Let’s look at the second syllable, *fide*. This is a VCe syllable pattern with a long vowel sound, /ī/.”
- ≈ Write *hopeless* on the board.
- Say, “After context, the first step in our syllable strategy is to look for chunks. The syllable *less* is a suffix in this word. So, if you recognize a suffix, you can put a slash before it.”
- ≈ Put a slash in *hopeless* on the board (*hope / less*).
- Say, “What is the syllable pattern for the first syllable? (**VCe**) So, what is the word? (**hopeless**) What does it mean?” (**without hope**)
- Say, “O.K. Let’s have you try some. Turn to **Activity B** in your book. Underline the vowels in these words. Be careful not to underline silent-*e*. Then divide the words by drawing a slash between the syllables. If you need help, you can refer to the ‘Strategy for Reading Multisyllabic Words’ on the Chart.”

Activity Book, Lesson 7, Activity B

Syllabification

- | | | | |
|---------------------------|---------------|----------------------|----------------|
| 1. con / trast | 3. ex / treme | 5. con / tem / plate | 7. re / place |
| 2. es / tab / lish / ment | 4. up / scale | 6. in / com / plete | 8. name / less |

- Say, “Once you have finished dividing the words, read them silently to yourself.”

- ☐ Display the transparency/PowerPoint and have students check their work. Call on students to read the words.
- ? Ask, “Look at number two, *establishment*. Why do you divide after the *h*?” (The *sh* is a digraph with one sound /sh/. The 2 letters represent 1 sound, so you can’t divide between them. Also, *-ment* is a suffix.)
- Say, “Look at number 7, *replace*. Why do you divide after *re*?” (*Re* is a prefix; meaning again. *Replace* means to place again, or put something back.)

Additional Words for Re-teaching: reshape, refreshment, extend, confuse, conclude, exclude, helpless, homeless.

Progress Check

Estimated Time: 5 Min.

- Say, “Now turn to Activity C. I am going to dictate some real words for you to write.”

Activity Book, Lesson 7, Activity C

Dictation of Words

- | | |
|-------------|---|
| 1. mule | Sally rode a <i>mule</i> through the desert. |
| 2. stripe | My shirt has one orange <i>stripe</i> . |
| 3. choke | Be careful not to <i>choke</i> on the cherry pit. |
| 4. invoke | Ted had to <i>invoke</i> the help of a passing motorist. |
| 5. stampede | The small dog was crushed in the <i>stampede</i> . |
| 6. insane | Peggy was declared <i>insane</i> in 1986. |
| 7. mistake | I made a <i>mistake</i> and threw out a spoon. |
| 8. shuck | The children will <i>shuck</i> the corn while we make dinner. |
| 9. scrimp | We will have to <i>scrimp</i> on food until my check comes. |
| 10. chess | I was a <i>chess</i> champion as a child. |

Smooth Reading Practice

Estimated Time: 10 Min.

Teacher Models the Syllable Strategy

- Say, “Please look at Activity D. We are going to practice reading. If you come across a long word that you don’t know, a good strategy is to divide it into syllables. Today we learned about a new syllable pattern to include in our strategy–VCe. I’ll model the strategy for you.
- ☐ Display the transparency/PowerPoint of the Smooth Reading passage.

Activity Book, Lesson 7, Activity D**Smooth Reading**

Steve saw a **reptile** at camp - a **huge** black **snake**. It was time to send a letter to his **classmate, Hope**. He thought he could **illustrate** the letter with a picture of the snake. He knew that Hope would **admire** his fine work! Next time, he will send her a drawing of the **tadpole** he found.

- Say, “Steve saw a... Here is a word I don’t know. First, I’ll ‘Check the Context.’ Steve saw a **blank at camp**. That could be a lot of things. Next, I’ll ‘Look for Chunks.’ I don’t see a prefix or a suffix.”
- Say, “So, I’ll try to ‘Divide the Word’ and ‘Read the Syllables.’ I need to underline the vowels, but not the *silent-e*. So, we divide this word between the 2 consonants, *p* and *t*. The first syllable is a CVC pattern, so it has a short vowel—*rep*. Let me look at the second syllable. It follows a VCe syllable pattern with a long vowel sound, /ī/, *tile*. So the word is *rep - tile, reptile*.”
- Say, “Let me ‘Check the Context.’ Steve saw a **reptile at camp**. OK. That makes sense.”

Students Apply the Strategy to the Passage

- Say, “Now I would like you to read the passage silently to yourself. The words in bold are either VCe words or multisyllabic words with VCe syllables. Use the syllable strategy and what we just learned about syllable patterns to figure out the words. For the multisyllabic words, underline the vowels and use slashes to divide words into syllables. Be sure the sentences make sense. Raise your hand if you need help.”
- Pause while the students read the passage to themselves. Circulate to see if anyone needs help.

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

Activity Book, Lesson 7
Document of the Day

Space Shuttle Explodes in Flames

In the race to be first in space traffic, the U.S. risked the life of an astronaut.

Activity Book, Lesson 7, Activity B
Syllabification

1. con/trast
2. es/tab/lish/ment
3. ex/treme
4. up/scale
5. con/tem/plate
6. in/com/plete
7. re/place
8. hope/less

Activity Book, Lesson 7, Activity D
Smooth Reading

Steve saw a **reptile** at camp - a **huge** black **snake**. It was time to send a letter to his **classmate, Hope**. He thought he could **illustrate** the letter with a picture of the snake. He knew that Hope would **admire** his fine work! Next time, he will send her a drawing of the **tadpole** he found.

Lesson 8

Dropping the Final e Prior to a Suffix

Lesson Overview	<p>This lesson reviews the VCe pattern and provides instruction on the e-dropping prior to a suffix.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review of VCe pattern - Document of the Day - New Pattern: drop the final -e prior to a suffix - Syllabification - Exceptions to the rule - Progress Check - Smooth reading practice <p>Approximate Time: 55 Minutes.</p>
Objective	<p>To review the VCe pattern</p> <p>To learn when to drop a silent e before adding a suffix</p>
Materials	<p>Spelling Rules Chart</p> <p>Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 8, Activity A: Document of the Day - Activity Book, Lesson 8, Activity A: Mark the Long Vowels - Activity Book, Lesson 8, Activity B: Discover the pattern - Activity Book, Lesson 8, Activity C: Add the suffixes - Activity Book, Lesson 8, Activity E: Smooth reading
Preparation	<p>Display the Spelling Rules Chart. Put an asterisk next to the third spelling rule for dropping the silent -e in VC-e syllables</p>

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 8. In the last lesson, we learned about syllables with a silent-*e* at the end. In this lesson we will learn when to drop the silent *e* before adding a suffix.”
- Say, “Before we start our new lesson, let’s review what we learned in the previous lesson.”

Review*Estimated Time: 10 min.*

- Say, “Remember that in our last lesson we learned about the VC*e* pattern.”
 - Say, “What is different about the words *hat* and *hate*?” (An *e* has been added to *hat* to form a new word.)
 - Ask, “What happens to the vowel sound when you add an *e*?” (When you add an *e*, the vowel becomes long.)
- ≈ Write CVC = short vowel
- ≈ Write VC*e* = long vowel
- Say, “Now look at **Activity A**. Write the CVC words on the line. Make them into VC*e* words by adding a silent *e*. Then mark the vowel long in the new word by putting a line over it.” (/ā/, /ē/, /ī/, /ō/, /ū/)

Activity Book, Lesson 8, Activity A***Mark the Long Vowels***

1. cop	cōpe	7. dud	dūde
2. pet	Pēte	8. spit	spīte
3. tap	tāpe	9. hop	hōpe
4. sham	shāme	10. mat	māte
5. cap	cāpe	11. slid	slīde
6. cod	cōde	12. slop	slōpe

- ☞ Display the transparency/PowerPoint and have students check their work. Call on students to read both the CVC and the VC*e* word to make sure they understand how the vowel sound changes.

Document of the Day*Estimated Time: 1 min.*

Fresh Baked Pies for Sale—Amazing Tastes
 Apple for \$8.00
 Lemon for \$6.00

New Pattern*Estimated Time: 15 min.*

- Explain, “There are a number of spelling rules to use when adding suffixes to words. These are fairly reliable even though a few exceptions occur.”
- ? Ask, “Can someone read the Document of the Day?”
- ≈ Write *amazing* on the board.
- Say, “Thank you. *Amazing* has two parts: a root word and a suffix.”
- ? Ask, “What is the root word?” (*amaze*)
- ≈ Write *amaze* on the board.
- ? Ask, “Why did I put an *e* on the root word? There is no *e* in the word *amazing*.” (Because it has a long-*a* sound.)
- ? Ask, “What is the suffix?” (*-ing*)
- ≈ Write the root and suffix on the board: *amaze + ing*.
- Ask, “When you add *-ing* to *amaze*, what happens to the final *e* in *amaze*?” (You drop it.)
- Say “Let’s try another word”
- ≈ Write *shining* on the board.
- Say, “*Shining* has two parts: a root word and a suffix. What is the root word? (*shine*) What is the suffix?” (*-ing*)
- ? Ask, “When you add *-ing* to *shine*, what happens to the final *e* in *shine*?” (You drop it.)
- Say “Let’s try another word.”

≈ Write *inspired* on the board.

- Say, “*Inspired* has two parts: a root word and a suffix. What is the root word? (*inspire*) What is the suffix?” (-*ed*)

≈ Write *inspire* + *ed* on the board.

- ? Ask, “When you add *-ed* to *inspire*, what happens to the final *e* in *inspire*?” (You drop it.)

▲ Point to the spelling rule for dropping the silent-*e* at the end of VC-*e* syllables.

- Say, “Good. That is the first part of a useful spelling rule. You drop the *e* at the end of a word when adding a suffix. Now, let’s figure out the second part of the rule.”
- Say, “Now turn your attention to **Activity B**. In this activity, you will separate a root word from a suffix and then decide if a final *e* was dropped.”
- Say, “Let’s complete the first item together. The word is *safest*. The root is *safe* and the suffix is *-est*. *E-s-t* is a common suffix that means ‘the most’. You see it in words like *biggest*, *fastest*, and *shortest*. The final *e* in *safe* was dropped when we added the *-e-s-t* suffix, so I write ‘yes’ in the final column. Note that when you spell *safe* + *est*, it is the silent *e* in *safe* that you are dropping.”

[NOTE: It is the *e* in the root word that is dropped, not the *e* in the suffix. When adding, *-ed*, *-er*, *-est*, etc., emphasize that the silent *e* in the root is dropped. Some students may want to argue that they are just adding *d* rather than *-ed*. It is important to correct this misconception.]

- Say, “Now complete the rest of the table on your own.”
- Say, “At the bottom of the page you will notice a spelling rule. Based on your answers from the table, try to fill in the blanks in the pattern.”

Activity Book, Lesson 8, Activity B***Discover the Pattern***

Word	Root	Suffix	Was final e dropped?
safest	safe	est	yes
baking	bake	ing	yes
placement	place	ment	no
safety	safe	ty	no
movement	move	ment	no
wiping	wipe	ing	yes
striped	stripe	ed	yes
tireless	tire	less	no

Spelling Rule:

The silent *e* at the end of a word is dropped if we add a suffix starting with a **vowel**.

The silent *e* is not dropped if the suffix starts with a **consonant**.

- ☐ Display the transparency/PowerPoint and have students check their work.
 - Say, “Let’s think about why it makes sense to drop the *e*. Does anybody have any ideas?” (Discuss any ideas they come up with.)
 - Say, “Look at the first example in **Activity B**. If we didn’t drop the *e*, the word would be spelled like this.”
 - ≈ Write *safeest* on the board.
 - ? Ask, “How do you think that would be pronounced?” (*safeest* with a long-*e*.)
 - Repeat with other words from **Activity A** - *stripeed*, *bakeing*
- [NOTE: We want students have some sense that there are **reasons** why words are spelled like they are. It makes the concepts more memorable. We haven’t taught vowel digraphs yet, but they should understand this example anyway. If not, just explain briefly that the double-*e* would have a long-*e* sound. The double-*e* examples are probably clearest.]
- Say, “Now turn your attention to **Activity C**.”
 - Say, “Using the rule we just discovered, add suffixes to the words in this table.”

Activity Book, Lesson 8, Activity C**Add the Suffixes**

Word	+ <i>ing</i>	+ <i>ed</i>
include	including	included
deprive	depriving	deprived
complete	completing	completed
exile	exiling	exiled
recognize	recognizing	recognized

- Display the transparency/PowerPoint and have students check their work.

[NOTE: You may wish to ask students to read some of these words aloud.]

- **Additional Words for Re-teaching:** nice-nicer-nicest, wise-wiser, wisest, inspire-inspired-inspiring, restate-restated, restating, conclude-concluded-concluding, reassure-reassured-reassuring.

Syllabification*Estimated Time: 5 min.*

- Say, “It is important to remember the rule about dropping the final *e* when you read multisyllabic words. Let’s look at some of the examples in **Activity C.**”
- ≈ Write *including* on the board.
- Say, “Let’s apply our syllable strategy to read this word. There is no sentence context, so the first step would be to ‘Look for Chunks.’ I see the suffix *-ing*; I’ll put a box around that. Then I’ll divide between the consonants to separate the first syllable *in.*”
- Say, “Then the middle syllable is *c-l-u-d*. That looks like a CVC syllable, doesn’t it? So I have to remember the rule about dropping the final *e*. When *-ing* was added, the final *e* was dropped. So the syllable is *c-l-u-d-e*, *clude*, with a long-*u* sound. So the word is *including*. If I didn’t remember the rule, I would mispronounce the word as *in - clud - ing.*” [Pronounce it with a short-*u* sound.]
- **Additional Words for Re-teaching:** confide-confiding, suppose-supposed.

Exceptions to the Rule*Estimated Time: 5 min.*

- Say, “There are a few words that don’t follow the rule. They drop the *e* even when the suffix begins with a consonant.”

≈ Write these words on the board for students to see:

truly
truth
ninth
argument
judgment

- Say, “These are common examples. They need to be remembered as exceptions.”

Progress Check*Estimated Time: 5 min.*

- Say, “Now look at **Activity D**. Write the words I dictate on the lines provided.”

Activity Book, Lesson 8, Activity D:**Progress Check**

- | | |
|--------------|---|
| 1. ruling | The judge’s <i>ruling</i> was honest and fair. |
| 2. placement | Kendra liked the <i>placement</i> of her freckles. |
| 3. baked | I enjoy fresh <i>baked</i> pies and cakes. |
| 4. including | I will eat anything, <i>including</i> insects. |
| 5. rudely | Paul thought Ellen treated him <i>rudely</i> . |
| 6. racing | Don’s favorite sport is car <i>racing</i> . |
| 7. buff | My favorite color of leather is <i>buff</i> . |
| 8. standing | It was raining while I was <i>standing</i> in line for the bus. |
| 9. batch | The last <i>batch</i> of cookies was the best. |
| 10. brake | Dorothy applied the <i>brake</i> as she came to a stop. |

Smooth Reading Practice*Estimated Time: 15 min.***Teacher Models the Syllable Strategy**

- Say, “Next we are going to apply what we just learned to figuring out new words when reading. We will be looking for examples where suffixes were added to VCe words.”

- Display the transparency/PowerPoint of the Smooth Reading passage.

Activity Book, Lesson 8, Activity E

Smooth Reading

Martha had the ***cutest*** baby! He is so ***wonderful***, it is ***fantastic***. Because Martha had surgery, her ***movement*** is ***confined*** to the house for a few weeks. She is thinking of ***hiring*** some help until she is less ***tired***. ***Sharing*** the work with someone will make her life much easier.

- Say, “*Martha had the...*Here is a word I don’t know. First, I’ll ‘Check the Context.’ *Martha had the blank baby*. So it must be a word describing a new baby. Now, I’ll ‘Look for Chunks’; I’ll look for prefixes and suffixes. Yes, I see the suffix *-e-s-t*.”
- ▲ Draw a box around *-est*.
- Say, “The root is *c-u-t*. But I remember the spelling rule that you drop the silent *e* at the end of a word when adding a suffix starting with a vowel. If I put an *e* on *c-u-t*, I get *cute*. *Cute + est = cutest*. OK, that makes sense; Martha had a really cute baby.”

Students Apply the Strategy to the Passage

- Say, “Now I would like you to read the passage silently to yourself. Use the strategy to figure out the words in bold italics. Some of them are words with suffixes added to VCe words. Underline the vowels and use slashes to divide words into syllables like we have been doing. Be sure the sentences make sense. Raise your hand if you need help.”
- Pause while the students read the passage to themselves. Circulate to see if anyone needs help.

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

Activity Book, Lesson 8, Activity A
Document of the Day

Fresh Baked Pies for Sale—Amazing Tastes

Apple for \$8.00

Lemon for \$6.00

Activity Book, Lesson 8, Activity A
Mark the Long Vowels

- | | | | |
|---------|--------------|----------|--------------|
| 1. cop | cōpe | 7. dud | dūde |
| 2. pet | pēte | 8. spit | spīte |
| 3. tap | tāpe | 9. hop | hōpe |
| 4. sham | shāme | 10. mat | māte |
| 5. cap | cāpe | 11. slid | slīde |
| 6. cod | cōde | 12. slop | slōpe |

Activity Book, Lesson 8, Activity B
Discover the Pattern

Word	Root	Suffix	Was final <i>e</i> dropped?
safest	safe	est	yes
baking	bake	ing	yes
placement	place	ment	no
safety	safe	ty	no
movement	move	ment	no
wiping	wipe	ing	yes
striped	stripe	ed	yes
tireless	tire	less	no

Spelling Rule:

The silent *e* at the end of a word is dropped if we add a suffix starting with a **vowel**.

The silent *e* is not dropped if the suffix starts with a **consonant**.

Activity Book, Lesson 8, Activity C
Add the Suffixes

Word	+ <i>ing</i>	+ <i>ed</i>
include	including	included
deprive	depriving	deprived
complete	completing	completed
exile	exiling	exiled
recognize	recognizing	recognized

Activity Book, Lesson 8, Activity E
Smooth Reading

Martha had the ***cutest*** baby! He is so ***wonderful***, it is ***fantastic***. Because Martha had surgery, her ***movement*** is ***confined*** to the house for a few weeks. She is thinking of ***hiring*** some help until she is less ***tired***.

Sharing the work with someone will make her life much easier.

Lesson 9

Doubling the Final Consonant in CVC Syllables

Lesson Overview	<p>This lesson focuses on the spelling rule for doubling consonants in one syllable words with the CVC pattern. The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review of spelling rule 3 - Document of the Day - New Pattern: Doubling final consonant - Progress Check - Smooth Reading <p>Approximate Time: 45 Minutes.</p>
Objective	<p>To learn the spelling rule for doubling consonants at the end of one syllable CVC words To review dropping the silent e spelling rule</p>
Materials	<p>Spelling Rules Chart Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 9, Activity A: Document of the Day - Activity Book, Lesson 9, Activity A: Write the Root Word - Activity Book, Lesson 9, Activity B: Follow the Rule - Activity Book, Lesson 9, Activity C: Find the Pattern - Activity Book, Lesson 9, Activity E: Smooth Reading
Preparation	<p>Display the Spelling Rules Chart. Put an asterisk next to the forth spelling rule for doubling the final consonant in CVC syllables</p>

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 9. We will learn when to double a consonant when adding a suffix to a word.”
- Say, “First, let’s review the spelling rule we have learned so far: when to drop a silent *e* when adding a suffix.”

Review*Estimated Time: 5 min.*

- Say, “Please turn to **Activity A**. Look at the spelling rule at the top of the activity. Let’s read it together and fill in the blank.”
- Say, “The silent *e* pattern rule says ‘Drop the silent *e* if the suffix begins with a what?’” (vowel)
- Say, “Correct. So, write *vowel* in the blank provided. Can someone think of an example?” (For example, *bake + ed = baked*.)
- Say, “Now complete **Activity A**. For each word, write the root word.

Activity Book, Lesson 9, Activity A*Write the Root Word**Spelling Rule*

1. **Silent *e* Pattern:** Drop the silent *e* if the suffix begins with a vowel.

Word	Root
illustrating	illustrate
relating	relate
postponed	postpone
bravely	brave
pavement	pave
tiring	tire
cutest	cute
inspired	inspire

- 📄 Display the transparency/PowerPoint and have students check their work. Be certain that students understand why the *e* is on the end of the root words.

Document of the Day*Estimated Time: 1 min.*

- ☰ Display the Document of the Day transparency/PowerPoint

Thank you for your order of Mock Socks.
No sagging, drooping, or flopping, even when hopping.

Shipping Details

Choose a shipping speed:

Standard Shipping (3-7 business days)

Two-Day Shipping (2 business days)

One-Day Shipping (1 business day)

Your items will arrive in 1 shipment.

Shipping Address:

Joe Blime

Running Deer Lane

Bucksnort, TN 52763

Estimated ship date: 7/7/07

[NOTE: This Document of the Day includes some patterns that have not been taught. In keeping with the intent of the curriculum, we wish to introduce more advanced syllable patterns that students at this level of reading may be able to read. If students have difficulty with a word like *business*, simply pronounce the word for them.]

- Say, “Take a look at the Document of the Day. It is the shipping page of an order form from a website. Can someone read the Document to us?”

New Pattern*Estimated Time: 15 min.*

[NOTE: Please refer to the Double the Final Consonant Spelling Rule on the Chart as you explain the words in the Document of the Day.]

- Say, “Let’s look at some of the words on this shipping page.”

≈ Write *shipping* on the board.

- ? Ask, “Can anyone tell me the root word for *shipping*?” (*ship*)

≈ Write *ship + ing* on the board.

- Say, “What changed in this word when we added the suffix *-ing* to the word?” (The *p* doubled.)
- ▲ Point to the fourth rule of the Spelling Rules Chart for doubling the final consonant in CVC syllables
- Say, “Excellent. You have just given us a clue about a useful spelling rule in English, called the Doubling Rule. This is the rule: When a CVC word has **one** vowel, ends in **one** consonant, and is **one** syllable, double the final consonant when adding a suffix beginning with a vowel. So in *shipping*, we are combining *ship* with *-ing*. *Ship* is one syllable, has one vowel, and ends in one consonant. *-ing* is a suffix beginning with a vowel. So, we double the *p* before we add the *-ing*.”
- ? Ask, “Can anyone find another word that follows this pattern?” (*running*)
- Say, “Good. The word *run* is one syllable, has one vowel, and ends in one consonant. So, we double the *n* before adding the *-ing*, a suffix beginning with a vowel. By the way, what syllable pattern is *run*?” (CVC)
- ≈ Write *shipment* on the board.
- Ask, “What is the root word in *shipment*?” (*ship*)
- Say, “Right. So, we have a root word with one syllable, one vowel, and ending in one consonant. So, why don’t we double the *p*?” (The ending *-ment* begins with a consonant.)
- ≈ Write *fastest* on the board.
- Say, “Excellent. Take a look at *fastest*. Why don’t you double the *t* in this CVC word?” (It ends in 2 consonants.)
- ? Ask, “Can anyone find a word that follows the drop the silent *e* rule?” (*estimated*)
- Say, “Now, circle all of the words that double a final consonant when a vowel suffix is added. In other words, circle the words that follow the double the final consonant rule.”
- Read the words that should be circled to the students. (*sagging, flopping, hopping, shipping, running.*)

- Say, “Turn to **Activity B**. Use the table provided to decide whether or not to double the final consonant before adding the suffix. If you check all three boxes in the table, you will double the final consonant. Then, add the suffixes to the root words, applying the Double the Final Consonant rule: If a **one** syllable root word ends in **one** consonant with **one** vowel before it, double the final consonant of the root word if the suffix begins with a vowel.”
- Say, “Let’s look at the first one together.”
- Say, “The root word is *clasp*. It has one syllable, so check the first box. It has one vowel, so check the next box. The final box asks if it has one final consonant. *Clasp* ends in two consonants, so we cannot check this box. Therefore, we do not double the final consonant when adding the *e-d* to *clasp*. Write *clasped* in the final box.”
- Say, “Now complete the rest on your own.”

Activity Book, Lesson 9, Activity B

Follow the Rule

	One syllable?	One vowel?	One final consonant?	Write the word
clasp + ed	✓	✓		clasped
big + er	✓	✓	✓	bigger
get + ing	✓	✓	✓	getting
wise + er	✓			wiser
stamp + ing	✓	✓		stamping
blame + ed	✓			blamed
bit + en	✓	✓	✓	bitten
flat + en	✓	✓	✓	flatten
read + ing	✓		✓	reading
shop + ing	✓	✓	✓	shopping
box + ed	✓	✓	1 consonant that makes 2 sounds	boxed

- ☞ Display the transparency/PowerPoint and have students check their work. Discuss any questions students have. Choose several words to review, reinforcing the rule.
- Say, “Let’s look at the last item, *box*. The *x* is never doubled. Can anyone figure out why this word (*box*) still fits the pattern? Listen carefully to the number of sounds in the word *box*: /b/ /o/ /k/ /s/.” (*X* has 2 sounds, /ks/.)

- Say, “Now look at **Activity C**. Read the phrases to yourselves. Underline words that double the final consonant. Then put a box around any words that drop the silent *e*”
- Say, “Some words will not need to be boxed or underlined, and we will talk about the reasons why.”

Activity Book, Lesson 9, Activity C

Find the Pattern

1. clasped pants
2. saggy pants
3. quitting the job
4. humming the tune
5. fixing the problem
6. excellent timing
7. hopping rabbit
8. bravest soldier
9. saving lives
10. cutting the grass

- ☰ Display the transparency/PowerPoint and have students check their work.
- ? Ask, “Why didn’t we underline *clasped*?” (The final consonant was not doubled. The root word is *clasp*—it does not follow the final consonant doubling rule because it does not end in one consonant.)
- ? Ask, “Why didn’t we underline *fixing*?” (*X* is never doubled because it represents 2 sounds, /k/ and /s/.)
- ? Ask, “What is the root word for *excellent*?” (*excel*)
- Say, “Good. The word *excellent* is actually more common than its root *excel*. But, if you realize the root is *excel*, then you will understand why there are 2 *l*’s and remember to spell the word with 2 *l*’s.”
- **Additional Words for re-teaching:** shop, hop, hot-hotter, drag-dragged, fix-fixed, walk-walked-walking, draft-drafted, rubbing, robbing, wagging, begging.

Progress Check*Estimated Time: 5 Min.*

- Say, “Now turn to **Activity D**. Write the words I dictate on the lines provided.”

Activity Book, Lesson 9, Activity D:

Progress Check

- | | |
|----------------|--|
| 1. trimming | I saw Kara <i>trimming</i> the hedges. |
| 2. tending | Bill loves <i>tending</i> his garden. |
| 3. thrilling | Monica felt her life was <i>thrilling</i> . |
| 4. kidding | I was only <i>kidding</i> . |
| 5. gotten | I have never <i>gotten</i> such a perfect present! |
| 6. chanted | We <i>chanted</i> the tune all during play. |
| 7. biker | The <i>biker</i> dodged the parked car. |
| 8. closely | The aggressive driver followed too <i>closely</i> . |
| 9. voting | <i>Voting</i> is an important civic responsibility. |
| 10. compensate | We will <i>compensate</i> you well for the extra time. |

- Say, “Now look at **Activity E**. We are going to apply what we learned to figuring out new words when you are reading. In the last 2 lessons you learned 2 things about adding suffixes that are important when you divide words into syllables. I’ll show you how to use that knowledge to figure out words.”

- 📄 Display the transparency/PowerPoint of the Smooth Reading passage.

Activity Book, Lesson 9, Activity E*Smooth Reading*

Sam keeps *forgetting* to buy milk when he goes *shopping*. Now he is upset because he has been *consuming* a lot of chocolate chip cookies, and he has a *craving* for a tall glass of milk. Tomorrow, he is *planning* to go to the store, and he is *writing* himself a note so he won’t forget again.

- Say, “*Sam keeps...* Here is a pretty long word. I’m going to skip Checking the Context this time because right away I see the common suffix, *-i-n-g*. Right in front of it, I see a double-*t*, so I bet the *t* was doubled when the suffix was added. I’ll include 1 *t* with the suffix. That will let me see the original root word.”
- ▲ Draw a box around *t-i-n-g*.
- Say, “The root word that is left is *forget*. This is a common word that I know. If I didn’t know it, I could divide between the 2 consonants. That would give me *for - get -ting, forgetting.*”

- Say, “Now let me ‘Check the Context.’ *Sam keeps forgetting to buy milk when he goes shopping.* There is another word with the common suffix, *-ing*. Just like in *forgetting*, I’ll put a box around *ping*. The root word is *shop*.”

Students Apply the Strategy to the Passage

- Say, “Now I would like you to read the passage silently to yourself. Use the strategy to figure out the multisyllabic words in bold italics. Put a box around suffixes, and then figure out the root word. Be sure the sentences make sense. Raise your hand if you need help.”

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).

Teacher Models Smooth Reading

- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

Activity Book, Lesson 9, Activity A
Write the Root Word

Spelling Rule

- Silent e Pattern:** Drop the silent e if the suffix begins with a vowel.

Word	Root
illustrating	illustrate
relating	relate
postponed	postpone
bravely	brave
pavement	pave
tiring	tire
cutest	cute
inspired	inspire

Activity Book, Lesson 9, Activity A
Document of the Day

Thank you for your order of Mock Socks.
No sagging, drooping, or flopping, even when hopping.

Shipping Details

Choose a shipping speed:

Standard Shipping (3-7 business days)

Two-Day Shipping (2 business days)

One-Day Shipping (1 business day)

Your items will arrive in 1 shipment.

Shipping Address:

Joe Blime

Running Deer Lane

Bucksnort, TN 52763

Estimated ship date: 7/7/07

Activity Book, Lesson 9, Activity B
Follow the Rule

	One syllable?	One vowel?	One final consonant?	Write the word
clasp + ed	✓	✓		clasped
big + er	✓	✓	✓	bigger
get + ing	✓	✓	✓	getting
wise + er	✓			wiser
stamp + ing	✓	✓		stamping
blame + ed	✓			blamed
bit + en	✓	✓	✓	bitten
flat + en	✓	✓	✓	flatten
read + ing	✓		✓	reading
shop + ing	✓	✓	✓	shopping
box + ed	✓	✓	1 consonant that makes 2 sounds	boxed

Activity Book, Lesson 9, Activity C
Find the Pattern

1. clasped pants
2. saggy pants
3. quitting the job
4. humming the tune
5. fixing the problem
6. excellent timing
7. hopping rabbit
8. bravest soldier
9. saving lives
10. cutting the grass

Activity Book, Lesson 9, Activity E
Smooth Reading

Sam keeps **forgetting** to buy milk when he goes **shopping**. Now he is upset because he has been **consuming** a lot of chocolate chip cookies, and he has a **craving** for a tall glass of milk. Tomorrow, he is **planning** to go to the store, and he is **writing** himself a note so he won't forget again.

Lesson 10

Variations on the Final-e Pattern

Lesson Overview	<p>This lesson reviews the VCe syllable pattern. It explains the use of e in words that end in v and works with the suffix -ive. The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review VCe syllable - Document of the Day - New Pattern: English words ending in v - Parts of Words: -ive - Progress Check - Smooth Reading <p>Approximate Time: 45 Minutes</p>
Objective	<p>To learn variations to the long vowel in the VCe pattern To review the VCe pattern</p>
Materials	<p>Six Syllables Patterns Chart Strategy for Reading Multisyllabic Words Chart Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 10, Activity A: Document of the Day - Document of the Day: VCe words boxed - Activity Book, Lesson 10, Activity B: Sort the Words - Activity Book, Lesson 10, Activity C: Syllabification - Activity Book, Lesson 10, Activity E: Smooth Reading
Preparation	

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 10. We are going to continue our work with the VCe pattern.”
- Explain, “Remember that the silent *e* at the end of the syllable usually signals that the preceding vowel will be long. The VCe pattern also has some variations. Sometimes the vowel does not have a long vowel sound. We will study some of those alternate pronunciations. First, let’s review the VCe pattern briefly.”

Review*Estimated Time: 5 min.*

- Say, “Turn to **Activity A**. Please write the words that I say in the first column.”
[NOTE: Work very quickly through this review.]

Activity Book, Lesson 10, Activity A*Change the Vowel Sound*

Word	+ final <i>e</i>
nap	nape
sit	site
lob	lobe
dud	dude
pet	Pete

- Dictate these words: *nap, sit, lob, dud, pet*.
- ≈ Write the correct words on the board and ask students to read them.
- Say, “Now, write the words again in column two, but this time add an *e* to the end of each word.”
- ? Ask students to read the words.
- ? Ask, “Are all of these words real words?” (Yes.)
- ? Ask, “What happens to the vowel sound when you add an *e*?” (When you add an *e*, the vowel becomes long.)
- [NOTE: Tell students that they can look up any words they don’t know in their glossary.]

Document of the Day*Estimated Time: 5 min.***Web Site**

State stamps for sale. Collect all of them. Give them to friends.
They will love to have their own set.

www.usastamps.gov

- ☰ Display the Document of the Day transparency/PowerPoint.
- ? Ask, “Can someone please read the Document of the Day?”
- Explain, “We have learned two syllable patterns so far. Can anyone tell me what they are?” (CVC and VCe)
- Say, “Right. A vowel is usually short in CVC syllables. The CVC pattern means that a single vowel is followed by a consonant. There can be one, two, or three consonants. Can someone find a CVC syllable in the Document of the Day?” (Accept any correct answer.)
- Say, “Excellent. Put a box around any VCe syllables.”

Web Site

State stamps for sale. Collect all of them. Give them to friends.
They will love to have their own set.

www.usastamps.gov

- ☰ Display the transparency/PowerPoint with the correct answers.
- ? Ask, “Do all of the VCe words have a long vowel sound?” (No. Give, love, and have have short vowel sounds.)
- Say, “Great. Let’s learn about these words.”

New Pattern*Estimated Time: 5 Min.*

- Say, “Please sort the words in **Activity B** by their vowel sounds (long or short). Let’s do the first one together. Does *slave* have a long *a* sound?” (yes)
- Say, “So write *slave* under the ‘long vowel’ column.”

Activity Book, Lesson 10,**Activity B****Sort the Words**

- | | |
|----------|----------|
| 1. slave | 5. glove |
| 2. have | 6. rove |
| 3. live | 7. drove |
| 4. grave | 8. give |

short vowel	long vowel
live have glove give	slave live grave rove drove

☰ Display the transparency/PowerPoint with the correct answers.

? Ask, “What is this pattern?” (VCe)

? Ask, “Are all the vowel sounds long?” (no)

➤ Say, “Live can have either a long or short vowel.”

? Ask, “Do you notice anything about all of these words? What is the last consonant?” (They all end in v.)

➤ Explain, “No regular English words end with the letter v. Let me say that again. No English words end in v. You can’t very often say that something is always true in English, so this rule is a nice one to know about. Therefore, some words ending with v-e have a short vowel sound. If in doubt about the vowel, try a long sound first, then a short one.”

[NOTE: We tell the students that there are no English words ending in v. The only ones that do are marked as slang or shortened forms (e.g., *shiv*; *gov*, *rev*) in the dictionary. Also, a few Russian terms such as *Slav* will end in v.]

➤ **Additional Words for re-teaching:** dove, live, love, drive, wave, shave, thrive, stove.

Parts of Words*Estimated Time: 10 Min.*

≈ Write the suffix *-ive* on the board.

➤ Say, “/iv/ is a common suffix added to words. What is a suffix?” (It is an ending that changes the meaning of a word.)

➤ Say, “Right. It is an ending on a word that has meaning. So, -s in the word *dogs* is a suffix. What is the meaning of -s in *dogs*?” (It means more than one dog. It indicates the word is plural.)

- Say, “So, *i-v-e* is a suffix that follows the VCe pattern but that has a short vowel sound. Why is the *e* there at all?” (No English word ends in *v*.)
- Say, “Good. The suffix *i-v-e* means having a tendency for something.”
- ≈ Write *act + ive* on the board.
- Say, “So, a person who is *active* has a tendency to act. A number of longer words with the suffix *i-v-e* are found in **Activity C**.”
- Say, “To help read these words, we need to divide them into syllables and then read each syllable. First, underline the vowels. Remember not to underline silent-*e*. Then put a slash between the consonants. Then read each syllable and put them together to read the word.”
- Say, “Let’s do the first one together. I’ll underline the vowels, *e*, *e*, and *i*, but not the final silent-*e*. There are 2 consonants between each 2 vowels so I’ll divide between the consonants. That gives me *ex - pres - sive*, *expressive*. *Expressive* people like to express themselves.”
- ≈ Write *ex / pres / sive* on the board as you do this.
- Say, “I could divide it another way. I could start by taking off the suffix—*ive*. Then the slashes would be a little different. But it doesn’t matter because I would say it the same way. We can be flexible as long as we figure out the word.”

Activity Book, Lesson 10, Activity C

Syllabification

1	2	3
<u>ex</u> / <u>pres</u> / <u>sive</u>	<u>im</u> / <u>pul</u> / <u>sive</u>	<u>in</u> / <u>ex</u> / <u>pen</u> / <u>sive</u>
<u>pas</u> / <u>sive</u>	<u>dīs</u> / <u>rup</u> / <u>tive</u>	<u>in</u> / <u>ten</u> / <u>sive</u>
<u>ac</u> / <u>tive</u>	<u>con</u> / <u>struc</u> / <u>tive</u>	<u>com</u> / <u>pul</u> / <u>sive</u>

- 📄 Display the transparency/PowerPoint with correct answers.
- Say, “Can someone read the words in column 1? Column 2? Column 3?”

[NOTE: Students can divide between the consonants or right before the suffix -ive. Tell them that either way is OK. The important thing is to help students be flexible. Explain that they need to get close enough to be able to pronounce the word. In the case of *inexpensive*, students will only have one consonant between the *i* and *e*. Remind them that *in* is a prefix that they already know how to pronounce.]

- **Additional Words for Re-teaching:** subjective, attractive, defensive, motive, repulsive, constrictive, expulsive, impressive, possessive, unexpressive.

Progress Check

Estimated Time: 5 Min.

- Say, “Please turn to **Activity D**. Write the words I dictate on the lines provided.”

Activity Book, Lesson 10, Activity D

Progress Check

- | | |
|--------------|---|
| 1. active | Young children are very <i>active</i> . |
| 2. give | I will <i>give</i> my Christmas bonus to the church. |
| 3. shove | People <i>shove</i> and push to get on the subway. |
| 4. brave | The <i>brave</i> man risked his life to save another. |
| 5. intensive | Dan had <i>intensive</i> therapy after his accident. |
| 6. impulsive | I try not to be <i>impulsive</i> and buy things I don't need. |
| 7. saving | I am <i>saving</i> money to go to college. |
| 8. empire | We went to watch the <i>Empire Strikes Back</i> . |
| 9. statement | My bank <i>statement</i> had three errors this month. |
| 10. dropping | I am <i>dropping</i> you off at 5:30. |

Smooth Reading Practice

Estimated Time: 15 Min.

Teacher Models the Syllable Strategy

- Say, “Please look at **Activity E**. We are going to apply what we have learned to figuring out words when we read. We learned about an important exception to the VCe pattern in words that have the letter v. I'll model how to use that in reading.
- 📄 Display the transparency/PowerPoint with the passage.

Activity Book, Lesson 10, Activity E

Smooth Reading

My boss took me to an *expensive* restaurant. The menu was *impressive* with all kinds of *uncommon* food. I ordered pasta with garlic shrimp which *tasted disgusting*. And the plates of food were *massive*. I didn't want to say how *offensive* it was, so I ate all of it. After dinner, I felt really sick.

- Say, “My boss took me to an...Here is a word I don't know. First, I'll ‘Check the Context.’ My boss took me to an **blank** restaurant. OK. So it's some kind of restaurant.”

- Say, “Next, I’ll ‘Look for Chunks.’ I’ll look for prefixes and suffixes. I see the suffix *-i-v-e* that we just learned about.”
- ▲ Put a box around the suffix *-ive or- sive*.
- Say, “Let’s divide the rest of the word. I’ll underline the vowels. There are 2 consonants so I’ll divide between them. That gives me *ex - pen - sive, expensive.*”
- Say, “Let’s check the context to see if that makes sense. *My boss took me to an expensive restaurant.* OK. That makes sense. I wish my boss would do that.”

Students Apply the Strategy to the Passage

- Say, “Now read the passage silently to yourself. Use the strategy to figure out the multisyllabic words in bold italics. Be sure the sentences make sense. Raise your hand if you need help.”
- Pause while the students read the passage to themselves. Circulate to see if anyone needs help.

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

***Activity Book, Lesson 10, Activity A
Document of the Day***

Web Site

State stamps for sale. Collect all of them.

Give them to friends.

They will love to have their own set.

www.usastamps.gov

Activity Book, Lesson 10
Document of the Day
VCe words boxed

Web Site

State stamps for **sale**. Collect all of them. **Give**
them to friends.

They will **love** to **have** their own set.

www.usastamps.gov

Activity Book, Lesson 10, Activity B
Sort the Words

short vowel	long vowel
live	slave
have	live
glove	grave
give	rove
	drove

Activity Book, Lesson 10, Activity C
Syllabification

1ex/pres/sivepas/siveac/tive**2**im/pul/sivedis/rup/tivecon/struc/tive**3**in/ex/pen/sivein/ten/sivecom/pul/sive

Activity Book, Lesson 10, Activity E
Smooth Reading

My boss took me to an ***expensive*** restaurant.

The menu was ***impressive*** with all kinds of ***uncommon*** food. I ordered pasta with garlic shrimp which ***tasted disgusting***. And the plates of food were ***massive***. I didn't want to say how ***offensive*** it was, so I ate all of it. After dinner, I felt really sick.

Lesson 11 *Review*

Lesson Overview	<p>This lesson is a review of the lessons 7-10. It reviews the VCe syllable pattern and its variations. In addition, it reviews the rule for e-drop and doubling.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none">- Syllable Patterns- Dropping the Silent e- Doubling the Final Consonant- Syllabification <p>Approximate Time: 55 Minutes.</p>
Objective	<p>To review the VCe syllable pattern and variations on the final e pattern (-ive)</p> <p>To review Spelling Rule 3 (drop the silent e before adding a vowel suffix)</p> <p>To review Spelling Rule 4 (doubling the final consonant in one-syllable words before adding a vowel suffix)</p> <p>To practice dividing syllables with our spelling rules</p>
Materials	<p>Three Transparencies/PowerPoints:</p> <ul style="list-style-type: none">- Activity Book, Lesson 11, Activity A: Dropping the e- Activity Book, Lesson 11, Activity B: Add the suffixes- Activity Book, Lesson 11, Activity C: Syllabification
Preparation	

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 11. In this lesson we will review the VCe syllable pattern. We will also review the variations on that pattern like the word *give*.”
- Say, “We will then look at our two spelling rules and apply them to our work in dividing syllables.”

Syllable Patterns*Estimated Time: 10 min.*

- Say, “What two syllable patterns have we learned about so far?” (CVC, VCe)
- ≈ Write *man*, *cap*, *plod*, and *trem* in a list on the board.
- ? Ask, “What syllable pattern do these words and syllables have?” (CVC)
- ? Ask, “What makes these CVC syllables?” (They have one vowel and end in a consonant.)
- ? Ask, “What kind of vowel sound do they have?” (short)
- ? Ask, “Can someone read these words and syllables?”
- ≈ Write *mane*, *cape*, *plode*, and *treme* next to the other words.
- ? Ask, “What syllable pattern do these syllables have?” (VCe)
- ? Ask, “What happens to the vowel sound when you add an *e*?” (long vowel)
- ? Ask, “Can someone read these words and syllables?”
- Say, “We learned about one exception to the VCe pattern. Does anyone remember the exception?” (Accept any answer about words with a *v*.)
- ≈ Write *give*, *love*, and *have* on the board.
- Say, “A few very common words with the letter *v* have a vowel-*v*-*e* but still have a short vowel sound. This is because no English words end with the letter *v*.” [NOTE: Some students may mention slang or new technical words like *gov* or *shiv*. But no standard words end with *v*.]
- ≈ Write *active* and *supportive* on the board and put a box around the *-ive* in both words.

- Say, “One fairly common suffix with a *v* in it, *-i-v-e*, also has a short vowel sound. Can someone read these words?”

Dropping the Silent *e*

Estimated Time: 10 min.

- Say, “We have learned two spelling rules about adding suffixes to words. One rule applies to CVC words and the other applies to VCe words.”
- ? Ask, “Can someone tell me what the rule is that applies to VCe words?” (The silent *e* at the end of a word is dropped if we add an ending starting with a vowel. The silent *e* is not dropped if the ending starts with a consonant.)
- Say, “Now turn your attention to **Activity A**.”
- Say, “Using the spelling rule, add suffixes to the words in this table. Do not add a suffix if there is an X in the box since the word will not be real.”

Activity Book, Lesson 11, Activity A

*Dropping the *e**

	<i>-ing</i>	<i>-ly</i>	<i>-ed</i>
complete	completing	completely	completed
like	liking	likely	liked
brake	braking	X	braked
tire	tiring	X	tired
exclude	excluding	X	excluded
state	stating	stately	stated

- ☞ Display the transparency/PowerPoint and have the students check their work. Call on students to read some of the words.
- Say, “Look at the words with the *-e-d* suffix. What sound does the *-e-d* make in *completed*? (/ed/) What sound does *-e-d* make in *liked*? (/t/) What sound does *-e-d* make in *tired*? (/d/)
- Say, “Good. The *-e-d* suffix always has the same meaning. It makes a verb past tense. But it can be pronounced 3 different ways. Sometimes it is a separate syllable, like in *completed*, and sometimes it is just a /d/ or /t/ sound at the end of the word.”

Doubling the Final Consonant

Estimated Time: 10 min.

- Say, “The other spelling rule we learned applies to CVC words. Can someone tell me the rule?” (If a *one* syllable root word ends in *one* consonant with *one* vowel before it, double the final consonant of the root word if the suffix begins with a vowel.)

[NOTE: Students might also say that if a CVC word ends with a single vowel, you double the consonant if the suffix starts with a vowel. Accept this answer but stress the 1-1-1 part of the rule to help them remember the rule.]

- Say, “Now turn your attention to **Activity B**.”
- Say, “Using the rule, add suffixes to the words in this table. These are the most common suffixes in English.”

Activity Book, Lesson 11, Activity B

Add the Suffixes

	-s	-ed	-ing
slam	slams	slammed	slamming
print	prints	printed	printing
step	steps	stepped	stepping
place	places	placed	placing
button	buttons	buttoned	buttoning
flap	flaps	flapped	flapping
rock	rocks	rocked	rocking

- 📄 Display the transparency/PowerPoint and have the students check their work. Ask individuals to explain why they did or did not double the final consonant.

Syllabification

Estimated Time: 15 min.

- Say, “So far we have reviewed spelling rules for adding suffixes. We also need to remember these rules when we read multisyllabic words. When we divide words, we need to think about whether the final consonant was doubled or a final silent e was dropped.”
- ≈ Write *bravest* on the board.
- ? Ask, “What is the suffix in this word?” (*-est*)
- ≈ Write *brav / est* on the board.
- ? Ask, “Is that right?” (**No, you have to add an e to make the vowel long.**)
- ≈ Add the *e* to make *brave / est*.
- ? Ask, “When you add the suffix *-est* to *brave*, what happens to the root word?” (**You drop the final e.**)

- Say, “That’s right. If we didn’t remember about the dropped *e*, we might not decode the word correctly.”
- Say, “Let’s think about why it makes sense to drop the *e*. Does anybody have any ideas?” (Otherwise, the word would be spelled *braveest*, which you would pronounce *brave - eest*.)
- Say, “Now turn your attention to **Activity C**. Each of these sentences has a multisyllabic word in bold italics. We will use our syllable strategy and the spelling rules about adding suffixes to figure out these words.”
- ≈ Write *contemplating* on the board. Mark and divide the word as you talk about it. It will end up as *con / tem / plat(e) / ing*. You can insert the *e* with a caret.
- Say, “Let’s do the first one together. First, I’ll ‘Check the Context.’ *Joe sat blank the problem for a long time*. OK. Well, it’s something he is doing about a problem.”
- Say, “Next, I’ll ‘Look for Chunks.’ I see the common suffix, *-i-n-g*. I’ll put a box around it.”
- Say, “Next, I’ll divide the word into syllables and then read each syllable. I’ll underline the vowels. There are two consonants between the first two, so I’ll divide between the *n* and *t*. There are three consonants between the next vowels; I’ll divide after the *m* to keep the blend *p-l* together. That gives me *con - tem - plat - ing*. I can see that there must have been a silent *e* on *p-l-a-t*, which would make it *plate*. So the word is *con - tem - plate - ing*, *contemplating*.”
- Say, “That means thinking hard about something. So the sentence makes sense. *Joe sat contemplating the problem for a long time*.”
- Say, “Let’s look at number two also. The word has the common *-e-d* suffix. What is the root word? (slip) What is the whole word? (slipped) Did the *-ed* suffix make a separate syllable? (no). What sound does it make? (/t/) Good. Remember that the *-ed* suffix sometimes is a separate syllable and sometimes is just the sound /t/ or /d/.”

Activity Book, Lesson 11, Activity C**Syllabification**

1. Joe sat *con / tem / plat / ing* the problem for a long time.
2. I *slipped* on the icy stairs.
3. Paula was *in / quir / ing* about her paycheck when I walked in.
4. I *hap / pened* to be in the room when the fight began.
5. I was *mis / tak / en*, your shoes are red, not pink.
6. She made a *state / ment* by coloring her hair purple.
7. Claudia likes to buy *ex / pen / sive* shoes.
8. The troops are *in / fil / trat / ing* enemy lines.
9. The *ac / cus / er* was scared of a trial.
10. The man on the corner is babbling *in / sane / ly* to himself.

- ☞ Display the transparency/PowerPoint and have the students check their work. [NOTE: You might discuss why the *e* is dropped in *inquiring*, *mistaken*, *infiltrating*, *accuser* but not in *statement* and *insanely*. Also, you might discuss the sound of *-ed* in *happened*, and the *-ive* suffix in *expensive*.]

Progress Check*Estimated Time: 10 min.*

- Say, “Now turn to **Activity Book D** for Lesson 11. I am going to dictate some words for you to write. Then you will divide some words into their syllables.”

Activity Book, Lesson 11, Activity D:**Spelling Words**

- | | |
|---------------|--|
| 1. Cube | A cube is a shape with four equal sides. |
| 2. Shame | He brought me to shame when he exposed my lie. |
| 3. Stone | You will find the house key under the stone next to the door. |
| 4. Gloves | The girl wore her gloves and got ready to play with the snow. |
| 5. Basement | We moved all the children’s toys to the basement. |
| 6. Stopped | It stopped raining immediately after he made his wish. |
| 7. Resting | There is no resting time during a working week. |
| 8. Skater | With every move the skater took our breath away. |
| 9. Smelling | She has an increased sense of smelling and can always tell if someone is a smoker. |
| 10. Intensive | The waiting time for the results of the operation was so intensive. |

Syllable Division

- | | | | |
|------------------|------------------|----------------|---------------|
| 1. Impressive | im/pres/sive | 6. Shipment | ship/ment |
| 2. Restatement | re/state/ment | 7. Distrusting | dis/trust/ing |
| 3. Replacing | re/plac/ing | 8. Unattached | un/at/tach/ed |
| 4. Disengagement | dis/en/gage/ment | 9. Imitating | im/it/at/ing |
| 5. Concluded | con/clud/ed | 10. Impeding | im/ped/ing |

[NOTE: After the completion of **Activity D: Progress check** and if you have extra time, you can have students practice Smooth Reading in pairs using the passages from Lessons 7-10. This would be excellent practice and review.]

Activity Book, Lesson 11, Activity A
Dropping the e

	<i>-ing</i>	<i>-ly</i>	<i>-ed</i>
complete	completing	completely	completed
like	liking	likely	liked
brake	braking	X	braked
tire	tiring	X	tired
exclude	excluding	X	excluded
state	stating	stately	stated

Activity Book, Lesson 11, Activity B
Add the Suffixes

	-s	-ed	-ing
slam	slams	slammed	slamming
print	prints	printed	printing
step	steps	stepped	stepping
place	places	placed	placing
button	buttons	buttoned	buttoning
flap	flaps	flapped	flapping
rock	rocks	rocked	rocking

Activity Book, Lesson 11, Activity C
Syllabification

1. Joe sat **con / tem / plat / ing** the problem for a long time.
2. I **slip/ped** on the icy stairs.
3. Paula was **in / quir / ing** about her paycheck when I walked in.
4. I **hap / pened** to be in the room when the fight began.
5. I was **mis / tak / en**, your shoes are red, not pink.
6. She made a **state / ment** by coloring her hair purple.
7. Claudia likes to buy **ex / pen / sive** shoes.
8. The troops are **in / fil / trat / ing** enemy lines.
9. The **ac / cus / er** was scared of a trial.
10. The man on the corner is babbling **in / sane / ly** to himself.

Lesson 12

The Cle pattern

Lesson Overview	<p>This lesson introduces the Cle syllable type. In addition it provides opportunities to read and spell words with closed and Cle syllables.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Document of the Day - New Pattern Cle - Spelling tip: Words with CVC and Cle - Progress Check - Smooth Reading <p>Approximate Time: 45 minutes.</p>
Objective	<p>To learn the -Cle pattern</p> <p>To learn how to divide syllables in words ending with -Cle</p> <p>To review final e patterns</p>
Materials	<p>Six Syllable Patterns Chart</p> <p>Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 12, Document of the Day - Document of the Day (with underlined the -Cle words) - Activity Book, Lesson 12, Activity A: Syllabification - Activity Book, Lesson 12, Activity B: Spell the words - Activity Book, Lesson 12, Activity D: Smooth Reading
Preparation	<p>Display the Six Syllable Patterns Chart. Highlight the -Cle syllable pattern.</p>

Introduction*Estimated Time: 1 Min.*

- Say, “Today we will be working on Lesson 12. In this lesson we are going to learn about the consonant-*l-e* (Cle) pattern.”

Document of the Day*Estimated Time: 5 min.***Sporting News**

Racing great Lance Armstrong took a tumble during the second leg of the Boston Bicycle Classic. The fall happened when he hit a puddle that was the result of the daylong drizzle. With his ankle taped, Armstrong continued to struggle. He went on to win the battle and at the final whistle, he was in first place.

- 📄 Display the Document of the Day transparency/PowerPoint.
- ? Ask, “Would someone like to read the Document of the Day?”
- Explain, “There are a number of words in this story that follow the consonant-*l-e* pattern (Cle pattern). The consonant-*l-e* pattern comes at the end of the word. For example, in the first line look at the word *tumble*. It ends in *b-l-e*. The *b-l-e* is an example of a consonant-*l-e* syllable.”
- Say, “Take a moment and go through the document and underline each of the words that you find that fit that pattern.”
- ? Ask, “Would someone like to share what words they’ve found?” (*tumble, bicycle, puddle, drizzle, ankle, struggle, battle, whistle*)
- 📄 Display the transparency/PowerPoint of the Document of the Day with the -Cle words underlined.

New Pattern*Estimated Time: 10 min.*

- Explain, “Take a look at the words that you’ve underlined.”
- ? Ask, “What do you notice about where the -Cle appears in each of these words?” (*It appears at the end.*)
- Say, “That’s right, the -Cle is always at the end of the word.”
- ? Ask, “What do you notice about the final letter *e*?” (*It’s silent.*)
- Say, “That’s correct; the final letter is the silent *e*. When you hear the -Cle spoken, all you hear is the consonant and the *l*.”

- Say, “Look at the Six Syllable Patterns Chart (on the wall). It lists the syllable types we have learned so far—CVC, VCe, open syllable, and now -Cle.”
- Say, “In earlier lessons we discussed how to divide words into syllables to help read long multisyllabic words.”
- ? Ask, “Can someone tell me the most common place to make the split?”
(Between two consonants.)
- Say, “That is correct, it usually occurs between two consonants.”
- Say, “When there is a -Cle syllable, we keep the consonant and the *l-e* together in the same syllable. It is very easy to divide the -Cle syllable.”
- Say, “Now take a look at **Activity A** in your Activity Book.”
- Explain, “I want you to divide the words into syllables by placing a slash where the division occurs.”
- Say, “Let’s do the first one together. The word is *crumble* and the slash would go between the *m* and the *b*. That keeps the *b* and the *l-e* together.”
- Say, “Go through and put a slash between the syllables in each of the words. Then read the word to yourself.”

Activity Book, Lesson 12, Activity A
Syllabification

- | | | | |
|-------------|--------------|-------------|--------------|
| 1. crum/ble | 4. sprin/kle | 7. mid/dle | 10. rip/ple |
| 2. siz/zle | 5. trem/ble | 8. scuf/fle | 11. pic/kle |
| 3. han/dle | 6. bot/tle | 9. stum/ble | 12. whis/tle |

- ☞ Display the transparency/PowerPoint and have the students check their work.
- Say, “Look at the first syllable in each of these words. What kind of syllables are these?” (CVC syllables)
- ? Ask, “How do you know that they are CVC?” (They have a single vowel and end with a consonant.)
- Ask, “What kind of vowel sound do they have?” (Short vowel)
- Call on students to read the words.

- Say, “Please read the syllables separately and then put them together to form the word. For example: *crum ble*, *crumble*.”
- Say, “Look at the last word, *whistle*. This word shows one exception with -Cle words. When a word ends with *-s-tl-e*, the *t* is silent. Other words like this are *hustle* and *bustle*.”
- **Additional Words for Re-teaching:** castle, battle, candle, wrestle.

Spelling Tip

Estimated Time: 10 min.

- Say, “Now we’re going to talk about how to spell these words. It’s a good idea to spell the words one syllable at a time.”
- Say, “We’ll look at the words in **Activity A**. The first word is *crumble*. You told me that the first syllable was a CVC syllable with a short vowel—*crum*. The second syllable was a -Cle syllable beginning with *b-ble*. If we spell each syllable separately, we get *crumble*.”
- ≈ Write *crumble*, and then say it, pausing after the first syllable.
- Say, “Now look at the second word—*sizzle*. The first syllable is *siz*. It ends with a *z*. The -Cle syllable begins with a *z-zle*. If we spell each syllable separately, we get *sizzle*. Notice that we have a double-*z*.”
- Say, “Turn to **Activity B** in your books.”
- Say, “I’m going to read some -Cle words for you to spell. Say the word in separate syllables, and then spell the word each syllable separately.”

Activity Book, Lesson 12, Activity B

Spell the Words

- | | |
|-------------------|---|
| 1. Giggle | Please don’t <i>giggle</i> and distract the other students. |
| 2. Pimple | Ted mistook his <i>pimple</i> for a boil and called the doctor. |
| 3. Gentle | Please be <i>gentle</i> with the carton of eggs. |
| 4. Sniffle | When I have a cold, I <i>sniffle</i> loudly. |
| 5. Puzzle | It’s great to work on a <i>puzzle</i> on a rainy day. |
| 6. Handle | The door <i>handle</i> is broken. |

- 📄 Display the transparency/PowerPoint and have the students check their work.

- **Additional Words for Re-teaching:** bundle, saddle, paddle, kindle, fuddle, castle.

Progress Check

Estimated Time: 5 min.

- Say, “Now look at the Progress Check. Divide each of these words into syllables. An example is done for you.”

Activity Book, Lesson 12, Activity C
Progress Check

Example: twinkle	twin / kle
1. muzzle	muz / zle
2. bottle	bot / tle
3. candle	can / dle
4. trickle	tric / kle
5. dimples	dim / ples
6. thistle	this / tle
7. flapping	flap / ping
8. hopeless	hope / less
9. contract	con / tract
10. unwilling	un / will / ing

Smooth Reading

Estimated Time: 15 min.

Teacher Models the Syllable Strategy

- Say, “Next we are going to practice reading. If you come across a long word that you don’t know, a good strategy is to divide it into syllables. Today we added a new syllable type to use with our strategy.
- ▲ Point to the Six Syllable Patterns Chart as you read and explain the strategy.
- Say, “Let’s go through the strategy. What is the first step in the strategy? **(Check the context.)** What does that mean? **(Read the rest of the sentence and see if you can figure out what word would make sense from the context.)** What is the next step?” **(Look for Chunks. Is there a prefix or a suffix?)**

- ? Ask, “What is the next step? (**Divide the word and say the syllables.**) How do we do that? (**Underline each vowel; if there are 2 consonants between the vowels, divide between them unless they are a blend or a digraph.**) For -Cle syllables, we never divide the -Cle. The consonant - l is like a blend.”
- Say, “Finally, after you figure out the word, you always read the sentence again to check if it makes sense in context. I’ll show you how I would do this.”
- 📄 Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 12, Activity D

Smooth Reading

It was a very hot day in the ***jungle***. A light ***drizzle*** fell as James drank from his ***bottle*** of ***apple*** juice. The rain water ***tickled*** his neck and he ***struggled*** to stay dry. Finally he found a shed next to a ***cattle*** field and rested there until the rain stopped.

- Say, “*It was a very hot day in the...*If I didn’t know that word, I would first check the context. *It was a very hot day in the blank.* It must be someplace hot. Next, I ‘Look for Chunks.’ I don’t see any small words or any prefixes or suffixes.”
- Say, “Next, I ‘Divide the Word’ and Say the Syllables. I see a consonant-*l-e* syllable at the end of the word. With the consonant-*l-e* syllable, it’s pretty easy once you learn to recognize them. I see the *g-l-e*, so I know to divide that syllable off.”
- ▲ Draw a slash between the syllables in *jungle* (*jun / gle*).
- Say, “The first syllable is a CVC syllable. So the word is *jun - gle, jungle.*”

Students Apply the Strategy to the Passage

- Say, “Please turn to **Activity C**, in your books. Read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Look for the -Cle syllables. Be sure the sentences make sense. Raise your hand if you need help.”

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”

- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

*Document of the Day***Sporting News**

Racing great Lance Armstrong took a tumble during the second leg of the Boston Bicycle Classic. The fall happened when he hit a puddle that was the result of the daylong drizzle. With his ankle taped, Armstrong continued to struggle. He went on to win the battle and at the final whistle, he was in first place.

Document of the Day (with underlined the -Cle words)**Sporting News**

Racing great Lance Armstrong took a tumble during the second leg of the Boston Bicycle Classic. The fall happened when he hit a puddle that was the result of the daylong drizzle. With his ankle taped, Armstrong continued to struggle. He went on to win the battle and at the final whistle, he was in first place.

Activity Book, Lesson 12, Activity A
Syllabification

1. crum / ble
2. siz / zle
3. han / dle
4. sprin / kle
5. trem / ble
6. bot / tle
7. mid / dle
8. scuf / fle
9. stum / ble
10. rip / ple
11. pic / kle
12. whis / tle

Activity Book, Lesson 12, Activity B
Spell the Words

1. Giggle
2. Pimple
3. Gentle
4. Sniffle
5. Puzzle
6. Handle

Activity Book, Lesson 12, Activity D
Smooth Reading

It was a very hot day in the ***jungle***. A light ***drizzle*** fell as James drank from his ***bottle*** of ***apple*** juice. The rain water ***tickled*** his neck and he ***struggled*** to stay dry. Finally he found a shed next to a ***cattle*** field and rested there until the rain stopped.

Lesson 13

Open Syllables

Lesson Overview	<p>The lesson reviews the previously taught patterns and introduces the open syllable.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review of syllable types: CVC, VCe and Cle - Document of the Day - New Pattern: Open Syllable - Extending the Pattern - Progress Check - Smooth Reading <p>Approximate Time: 45 min.</p>
Objective	<p>To learn about syllable division with one consonant between two vowels</p> <p>To recognize that an open syllable often has a long vowel sound</p> <p>To review syllable division of CVC, VCe and -Cle syllables</p>
Materials	<p>Strategy for Reading Multisyllabic Words Chart</p> <p>Six Syllable Patterns Chart</p> <p>Six Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 13, Document of the Day - Document of the Day (underlined) - Activity Book, Lesson 13, Activity A: Syllabification - New Pattern: Open Syllable - Activity Book, Lesson 13, Activity B: Syllabification - Activity Book, Lesson 13, Activity D: Smooth Reading
Preparation	<p>Display the Strategy for Reading Multisyllabic Words Chart. Highlight the following:</p> <p style="padding-left: 40px;">If a vowel is followed by 1 consonant, try dividing before the consonant. If that doesn't work, try after the consonant.</p> <p style="text-align: center;"><i>ra / dar lim / it</i></p> <p>Display the Six Syllable Patterns Chart. Highlight the open syllable.</p>

Introduction*Estimated Time: 1 min.*

- Say, “Today we working on Lesson 13. In this lesson, we will learn how to divide syllables when there is only one consonant between vowels.”
- Say, “We will review the syllable patterns we have already learned and then learn how to pronounce the vowel in our new syllable pattern, the open syllable.”

Review*Estimated Time: 5 min.*

- Say, “Let’s take a look at the syllable patterns that we have learned so far.”
- Say, “The first pattern we discussed is CVC.”
- ≈ Write *bad, bed, bid, bod, and bud* on the board.
- Say, “Let’s take a look at the keywords we learned in our earlier lesson.”
- ? Ask, “Could someone please read the keywords now?”
- ? Ask, “What can you tell me about the vowel in all of these words?” **(The vowel is short.)**
- Say, “That’s correct; the vowel in a CVC word is short.”
- Say, “Remember that consonants often appear in clusters. It doesn’t matter if one, two, or three consonants follow the vowel. The vowel remains short.”
- ? Ask, “Another syllable pattern that we learned is VCe. What happens when we add a silent *e* to the keywords?” **(The vowels become long.)**
- Add an *e* to the keywords making *bade, bede, bide, bode, and bude*.
- ? Ask, “Could someone please read the keywords now? Some of these are not real words.”
- Say, “Great, the other pattern we’ve discussed so far is -Cle.”
- ? Ask, “Can someone tell me about this syllable pattern? Where does it occur? How do you pronounce it?” **(It always appears at the end of the word. It has the sound of the consonant that comes just before the *l*.)**

Document of the Day*Estimated Time: 10 min.*

- ☰ Display the Document of the Day transparency/PowerPoint.

Travel and Enjoy the Life on the Farm!

Visit local farms and discover the secrets behind prize-winning tulips and the perfectly ripe tomato. Spend the night in a cozy cabin. Space is limited so sign up now. Contact the Idaho Farm Program in Sun Valley.

- Say, “Let’s take a look at the Document of the Day together.”
- ? Ask, “Would someone like to read it to the class?”
- Say, “So far, in our syllable strategy, we have learned to look for chunks we know, like prefixes and suffixes, and to divide root words. What did we learn about dividing root words?” **(Divide between 2 consonants. If there are more than 2 consonants, try dividing after the first one.)**
- Explain, “Sometimes there is only one consonant between 2 vowels. Today we are going to look at dividing words when there is only one consonant between the vowels.”
- Say, “Please go through the Document of the Day and underline any multisyllabic words that have only 1 consonant between the vowels. Remember not to mark the final-e in VCe words.”
- Say, “Let’s do the first one together. What is the first word in the title of the Document of the Day? (**Travel**) What are the vowels? (**a and e**) How many consonants are between the vowels? (**just 1, the v**) So underline that word. Go ahead and see how many more you can find.”

- **Travel and Enjoy the Life on the Farm!**

- Visit local farms and discover the secrets behind prize-winning tulips and the perfectly ripe tomato. Spend the night in a cozy cabin. Space is limited so sign up now. Contact the Idaho Farm Program in Sun Valley.

- ☰ Display the transparency/PowerPoint of the Document of the Day with the correct words underlined. Have the students check their work. (**Travel, visit, local, discover, behind, tulips, tomato, cozy, cabin, limited, Idaho**)

? Ask, “Did anyone have any other words circled that are not on the list?” (If they have circled *life*, *ripe*, and/or *prize* remind them these words follow the VCe syllable pattern.)

≈ Write *visit* on the board.

➤ Say, “Listen to the sound of the vowel in the first syllable of *visit*. Is it a long vowel or a short vowel?” (Short)

≈ Write *local* on the board.

➤ Say, “Listen to the sound of the vowel in the first syllable of *local*. Is it a long vowel or a short vowel?” (Long)

➤ Say, “When there is only one consonant between the vowels, sometimes the vowel is long and sometimes it is short. To make sense of these words, we have to learn about a new syllable pattern—the open syllable.

New Pattern

Estimated Time: 10 min.

➤ Explain, “The new syllable pattern we are learning today is called an open syllable. An open syllable has one vowel at the end of the syllable. It usually has a long vowel sound.” [NOTE: Point out the open syllable on the Six Syllable Patterns Chart.]

➤ Say, “Let’s look at some words that are open syllables.”

📄 Display transparency/PowerPoint with *no*, *go*, *me*, *try*, and *fly* on it.

? Ask, “What kind of vowel sound do these words have?” (Long)

➤ Say, “An open syllable has one vowel at the end of a syllable. The vowel is usually long.”

? Ask, “What other syllable pattern has a long vowel sound?” (The VCe pattern.)

➤ Say, “Now let’s look again at the words from the Document of the Day.”

≈ Write *local* on the board again and underline the vowels.

➤ Say, “Look at our syllable strategy. It says, ‘If a vowel is followed by 1 consonant, try dividing before the consonant. If that doesn’t work, try dividing after the consonant.’ So, let’s divide *local* before the consonant.”

▲ Draw a slash between the syllables in *local* (*lo / cal*).

- Say, “Now, the first syllable is an open syllable. It has one vowel at the end of the syllable, and it is a long vowel. How would you pronounce the first syllable?” (**Lo, with a long o.**)
- Say, “So, the word is *local*.”
- ≈ Write *tulip* on the board and underline the vowels.
- ? Ask, “Where should I divide this word into syllables?” (**Before the consonant.**) [NOTE: If they cannot answer, direct them to look at the strategy.]
- ▲ Draw a slash between the syllables in *tulip* (*tu / lip*).
- ? Ask, “What kind of syllable is the first syllable? (**Open**) What kind of vowel does it have?” (**Long**)
- Say, “So the word is *tulip*.”
- ≈ Write *tomato* on the board and underline the vowels.
- ? Ask, “Where should I divide this word?” (**to / ma / to**)
- ▲ Draw slashes between the syllables in *tomato*.
- ? Ask, “What kind of syllables are these? (**Open**) What kind of vowels are they?” (**Long**)
- Say, “So the word is *to ma to, tomato*.” [NOTE: If your students pronounce this word *to-mah-to*, you will have to adjust the discussion of the middle syllable.]
- Say, “Now I want to connect this new pattern to something we learned before.”
- ≈ Write *hoping* on the board.
- ? Ask, “What is this word? (**Hoping**) What is the root word? (**Hope**) How did we get from *hope* to *hoping*?” (**We dropped the e before adding -ing.**)
- Say, “If we divide this word before the consonant, we get an open syllable—*ho* with a long *o*. *Ho ping*.”
- ▲ Draw a slash between the syllables in *hoping*.
- ≈ Write *hopping* on the board and put a slash between the syllables (*hop / ping*).

- Say, “This word follows our strategy about dividing words between the consonants. The first syllable is a CVC syllable—*hop*, so we have *hopping*.”
 - Say, “So you see that our new pattern about dividing before the consonant to get an open syllable works with our earlier pattern of dropping the *e* in VCe words.”
 - Say, “Now turn your attention to **Activity A**.”
 - Say, “Read the words to yourself. Underline the vowels, and then place a slash before the consonant. Last, put a line over any vowels that have a long vowel sound.”
- ≈ Write *locate* on the board.
- Say, “Let’s do the first one together. The word is *locate*. Underline the vowels *o* and *e*. Place the slash before the consonant *c*. The first syllable is *l-o*, *lo*. It is an open syllable with a long vowel sound. So mark it with a line over the vowel. The second syllable is *c-a-t-e*, *cate*. It is a VCe syllable with a long vowel sound. Mark that vowel, too. So the word is *lo-cate*, *locate*.”
 - Say, “Now complete the exercise on your own.”

Activity Book, Lesson 13, Activity A

Syllabification

- | | |
|---------------------------------------|--|
| 1. <u>l</u> ō / c <u>ā</u> t <u>e</u> | 6. <u>ū</u> / n <u>ī</u> t |
| 2. v <u>ā</u> / c <u>ā</u> t <u>e</u> | 7. h <u>ō</u> / b <u>ō</u> |
| 3. h <u>ū</u> / m <u>ā</u> n | 8. r <u>ō</u> / d <u>e</u> nt |
| 4. r <u>ī</u> / d <u>ī</u> ng | 9. f <u>ī</u> / n <u>ā</u> l |
| 5. tr <u>ī</u> / p <u>ō</u> d | 10. p <u>ō</u> / t <u>ā</u> / t <u>ō</u> |

- 📄 Display the transparency/PowerPoint and have students check their work.
- Say, “Let’s take a look at these words. Notice that in number 6, the open syllable is just a single letter. In number 10, there are 3 open syllables.”
- **Additional Words for Re-Teaching:** silent, vacant, brutal, focus, digraph, total, apron, April, vocalize, naval.

Extending the Pattern*Estimated Time: 5 min.*

- Explain, “Often, when there is only 1 consonant between the vowels, we divide before the consonant to make an open syllable with a long vowel. But sometimes, we have to divide after the consonant.”
- ≈ Write *cabin* on the board and underline the vowels.
- Say, “Let’s try our strategy with this word. First, I try to divide the word before the consonant.”
- ▲ Draw a slash before the *b* in *cabin* (*ca / bin*).
- ? Ask, “What kind of syllable is the first syllable? (**Open**) How would you pronounce it?” (*/cā/*)
- Say, “Then the word would be *cā-bin*, but that’s not a word. So I’ll try dividing it after the consonant.”
- ≈ Erase *ca / bin* and write *cab / in*.
- Say, “Now what type of syllable is the first syllable? (**CVC**) And how would you pronounce it?” (*cab*)
- Say, “So the word is *cabin*.”
- Say, “Now turn your attention to **Activity B**.”
- Say, “Apply the syllable strategy to these words. First, try dividing before the consonant and pronouncing the word with a long vowel. If that doesn’t work, then try dividing after the consonant which will give you a short vowel.”
- Say, “Let’s do the first one together. The word is *solid*. First, I underline the vowels. If I divide before the consonant, the first syllable would be *so* which is an open syllable with a long vowel. Then the word would be *so-lid*. But that isn’t a word. If I divide after the consonant, the first syllable would be *sol*, a CVC syllable, and the word would be *sol-id*. That must be right because *solid* is a word.”
- Say, “Now complete the exercise on your own by dividing the words into syllables. Follow the strategy. First, try dividing before the consonant and pronouncing the word with a long vowel. If that doesn’t work, try dividing after the consonant. ”

Activity Book, Lesson 13, Activity B**Syllabification**

- | | |
|--------------|-------------------|
| 1. sol/ id | 7. grav/ el |
| 2. lim/ it | 8. na/ vy |
| 3. pro/ tect | 9. pan/ el |
| 4. co/ zy | 10. com/ et |
| 5. sev/ en | 11. kil/ o/ gram |
| 6. le/ gal | 12. pan/ to/ mine |

- ☞ Display the transparency/PowerPoint and have students check their work. Note the last 2 words are more difficult and have 3 syllables. Give corrective feedback by taking students through the strategy just as you did earlier in the lesson.
- Explain, “So, if there is one consonant between two vowels, it is possible to divide before or after the consonant. First, try dividing before the consonant. If that does not work, try dividing after the consonant. There is no sure way to know except to say the word to see which way works. This is another case where it is important to be flexible.”

Progress Check*Estimated Time: 5 min.*

- Say, “Now turn to the Progress Check for Lesson 13. Divide each of these words into syllables by putting a slash in the right place. An example is done for you.”

Activity Book, Lesson 13, Activity C**Progress Check**

- | | |
|------------------|--|
| Example: crazy | cra / zy |
| 1. spoken | spo / ken |
| 2. wagon | wag / on |
| 3. minus | mi / nus |
| 4. vacant | va / cant |
| 5. denim | den / im |
| 6. product | prod / uct |
| 7. unite | u / nite |
| 8. unwise | un / wise |
| 9. cactus | cac / tus |
| 10. disconnected | dis / con / nect / ed OR dis / con / nec / ted |

Smooth Reading*Estimated Time: 15 min.***Teacher Models the Syllable Strategy**

- Say, “Next we are going to practice reading. If you come across a long word that you don’t know, a good strategy is to divide it into syllables. Today we learned about a new syllable type, the open syllable, to use with our strategy.
- ▲ Point to the Strategy for Reading Multisyllabic Words Chart as you read and explain the strategy.
- Say, “The rules we have learned so far are highlighted. The first step is to ‘Check the Context’. Then, you ‘Look for Chunks you Know’—small words in the word and prefixes and suffixes. Then you ‘Divide the Root or Word’. You underline the vowels and see how many consonants are between the vowels. The new rule we learned today is about what to do if there is only one consonant between the vowels. The strategy says to try dividing before the consonant. That gives you an open syllable with a long vowel. If you try that and it doesn’t sound like a word, then you try dividing after the consonant. I’ll model it for you.”
- Say, “Please look at **Activity D** in your books.”
- 📄 Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 13, Activity D***Smooth Reading***

Yesterday I rode in an **ambulance** with my father. The **driver** turned the **volume** of the **siren** up as high as it would go! My father had a high **fever** because of a **virus**. I was in a **panic** by the time we got to the hospital, but my father was all right.

Teacher’s reference for the target words:**First syllable is:****open**

si/ren

fe/ver

vi/rus

dri/ver

CVC

vol/ume

pan/ic

both

am/bu/lance

- Say, “Yesterday I rode in an...Well, I don’t know that word. First, I’ll ‘Check the Context.’ Yesterday I rode in a **blank** with my father. It must be

something I could ride in like a car. Next, I'll 'Look for Chunks.' I don't see any compound words or any prefixes or suffixes."

- Say, "So, I'll divide the word into syllables and say the syllables. I'll underline the vowels but I won't mark the *e* because it is a final *e*."
- ≈ Underline the vowels in *ambulance* (except for the final *e*). Then point to the beginning of the word.
- Say, "There are 2 consonants here so I'll divide between the *m* and *b*."
- ▲ Draw a slash between the *m* and the *b* (*am / bulance*). Then point to the middle of the word.
- Say, "There is just 1 consonant here, so I'll try to divide before the consonant first...*am / bu / lance*. I'll try saying the syllables this way to see if it sounds like a word. The first syllable is a CVC syllable—*am*. The second syllable is an open syllable, which would have a long vowel—*bu*. *Am - bu - lance*. *Ambulance*. [NOTE: Add the correct stress when you put the word together.]
- Say, "That's a word. And it makes sense when I 'Check the Context.' 'Yesterday I rode in an ambulance with my father.'"

Students Apply the Strategy to the Passage

- Say, "Now read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Look for the consonant-*l-e* syllables. Be sure the sentences make sense. Raise your hand if you need help."

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Say, "Now I will read the passage to model smooth reading."
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

*Document of the Day***Travel and Enjoy the Life on the Farm!**

Visit local farms and discover the secrets behind prize-winning tulips and the perfectly ripe tomato.

Spend the night in a cozy cabin. Space is limited so sign up now. Contact the Idaho Farm Program in Sun Valley.

Document of the Day (underlined)

Travel and Enjoy the Life on the Farm!

Visit local farms and discover the secrets behind prize-winning tulips and the perfectly ripe tomato.

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New Pattern: Open Syllable

no, go, me, try, fly

Activity Book, Lesson 13, Activity A
Syllabification

1. lo / cate

6. u / nit

2. va / cate

7. ho / bo

3. hu / man

8. ro / dent

4. ri / ding

9. fi / nal

5. tri / pod

10. po / ta / to

Activity Book, Lesson 13, Activity B
Syllabification

1. sol/id

7. grav/el

2. lim/it

8. na/vy

3. pro/tect

9. pa/n/el

4. co/zy

10. com/et

5. sev/en

11. kil/o/gram

6. le/gal

12. pa/n/to/mine

Activity Book, Lesson 13, Activity D
Smooth Reading

Yesterday I rode in an ***ambulance*** with my father. The ***driver*** turned the ***volume*** of the ***siren*** up as high as it would go! My father had a high ***fever*** because of a ***virus***. I was in a ***panic*** by the time we got to the hospital, but my father was all right.

Lesson 14

Stress and Schwa

Lesson Overview	<p>The lesson reviews the previously taught patterns (CVC, VCe, Cle, open syllable). In addition, it provides instruction on the schwa sound and unstressed syllables.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review of syllable types: CVC, VCe, Cle and Open - Document of the Day - New Pattern: Stress - More Practice - Extending the Concept: Schwa - Progress Check - Smooth Reading <p>Approximate Time: 60 min.</p>
Objective	<p>To learn about unstressed syllables and the schwa sound</p> <p>To review syllable division of CVC, VCe, Cle, and open syllables</p>
Materials	<p>Six Syllable Patterns Chart</p> <p>Strategy for Reading Multisyllabic Words Chart</p> <p>Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 14, Document of the Day - Sentences - Activity Book, Lesson 14, Activity A: Shifts in stress - Activity Book, Lesson 14, Activity B: Mark the stress - Activity Book, Lesson 14, Activity D: Smooth Reading
Preparation	<p>Display the Strategy for Reading Multisyllabic Words Chart.</p> <p>Mark the following new section:</p> <p style="padding-left: 40px;">Be Flexible.</p> <ul style="list-style-type: none"> - Try putting the stress on different syllables. - Remember the schwa sound. <p>Display the Six Syllable Patterns of the English Language Chart.</p>

Introduction*Estimated Time: 1 min.*

- Say, “Today we working on Lesson 14. In this lesson we will learn about the schwa sound, which is the sound that a vowel can have when it is in an unstressed syllable.”
- Say, “We will also review the syllable patterns we have already learned, and practice the steps for dividing multisyllabic words into syllables.”

Review*Estimated Time: 5 min.*

- Say, “Let’s review the syllable patterns that we have learned so far. Look at the Six Syllable Patterns Chart.
- ≈ Write *bed, bad, bid, bod, and bud* on the board.
- ? Ask, “Could someone tell me what syllable pattern these words follow?” (CVC)
- ? Ask, “What can you tell me about the vowel in all of these words?” (The vowel is short.)
- Say, “That’s correct; the vowel in a CVC word is short.”
- On the board, add an *e* to the keywords making *bade, bede, bide, bode, and bude*.
- ? Ask, “Another syllable pattern that we learned is VCe. What happens when we add a silent *e* to the keywords?” (The vowels become long.)
- ≈ Write *bicycle, thimble, whistle, and jungle* on the board.
- Say, “The third pattern we’ve discussed so far is the consonant-*l-e* pattern.”
- ? Ask, “Can someone tell me what the rules are for this pattern?” (It always appears at the end of the word. It has the sound of the consonant that comes just before the *l*.)
- ≈ Write *co / zy, tu / lip, ho / bo, and u / nit* on the board. Include the slashes for syllables division.
- Explain, “The syllable pattern that we worked on in our last lesson is called an open syllable.”
- ? Ask, “Can someone tell me what the rules are for this pattern?” (An open syllable always ends in a vowel. It usually has a long vowel.)

Document of the Day*Estimated Time: 5 min.*

- ☞ Display the Document of the Day transparency/PowerPoint.

Recording Artist Celebrates 80th Birthday

Martin Johnson, who has been playing the blues guitar for 70 years, celebrated his 80th birthday on Friday. He is best known for his record, *Alabama Blues*, which he recorded in 1954. The Blues Society presented him with an award for lifetime achievement. In accepting the award, Johnson said it was the best birthday present he had ever received.

- Say, “Let’s take a look at the Document of the Day together.”
- ? Ask, “Would someone like to read it to the class?”
- ≈ Write *record* on the board.
- Say, “Can someone read this word to me?” (They will read it with stress on first or second syllable.)
- ? Ask, “Is there another way to pronounce this word?” (If someone gets the idea and says it with the stress the other way, then go on to explain the idea as in the next bullet. If not, then lead them to the discovery with examples as follows.)
- ? Ask, “If you were a fan of Martin Johnson, you might go to the store to buy one of his old _____? (RECORDS.) If you were going to make a record or tape, you would go to the studio to _____ it.” (reCORD)
- Explain, “There are two different ways to say *record*—RECORD and reCORD. [NOTE: Stress the capitalized syllable.] The difference is in which syllable is stressed, which means it is louder or longer.” [NOTE: Repeat the words exaggerating the stress.]
- ≈ Write *present* on the board.
- Ask, “Can someone tell me the two ways to say this word?” (PREsent and preSENT.)
- Say, “What do these two different pronunciations mean?” (One means a gift and the other is the act of giving something like an award.)
- Say, “That’s right. The Blues Society preSENTed him with an award. He said it was the best PREsent ever.”

New Pattern—Stress*Estimated Time: 15 min.*

- Say, “In words with more than one syllable, one syllable is usually more emphasized or stressed than the others. To decode these words, it is helpful to recognize which syllable is most stressed. If you don’t put the stress on the right syllable, the word won’t sound right.”
- Say, “There are a number of two-syllable words in English that are spelled the same, but shifting the stress from the first to the second syllable changes the meaning of the word. We just talked about 2 of them from the Document of the Day.”
- Explain, “If the stress is on the first syllable, it is a noun. If it is on the second syllable it is a verb. Does everyone know the difference between a noun and a verb?” **(A noun is an object, place or thing; a verb is the action word in the sentence.)**
- Say, “Look at the words and sentences in **Activity A**.”
- Say, “Read the sentences to yourself. You’ll notice that the same word appears twice in each sentence, once as a noun and once as a verb.”
- Say, “Go through and underline the syllable that is stressed. Remember if the first syllable is stressed, the word is a noun.”
- Say, “Let’s do the first one together. The word is *object*. The sentence is: *I object to that ugly object being in the room.*”
- Say, “In the first use of *object*, the syllable that is stressed is *ject*. It is a verb meaning to protest or complain. In the second use, it is acting as the noun and *ob* is stressed. There it means a thing.”
- Say, “The main idea is that some words have different meanings depending on which syllable is stressed.”
- Say, “Do the rest yourself. Underline the syllable that is stressed. You can say the word to yourself to see which way sounds right.”

Activity Book, Lesson 14, Activity A***Shifts in Stress***

1. object I object to that ugly object being in the room.
2. conduct Your conduct will not be questioned if you conduct yourself properly.
3. record I would like to record my voice on a record.
4. produce The farm will produce food and we will sell the produce at the market.
5. desert Don't desert me when we go into the desert.
6. present I hope they will present me with a present for my birthday.

📄 Display the transparency/PowerPoint and have students check their work.

- Say, “Would someone like to read sentence number two to the class?”
- Say, “As you are reading the sentence, really emphasize the stressed syllables in the targeted words.”

[NOTE: Have the students read the remainder of the sentences, asking them which syllable is stressed in the targeted words. Practice saying the words with students, helping them hear the stressed syllables.]

- **Additional Words for Re-Teaching:** conTEST-CONtest, INSult-inSULT, REbel-rebel, PERmit-perMIT.

More Practice*Estimated Time: 5 min.*

- Say, “Stress is not an easy concept to learn but with repeated practice and some handy tips you will get better at recognizing which syllable has the stress. Here is another way to think about it.”
 - Say, “When we stress something, we give it more emphasis and force. For example, I might stress that attendance in class is very important. To stress this point, I might say it more loudly or more slowly.” [NOTE: Say the sentence loudly and/or slowly to show how you might stress it.]
 - Say, “Sometimes we stress a word in a sentence for emphasis.”
- 📄 Display the transparency/PowerPoint of the following sentences:
1. I *want* to go home now.
 2. I want to go home *now*.
 3. I want to go *home* now.
- Ask, “Can someone read sentence one, stressing the italicized word?” (Repeat for sentences two and three.)

- Say, “Notice that the meaning changes a little bit, depending on the emphasis.”
- Say, “You can try this out with names. I’m going to say a very common name but with the stress on the wrong syllable—*JenNIFer*. What name did I say?” (**JENnifer**) (Try this with other names. Have the students try saying their own names and each others’ names with the stress in the wrong place.)

Extending the Concept—Schwa

Estimated Time: 15 min.

- Explain, “The idea of stress can be difficult to master, but it is important for decoding and spelling. When you are reading long words, you may need to try putting the stress on different syllables to get the right word. In many words, stress can change the vowel sound.”
- Explain, “When a vowel is in a syllable that is not stressed, it is often reduced to a neutral sound that we call *schwa*.”
- Say, “Listen closely to the following words as I say them.”
 - human*
 - private*
 - person*
- Say, “I will say these words again, but this time I want you to say them aloud after me.”
- ? Ask, “Which syllable in these words has the stress?” (**The first.**)
- Say, “Listen to the vowel sound in the second syllable in *human*. The second syllable that doesn’t have the stress is pronounced /ə/.” [NOTE: Repeat with the words *private* and *person*.]
- Explain, “The schwa makes the sound /ə/.”
- Say, “Now turn to **Activity B**.”
- Say, “The words are divided into syllables for you. Put a mark next to the syllable that is stressed. Then underline the vowel in each word that has the schwa sound.”
- ≈ Write *a / bout* and *in / stru / ment* on the board.
- Say, “Let’s do the first two together. The first word is *about*. It has 2 syllables: *a - BOUT*. [Exaggerate the stress]. The second syllable has the stress. I’ll put a mark next to *b-o-u-t* like this. [Draw a mark: *a / bout*] The

first syllable has the vowel *a*, but it does not have either the long or short *a* sound. It has a schwa sound, so I will underline it.”

- Say, “The next word is *instrument*; it has three syllables. The last syllable is a suffix. *IN - stru - ment*. [Exaggerate the stress on *in*]. The second syllable ends with a vowel, but it does not have either the long or short *u* sound. It has the sound of the schwa, so I underline it.”
- Say, “Now go through and complete the exercise on your own. The words are divided into syllables for you. Mark the syllable that is stressed. Then underline the vowel letter in each word that has the schwa sound.”

Activity Book, Lesson 14, Activity B

Mark the Stress

- | | |
|------------------------------|-----------------------------|
| 1. <u>a</u> / bout´ | 6. al´ / ph <u>a</u> / bet |
| 2. in´ / str <u>u</u> / ment | 7. cus´ / t <u>o</u> m / er |
| 3. <u>a</u> / way´ | 8. ac´ / r <u>o</u> / bat |
| 4. p <u>o</u> l / lute´ | 9. <u>a</u> / part´ / ment |
| 5. en´ / <u>e</u> / my | 10. rel´ / <u>a</u> / tive |

- ☞ Display the transparency/PowerPoint and ask students to check their work.
- Say, “Now I am going to pronounce each word. After each word, I am going to pronounce the syllable with the schwa, followed by the sound of the schwa.”
- Explain, “The schwa is tricky in English because any vowel can make the sound. Therefore, it is hard to know how to spell the sound. Sometimes there are clues, and we will learn about them later. Sometimes you just have to look it up. Once you can recognize the word, it will be easier to make sure you are spelling it correctly.”
- **Additional Words for Re-teaching:** above, stomach, antelope, octopus, oven, colony, absolute, negative, legacy.

Progress Check*Estimated Time: 5 min.*

- Say, “Please turn to **Activity C**. First, divide the words into syllables. Then mark the syllable that has the stress. Last, underline the vowel that has the schwa sound. There is an example done for you.”

Activity Book, Lesson 14, Activity C**Progress Check**

Example: seldom	sel' / d <u>o</u> m
1. banana	<u>ba</u> / nan' / <u>a</u>
2. Canada	Can' / <u>a</u> / <u>da</u>
3. around	<u>a</u> / round'
4. vista	vis' / <u>ta</u>
5. spectacle	spec' / <u>ta</u> / cle
6. computer	<u>co</u> m / pu' / ter

Smooth Reading*Estimated Time: 15 min.***Teacher Models the Syllable Strategy**

- Say, “Now turn to **Activity D**. We are going to practice reading and using our Strategy for Reading Multisyllabic Words. If you come across a long word that you don't know, a good strategy is to divide it into syllables. Today we added a new rule to our strategy.”
- ▲ Point to the Strategy for Reading Multisyllabic Words Chart as you read and explain the strategy.
- Say, “The first step is to ‘Check the Context.’ What does that mean?” (**Read the rest of the sentence and see if you can figure out what word would make sense from the context.**)
- Say, “Then, you ‘Look for Chunks.’ What kinds of chunks can we look for?” (**Small words in a compound word and prefixes and suffixes.**)
- Say, “Then you ‘Divide the Word and Say the Syllables.’ You underline the vowels and see how many consonants are between the vowels.”

- Say, “The new rule we learned today is to ‘Be Flexible.’ What are the two parts of the step ‘Be Flexible?’” (Try putting the stress on different syllables and remember the schwa.)
 - Say, “Right. You have to try different ways to pronounce the word until you find one that makes sense. So at the end, it is important to ‘Check the Context’ to make sure it makes sense. I’ll model it for you.”
- 📄 Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 14, Activity D

Smooth Reading

We went on a *splendid* rafting trip on the *Delaware* River last month. However, in *retrospect*, the river in *Alabama* was better. We took some *amazing* wildlife *photography*. Our next *vacation* will be to visit the *sacred* temples of *China*, *Japan*, and Tibet.

Teachers’ Guide to Target Words:

Words with Schwa

Del/a/ware
 Al/a/bam/a
 a/ma/zing or a/maz/ing
 pho/tog/ra/phy or pho/to/graph/y
 Chi/na
 Ja/pan

Words without schwa

splen/did
 ret/ro/spect
 sa/cred
 va/ca/tion

- Say, “I see some multisyllabic words in this first sentence. I’ll try to ‘Check the Context’ first. *We went on a blank rafting trip on the blank River last month.* That first blank must be a kind of raft trip. The second blank must be the name of the river because it starts with a capital letter. I’ll try the first word. I don’t see any prefixes or suffixes. Next, I’ll divide the word into syllables. I’ll underline the vowels. There are 2 consonants here so I’ll divide between them.”
- ▲ Draw a slash between the *n* and the *d* (*splen / did*).
- Say, “Those look like CVC syllables. *Splen - did. Splen-did. SPLEndid.*” [NOTE: Repeat, exaggerating the stress.]
- Say, “When I put the stress on the first syllable, it makes a word. Does it make sense? *A splendid rafting trip.* Yes, that makes sense because *splendid* means wonderful or terrific.”

- Say, “Now I’ll try the second word, the name of the river. I’ll underline the vowels, except for that final *e*. [Underline the vowels.] There is 1 consonant between *e* and *a* so I’ll try to divide before the consonant. Same for the next division. [*De / la / ware*]. That would be *De - la - ware*. [Pronounce all 3 vowels as long vowels.] That doesn’t sound like any place I know. Now I have to ‘Be Flexible.’ Let’s divide after the *l*. *Del - a - ware*. [Pronounce the *a* as a long vowel and stress all syllables the same.] That still doesn’t sound right. Let’s try putting the stress on the first syllable—*DELaware*. OK, that is a state I know. It must be the Delaware River.”
- Explain, “It’s important to be flexible and try pronouncing words with the stress in different places. In this word, the second syllable is a schwa sound which didn’t sound right until I put the stress on the first syllable.”

Students Apply the Strategy to the Passage

- Say, “Now I would like you to read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out those words. Underline the vowels and divide the words into syllables. Be sure the sentences make sense. Raise your hand if you need help.”

Students Read Words and Discuss

- When the students are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s). As they explain what they did, write the target word with slashes between the syllables on the board so all the students can check their answers.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

Document of the Day

Recording Artist Celebrates 80th Birthday

Martin Johnson, who has been playing the blues guitar for 70 years, celebrated his 80th birthday on Friday. He is best known for his record, *Alabama Blues*, which he recorded in 1954. The Blues Society presented him with an award for lifetime achievement. In accepting the award, Johnson said it was the best birthday present he had ever received.

Activity Book, Lesson 14, Activity A
Shifts in Stress

1. object I object to that ugly object being in the room.

2. conduct Your conduct will not be questioned if you conduct yourself properly.

3. record I would like to record my voice on a record.

4. produce The farm will produce food and we will sell the produce at the market.

5. desert Don't desert me when we go into the desert.

6. present I hope they will present me with a present for my birthday.

Sentences

1. I ***want*** to go home now.
2. I want to go home ***now***.
3. I want to go ***home*** now.

Activity Book, Lesson 14, Activity B
Mark the Stress

1. a / bout´
2. in´ / struu / ment
3. a / way´
4. pol / lute´
5. en´ / e / my
6. al´ / phau / bet
7. cus´ / tou / er
8. ac´ / ro / bat
9. a / part´ / ment
10. rel´ / a / tive

Activity Book, Lesson 14, Activity D
Smooth Reading

We went on a **splendid** rafting trip on the **Delaware** River last month. However, in **retrospect**, the river in **Alabama** was better. We took some **amazing** wildlife **photography**. Our next **vacation** will be to visit the **sacred** temples of **China**, **Japan**, and Tibet.

Lesson 15 *Review*

Lesson Overview	<p>The lesson reviews the previously taught syllable patterns (CVC, VCe, Cle and open syllable). In addition, it reviews stress and schwa in unaccented syllables.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review of four syllable patterns - Syllabification review - Stress review - Schwa Sound review - Smooth reading <p>Approximate Time: 60 min.</p>
Objective	<p>To review the 4 syllable patterns learned so far: CVC, VCe, - Cle, Open</p> <p>To review stress and the schwa sound</p> <p>To review the division of words into syllables</p>
Materials	<p>Strategy for Reading Multisyllabic Words Chart</p> <p>Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 15, Activity A: Syllable Patterns - Activity Book, Lesson 15, Activity B: Syllabification - Activity Book, Lesson 15, Activity B: Syllabification (with stress marks) - Activity Book, Lesson 15, Activity C: Find the Schwa - Activity Book, Lesson 15, Activity E: Smooth Reading
Preparation	

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 15. We will review the 4 syllable patterns we have learned so far: the CVC syllable, the VCe syllable, the consonant-*l-e* syllable, and the open syllable.”
- Say, “We will also review what we learned about placing stress on some syllables and what can happen to vowels in syllables that are not stressed. We will put this all together by practicing the Strategy for Reading Multisyllabic Words.”

Review of 4 Syllable Patterns*Estimated Time: 10 min.*

[NOTE: In this review, you will write syllables of words on the board and ask the students to identify the syllable patterns, read the syllables, and read the words.]

- Say, “First we will review the 4 syllable patterns.”
- ≈ Write *plod*, *scrap*, *pos*, and *flat* in a vertical list on the board.
- ? Ask, “What kind of syllables are these? (CVC) How do we know that they are CVC? (They have 1 vowel and end in a consonant.) What kind of vowel sound do they have?” (short)
- ? Ask, “Can someone read the syllables?”
- Add an *e* to each of the syllables: *plode*, *scrape*, *pose*, and *flate*.
- ? Ask, “What happens when I add an *e* to these syllables? (The vowel becomes long.) What kind of syllables are these? (VCe, the vowel is long.) Can someone read these aloud?”
- ≈ Write *cra*, *bru*, *cli*, and *va* on the board.
- Ask, “What kind of syllables are these? (Open syllables.) How do you know? (They have just one vowel and end in a vowel.) What kind of vowel sound do they have? (long) Can someone read these?”

[NOTE: 2-letter words ending with *a* don’t usually have a long vowel, e.g., *pa*, *ma*. If students pronounce *va* to rhyme with *ma*, explain that as a syllable in a larger word, open syllables usually have a long vowel sound.]

- ? Ask, “Can you think of words that start with these syllables?” (*crater*, *brutal*, *climate*, *vacant*, or others.)
- ≈ Write *cle*, *ble*, *ple*, and *fle* on the board.

- ? Ask, “What kind of syllables are these? (-Cle) Where do these syllables come in a word? (At the end) Can someone read them for us?”
- Say, “Look at **Activity A**. In this activity, words are divided into syllables for you. Below each syllable, write what syllable pattern it is—CVC, VCe, -Cle, or open. Then pronounce the syllables and the word quietly to yourself.”
- Say, “Let’s do the first one together. The first syllable is *r-e*. What is the syllable pattern and how would you pronounce it?” (Open, /rē/.)
- ? Ask, “What is the syllable pattern for *t-i-r-e* and how do you pronounce it? (VCe, *tire*.) Who can do the last one in that word?” (CVC, *ment*.)

Activity Book, Lesson 15, Activity A

Syllable Patterns

Word	Syllables		
retirement	re open	tire VCe	ment CVC
illustrate	il CVC	lus CVC	trate VCe
completely	com CVC	plete VCe	ly open
utilize	u open	til CVC	ize VCe
synonym	syn CVC	o open	nym CVC
embezzle	em CVC	bez CVC	zle -Cle

- ☰ Display the transparency/PowerPoint and have students check their work. Call on individuals to read the syllables and words.

Syllabification Review

Estimated Time: 10 min.

- Say, “Now we are going to review our Strategy for Reading Multisyllabic Words. When you come upon a multisyllabic word that you cannot read right away, it’s a good idea to divide it into syllables. Then you think about which syllable pattern fits and read the word one syllable at a time.”
- ≈ Write, *He was hypnotized by the TV* on the board.

- Say, “Let’s try it together. What is the first step in the strategy? (**Check the Context.**) OK. *He was _____ by the TV.* Well, I’m not sure that helps much. What could the TV do to him?” [NOTE: Encourage them to use the displayed Chart or the Chart in their Activity Books if they have any trouble.]
- ? Ask, “What is the next step? (**Look for Chunks.**) OK. It isn’t a compound word. There isn’t a prefix, but there is an *-ed* suffix. So it is past tense.”
- ? Ask, “What is the next step? (**Divide the Word.**) OK. So I underline the vowels. There are 2 consonants between the *y* and the *o*, so I’ll divide between them. There is one consonant between the *o* and *i*, so I’ll try dividing before the consonant. What about that last *e*? What is that?” (**A final, silent e**)
- Say, “I think it is a final, silent *e*, so I won’t underline it. What do I have? The first syllable is CVC—*hyp*. In CVC syllables, the *y* often sounds just like the letter *i*. So this syllable is pronounced *hip*. The second is open—*no*. The third syllable is VCe with the *e* dropped to add the *ed* ending—*tized*. *Hyp - no - tized, hypnotized.* That’s a word.”
- ? Ask, “Are we done? (**No, we have to Check the Context.**) OK. *He was hypnotized by the TV.* That makes sense; he was staring hard at the TV without thinking, just like he had been hypnotized.”
- Say, “Now turn to **Activity B**. Underline the vowels except for silent-*e*’s. Divide each word into syllables. Think about the syllable patterns and pronounce the words. The first one is done for you.”

Activity Book, Lesson 15, Activity B

Syllabification

Example: hypnotized	hyp / no / tized
1. gentlemen	gen / tle / men
2. movement	move / ment
3. unruly	un / ru / ly
4. cohesive	co / he / sive
5. renovate	ren / o / vate
6. deducted	de / duct / ed

- ☰ Display the transparency/PowerPoint and have students check their work.

[NOTE: 1. The only vowel in the *-cle* syllable is the silent-*e*. Remind students that in *-cle* syllables, you only hear the consonant and the *l*.

2. The last syllable in *cohesive* is a VCe syllable but it is one of the exceptions because it has a short vowel. They learned this in an earlier lesson. Remind them that *-ive* is a common suffix.]

Stress Review*Estimated Time: 5 min.*

- Say, “Now we are going to review what we learned about stress. What do we mean when we say that some syllables are stressed in a word?” **(Some syllables are emphasized more; some syllables are said longer or louder.)**
- Say, “Right. In words with more than one syllable, one syllable is stressed or emphasized more than the others.”
- Say, “Remember we experimented with stress in our names. What name is this: ChrisTOPHer?” **(CHRIStopher)**
- Say, “Right. The stress should be on the first syllable.”

[NOTE: Try this with other names. Have the students try saying their own names and each others’ names with the stress in the wrong place.]

- Say, “Now look back at the words in **Activity B**. Say the words to yourself and figure out which syllable has the stress. Put a mark on that syllable. Let’s do the first one together.”

≈ Write *gen / tle / men* on the board in syllables.

- Say, “*Gentlemen*. Which syllable is stressed?” **(The first.)**

≈ Mark the stress.

- Say, “OK, now you do the rest.”

- ☞ Displays the second transparency/PowerPoint of Activity B with the stress marked and have students check their work. If they need help, ask them to deliberately put the stress in the wrong place. Model this for them.

Second transparency/PowerPoint with stress marks:

1. gentlemen gen' / tle / men
2. movement move' / ment
3. unruly un / ru' / ly
4. cohesive co / he' / sive
5. renovate ren' / o / vate
6. deducted de / duct' / ed

Schwa Sound Review*Estimated Time: 10 min.*

- Say, “The idea of stress can be difficult to master, but it is important for decoding and spelling. When you are reading long words, you may need to try putting the stress on different syllables to get the right word.”
- Say, “One reason that stress is important is because in many words, stress can change the vowel sound. When a vowel is in a syllable that is not stressed, it is often reduced to a neutral sound that we call *schwa*. We just learned about the schwa sound in the last lesson.”
- Say, “Listen to this word: *about*. How many syllables are in *about*? (2) Which syllable is stressed? (The 2nd) How do you pronounce the first syllable?” (Students should pronounce the first syllable as a schwa sound.)
- Say, “That is the schwa sound: /ə/. What is the first letter in *about*?” (a)
- ≈ Write *about* on the board.
- Say, “In this word, the schwa sound is spelled with the letter a.”
- Say, “Listen to this word: *upon*. How many syllables are in *upon*? (2) Which syllable is stressed? (The 2nd) What is the sound in the first syllable?” (Schwa)
- ≈ Write *upon* on the board.
- Say, “In this word, the schwa sound is spelled with the letter u.”
- Explain, “The schwa sound is /ə/. It only occurs in syllables that are **not** stressed. It can be spelled with any of the vowels.”
- Say, “Now turn to **Activity C**.”
- Say, “The words are divided into syllables for you. Mark the syllable that is stressed. Then underline the vowel letter in each word that has the schwa sound.”
- Say, “Let’s do the first two together. The first word is *random*. It has 2 syllables. *ran* / *dom*. [Exaggerate the stress]. The first syllable has the stress. I’ll mark the stress like this.”
- ▲ Draw the stress mark: *ran’* / *dom*.
- Say, “The second syllable has the vowel *o*, but it does not have either the long or short *o* sound. It has a schwa sound, so we underline it.”

- Say, “The next word is *larceny*; it has three syllables. *Larceny* means stealing. [Exaggerate the stress on *lar*]. The second syllable ends with the vowel *e*, but it does not have either the long or short *e* sound. It has the sound of the schwa.”
- Say, “Now go through and complete the exercise on your own.”

Activity Book, Lesson 15, Activity C

Find the Schwa

- | | |
|--------------------------------|------------------------------------|
| 1. ran' / <u>dom</u> | 6. ab / <u>so</u> / lute' |
| 2. lar' / <u>ce</u> / ny | 7. fan' / <u>ta</u> / sy |
| 3. <u>a</u> / gen' / <u>da</u> | 8. mod' / <u>i</u> / fy |
| 4. fu' / <u>gi</u> / tive | 9. sym' / <u>pa</u> / thy |
| 5. spec' / <u>ta</u> / cle | 10. <u>at</u> / ten' / <u>dant</u> |

- ☞ Display the transparency/PowerPoint and have students check their work. Ask them to read the words by syllable. Guide them to hear the stress and schwa sounds as needed.

Progress Check

Estimated Time: 10 Min.

- Say, “Now turn to **Activity Book D** for Lesson 15. I am going to dictate some words for you to write.”

Activity Book, Lesson 15, Activity D

Progress Check

- | | |
|--------------|---|
| 1. Strike | The workers went on strike demanding more humane working conditions |
| 2. Staff | The school staff was not informed on the late arrival of the school buses. |
| 3. Excluded | I am so tired of being always excluded from interesting activities. |
| 4. Flapping | The stork was flapping its wings in vain in its efforts to fly away from the oil spill. |
| 5. Humble | She has such a humble and kind personality. |
| 6. Cattle | The cowboy moved the cattle from the truck to the field. |
| 7. Apron | Mom wore her apron and got ready to cook. |
| 8. Migrate | Many animals migrate to warmer areas in the fall. |
| 9. Crusade | The first crusade to Jerusalem was in the year 1096. |
| 10. Assemble | It is time to assemble a team and try to clean up our neighborhood. |

Syllable Division

- | | | | |
|-------------|------------|--------------|-------------|
| 1. Nosy | no/sy | 2. Bubble | bub/ble |
| 3. Gamble | gam/ble | 4. Rodents | ro/dents |
| 5. Vocalize | vo/cal/ize | 6. Sympathy | sym/pa/thy |
| 7. Tentacle | ten/ta/cle | 8. Spectacle | spec/ta/cle |
| 9. Relative | rel/a/tive | 10. Cabin | cab/in |

Teacher Models the Syllable Strategy

- Say, “Now turn to **Activity E**. We are going to practice reading and applying what we have learned. Today, we reviewed the 4 syllable patterns we have learned so far and our strategy for reading multisyllabic words. We also reviewed the idea of stress and the schwa sound that occurs in unstressed syllables. Now we are going to put it all together and apply it in practice reading.”
- ▲ Point to the Strategy for Reading Multisyllabic Words Chart as you read and explain the strategy.
- Say, “The first step is to ‘Check the Context.’ What does that mean?” (**Read the rest of the sentence and see if you can figure out what word would make sense from the context.**)
- Say, “Then, you ‘Look for Chunks.’ What kinds of chunks can we look for?” (**Small words in a compound word and prefixes and suffixes.**)
- ? Ask, “What is the next step?” (**Divide the word and say the syllables.**)
- Say, “We have learned about 4 patterns of syllables, so we want to look for those syllables. We mark the vowels and see how many consonants are between them. Then we try dividing the syllables and pronouncing the syllables.”
- Say, “We have to remember to be flexible. What does it mean to be flexible?” (**Try different pronunciations, different stresses, and schwa sounds.**)
- Say, “Right. You have to try different ways to pronounce the word until you find one that makes sense.”
- Say, “Finally, after you figure out the word, you always read the sentence again to check if it makes sense in context. I’ll show you how I would do this.”
- 📄 Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 15, Activity E

Smooth Reading

Toxins are **polluting** the land around the power plant. People are meeting at a **local chapel** to discuss their rights with the **congressman**. There was plenty of **gossip** as the people began to **assemble**. Two women were **chosen** to lead the **debate**. Everyone had something to say.

- Say, “I try to read this but I get stuck on the very first word. I’ll try to read the rest of the sentence. **Blank are...**there’s another tough word...**blank the land around the power plant**. OK. So it has something to do with a power plant that makes electricity.
- Say, “Let’s try that first word.”

- ≈ Write *Toxins* on the board.
- Say, “First, I’ll ‘Look for Chunks.’ I see the suffix—s. I don’t see any other chunks.”
- ≈ Put a box around the s.
- Say, “Next, I’ll try to divide the word. I’ll underline the vowels *o* and *i*. There is just one consonant between them, so I’ll try dividing before the *x*. The first syllable is *t-o*; that’s an open syllable, so the vowel would be long—*tō*. The next syllable would be *x-i-n*, that’s a CVC syllable and I guess it would be pronounced *zin*. *Tō-zin*. That’s not a word. So I’ll try dividing after the *x*. The first syllable is *t-o-x*; a CVC syllable with a short vowel—*tox*. Then the rest is *i-n*. That’s another CVC syllable and a common syllable—*in*. Putting them together, I get *tox-in*, *toxin*. I’ve heard that word. It’s a poison.”
- Say, “Does this make any sense yet? ***Toxins are blank the land around the power plant.*** Do poison and a power plant make you think of anything?”
- ≈ Write *polluting* on the board. [NOTE: Underline the vowels and put slashes as appropriate in the script below.]
- Say, “I’ll start by looking for chunks. I see the suffix *-i-n-g*. When I take off a suffix that starts with a vowel like *-ing*, I have to think about what the root word was before the suffix was added. I think there was a silent-*e* that was dropped.”
- Say, “Next, I’ll divide the root word. The vowels are *o* and *u*, and there are 2 consonants between them. So I’ll divide between them. The first syllable is CVC—*pol*. The second syllable would be VCe—*l-u-t-e*; the *e* was dropped to add *-ing*. So it has a long vowel—*lute*. If I put it together, I get *pol - lute - ing*, *polluting*.”
- Say, “Now let’s see if it makes sense. ***Toxins are polluting the land around the power plant.*** OK. That makes sense.”

Students Apply the Strategy to the Passage

- Say, “Now read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Be sure the sentences make sense. Raise your hand if you need help.”

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”

- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

Activity Book, Lesson 15, Activity A
Syllable Patterns

Word	Syllables		
retirement	re open	tire VCe	ment CVC
illustrate	il CVC	lus CVC	trate VCe
completely	com CVC	plete VCe	ly open
utilize	u open	til CVC	ize VCe
synonym	syn CVC	o open	nym CVC
embezzle	em CVC	bez CVC	zle -Cle

Activity Book, Lesson 15, Activity B
Syllabification

1. gentlemen gen / tle / men
2. movement move / ment
3. unruly un / ru / ly
4. cohesive co / he / sive
5. renovate ren / o / vate
6. deducted de / duct / ed

Activity Book, Lesson 15, Activity B
Syllabification (with stress marks)

1. gentlemen gen' / tle / men
2. movement move' / ment
3. unruly un / ru' / ly
4. cohesive co / he' / sive
5. renovate ren' / o / vate
6. deducted de / duct' / ed

Activity Book, Lesson 15, Activity C
Find the Schwa

1. ran' / dom
2. lar' / ce / ny
3. a / gen' / da
4. fu' / gi / tive
5. spec' / ta / cle
6. ab / so / lute'
7. fan' / ta / sy
8. mod' / i / fy
9. sym' / pa / thy
10. at / ten' / dant

Activity, Lesson 15, Activity Book E
Smooth Reading

Toxins are ***polluting*** the land around the power plant. People are meeting at a ***local chapel*** to discuss their rights with the ***congressman***. There was plenty of ***gossip*** as the people began to ***assemble***. Two women were ***chosen*** to lead the ***debate***. Everyone had something to say.

Lesson 16

Sounds of y; Words Ending in y and ey

Lesson Overview	<p>This lesson briefly reviews the syllable patterns CVC, VCe, Cle, Open, and introduces the sounds of -y. In addition, instruction is provided on the spelling of words ending in -y and -ey.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review - Document of the Day - New Pattern (-y) - Reading Words - Extending the Pattern - Progress Check - Smooth Reading <p>Approximate Time: 45 min.</p>
Objective	<p>To learn the 3 sounds of the vowel y (short <i>i</i> as in <i>gym</i>, long <i>e</i> as in <i>baby and turkey</i>, and long <i>i</i> as in <i>type</i>.)</p>
Materials	<p>Strategy for Reading Multisyllabic Words Chart</p> <p>Two Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 16, Document of the Day - Activity Book, Lesson 16, Activity D: Smooth Reading
Preparation	

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 16. We are going to learn three ways to pronounce the vowel y.”
- Say, “First, let’s review the four syllable patterns we have learned so far.”

Review*Estimated Time: 5 min.*

- Say, “You have learned four different syllable patterns. Can anyone tell me what they are?” (**CVC, VCe, open, -Cle.**)
- Ask, “Who can give me an example of a CVC word or syllable? (**bad**) VCe? (**bade**) Open? (**ho**) -Cle?” (**tackle**)
- Say, “Great. Now let’s review how to divide long words into syllables. Thinking about long words syllable by syllable allows us to read and spell them more easily. Recognizing the syllable pattern also gives you a clue about how to pronounce the vowel.”

Document of the Day*Estimated Time: 5 min.***Sly Spy Exhibit**

by Crazy Works, Inc.

See the mystery of the dirty deeds that
took place right in the alleys of our own city!

- ☰ Display the Document of the Day transparency/PowerPoint.
- Say, “Look at the title of the Document of the Day. The title says *Sly Spy*, but I don’t know the third word. Let’s use the Strategy for Reading Multisyllabic Words to figure out this word. Hmm. I don’t have enough words in the title to guess from context, so I’m going to decode it.”
- Refer to the Strategy for Reading Multisyllabic Words Chart while you review the steps in the strategy. The Chart also appears in the students’ books.
- ≈ Write *exhibit* on the board and mark the word using the following script.
- Say, “First, I will look for big chunks. I recognize *ex*, which is often a prefix, so I know how to pronounce the first syllable.”
- ≈ Put a box around the *ex*.
- Say, “Next, I will underline the vowels that remain.”

- Say, “O.K. I now need to look at the consonants between the 2 *i*’s. How many consonants are there?” (There is one—*b*.)
- Say, “Right. So, according to the Chart, I should try to divide before the consonant.”
- ▲ Draw a slash before the *b*.
- Say, “*h - i* is an open syllable, so it would have a long *i* sound. The word would be /ex/ /hī/ /bit/.”
- Say *exhibit* with a long *i* a couple of times.
- Say, “I don’t recognize that word. So let me try dividing after the consonant.”
- ≈ Erase the slash before the *b* and put it after the *b*: ex / hib / it/.
- Say, “Now *h-i-b* is a CVC syllable—*hib*. Ex - *hib* - it. *Exhibit*. That is a word I know. Let’s see if it fits. ‘Sly Spy Exhibit.’ OK. This Document of the Day must be about some sort of show or exhibit about spies.”

[NOTE: The *h* in *exhibit* is actually silent. If students realize this, then remind them that this is a case where they need to be flexible. The goal is to get close enough to the word to figure out what it is. When students blend the syllables in the word, they will most likely get close enough to the correct pronunciation to be able to say the word, providing the word is a part of their vocabulary.]

New Pattern

Estimated Time: 5 min.

- ? Ask a student to read the Document of the Day.
- Say, “Now go through the Document and circle all of the *y*’s.”
- ? Ask, “How many pronunciations does the vowel *y* have in the Document?” (3)
- Say, “Great. Look at the Document again. Who can tell me one pronunciation of *y* and a word that has that pronunciation?” (/ī/ as in *spy* or *sly*.)
- Say, “Good. How about a second one?” (/ē/ as in *dirty*, *city*, or *crazy*.)
- Say, “Right. What is the third one?” (/i/ as in the first *y* in *mystery*.)
- Say, “O.K. So, there are three pronunciations for the vowel *y*.”
- ≈ Write *spy* and *sly* on the board.

? Ask, “What syllable pattern are these words?” (**open**)

➤ Say, “Right. When the *y* is in an open syllable, it sometimes represents the sound /ī/.”

≈ Write *mystery* on the board. Divide this word into syllables and write them on the board. (***mys, ter, and y***)

➤ Say, “Look at the last *y*. What kind of syllable is it?” (**It is open because it ends in a vowel.**)

[NOTE: The second syllable in *mystery* is an r-colored syllable pattern, which has not yet been studied. If students ask, mention it. Otherwise just present it without comment.]

➤ Say, “Excellent. We have a second pronunciation for *y* in an open syllable. It can represent the sound /ē/. So, we have two sounds for the vowel -*y* in an open syllable. What are they?” (/ī/ and /ē/)

➤ Say, “Now look at the first *y* in *mystery*. What kind of syllable is *mys*?” (**CVC**)

➤ Say, “Yes. And the vowel has the sound /i/, a short sound. So, in CVC syllables the vowel *y* has the sound of short *i*. So, it follows the same pattern as short *i* in a CVC syllable.”

➤ **Additional Words for Re-Teaching:** tasty, frosty, glossy, puppy, cozy, lazy, library, fry, fly, apply, reply, July, rely.

Reading Words

Estimated Time: 5 min.

➤ Say, “Now turn to **Activity A**. Let’s read some words with the three pronunciations of *y*.”

➤ Say, “Take a minute or two to read the words to yourself before we read them aloud. Use your syllable division strategies to decode the words, if you need to.”

➤ Say, “Can someone please read the words in Column 1? Column 2? Column 3?”

Activity Book, Lesson 16, Activity A**Reading Words**

1	2	3
gym	satisfy	hypnotize
spry	symbol	skinny
synonym	gypsy	carbohydrate
empty	family	sympathy

Extending the Pattern*Estimated Time: 5 min.*

- Say, “Now turn to **Activity B**. Let’s read these words.”

Activity Book, Lesson 16, Activity B**Reading Words**

key
monkey
honey
turkey
whiskey
journey
pulley

- Say, “Notice that each of these words ends in e-y, which represents the sound /ē/. Most of the time, the sound /ē/ at the end of the word is spelled y. There are about forty words that end in e-y. There is no way to know which ones they are, except to be familiar with them. Some of the most familiar ones are in **Activity C**.”
- **Additional Words for Re-teaching:** kidney, donkey, hockey, volley.

Progress Check*Estimated Time: 10 min.*

- Say, “Please look at **Activity C**. Read the words to yourself and focus on the sound of the bolded letter or letters. Place a check in one of the three columns, depending on the sound the y represents.”
- Say, “Use your syllable division procedures if you have any difficulty reading the words.”

- Say, “Let’s do the first one together. The word is *turkey*. The sound the final e-y makes is /ē/, so we put a check under the *baby* column because the y in *baby* makes the sound of the long e, just like the e-y at the end of *turkey*.”

Activity Book, Lesson 16, Activity C

Progress Check

	cry	baby	system
turkey		✓	
synonym			✓
pulley		✓	
clarify	✓		
mystic			✓
monkey		✓	
rusty		✓	
crazy		✓	
cynical			✓
hydrogen	✓		
sympathy			✓

Smooth Reading

Estimated Time: 15 min.

- Say, “Now turn to **Activity D**. We are going to practice reading and using our Strategy for Reading Multisyllabic Words. If you come across a long word that you don’t know, a good strategy is to divide it into syllables.”
- ▲ Point to the Strategy for Reading Multisyllabic Words Chart as you read and explain the strategy.
- 📄 Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 16, Activity D

Smooth Reading

The **military** insists that its members are in top **physical** shape. They **systematically** train each person in order to ensure the **safety** of the entire group. **Every** soldier is shown how to handle **dynamite** and hand grenades. They are also instructed to **identify** and report any risks in the sky.

- Say, “I’ll read the first sentence to you. *The...* I don’t know the second word. Let me read on to see if I can get it from context. *The blank insists that its members are in top blank shape.* OK. I am going to guess that the second

word is *physical*. That would fit in the context. Let me divide it to be sure. I recognize the ending *a-l*, and I think that might be a suffix, so I'll put a box around it. OK. So, now I will underline my vowels: *y*, *i*, and *a*. There is one *s* between the *y* and *i*. If I divide before the *s*, I get *p-h-y*. That is an open syllable and would be pronounced /phī/. The next syllable would be /sic/ and the last /al/."

- Repeat the word several times with a long *i* sound in the first syllable and a short *a* sound in the last syllable.
- Say, "Well, that isn't right, but it is so close to *physical* and *physical* fits in the context, so I know I'm right. The word is *physical* and *top physical shape* makes sense."
- Say, "Now I'll look at the first word I didn't know."

≈ Write *military* on the board.

- Say, "Now I'll look at that first word. I don't really see any prefixes or suffixes that I recognize. I'm not sure about the *y* at the end. So, I'll mark the vowels. There is only one consonant between the *i*'s. So, I'll try /mī/. There is one *t* between the *i* and *a*. So, I'll try /lī/. The next syllable would be *t-a*. So it would be /tā/."
- Say the word with long vowel sounds.
- Say, "That's not right. I know if I divided after the consonants, I'd get CVC syllables and they have short vowels. The first syllable would be /mil/. Oh, I think I can get it from context now. The word is *military*. Let's check it in the context: *The military insists that its members are in top physical shape*. That makes sense."

[NOTE: The syllable *tar* is really an *r*-colored syllable that has not been studied yet. However, the pronunciation of the *a* is close enough to a short *a* for the students to get it.]

- Say, "Now I would like you to read the passage silently to yourself. Use the strategy to figure out words you don't know. Underline the vowels and divide the words into syllables. Be sure the sentences make sense. Raise your hand if you need help."

Students Apply the Strategy to the Passage

- Say, “Now read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Look for the consonant-*l-e* syllables. Be sure the sentences make sense. Raise your hand if you need help.”

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).

- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”

- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

Document of the Day

Sly Spy Exhibit

by Crazy Works, Inc.

See the mystery of the dirty deeds that
took place right in the alleys of our own city!

Activity Book, Lesson 16, Activity D
Smooth Reading

The ***military*** insists that its members are in top ***physical*** shape. They ***systematically*** train each person in order to ensure the ***safety*** of the entire group. ***Every*** soldier is shown how to handle ***dynamite*** and hand grenades. They are also instructed to ***identify*** and report any risks in the sky.

Lesson 17

Changing y to i When Adding a Suffix

Lesson Overview	<p>This lesson reviews the sounds of y, and introduces the rule about changing -y to -i when adding an ending</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review - Document of the Day - New Pattern (-y to an -i) - Parts of Words - Spelling Words - Syllabification: Roots and Suffixes - Extending the Pattern - Progress Check - Smooth Reading <p>Approximate Time: 60 min.</p>
Objective	<p>To learn the y → i spelling rule</p> <p>To review the sounds of the vowel y</p> <p>To review the y and e-y spellings of the vowel y</p>
Materials	<p>Spelling Rules Chart</p> <p>Seven Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 17, Document of the Day - Activity Book, Lesson 17, Activity A: Parts of Words - Activity Book, Lesson 17, Activity B: Write the Phrases - Activity Book, Lesson 17, Activity C: Syllabification - Activity Book, Lesson 17, Activity D: Extending the Pattern - Activity Book, Lesson 17, Activity E: Complete the Rule - Activity Book, Lesson 17, Activity H: Smooth Reading
Preparation	<p>Display the Spelling Rules Chart. Put an asterisk next to the fifth spelling rule for changing Y to I.</p>

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working in Lesson 17. We will learn when to change a *y* to an *i* when adding an ending. We will also review some of the sounds and spellings of the vowel *y*.”

Review*Estimated Time: 5 min.*

≈ Write *rely*, *gymnastics*, and *sensibly* on the board.

- Say, “Look at the first word.”

▲ Point to *rely*.

- Say, “I am going to mark the vowels.”

≈ Underline the *e* and the *y*.

- Say, “Do you see that the *y* is a vowel in this word? There is one consonant between the 2 vowels, so first I will try dividing the word before the consonant.”

≈ Write *re / ly* on the board.

- Say, “So my first syllable is an open syllable ending in a vowel. How would I say it?” (*rē*)
- Say, “Great. How about the second syllable: *ly*?” (*lī*)

[NOTE: If students try to pronounce the *ly* with the sound of a long *e*, commend them for remembering that it is one of the pronunciations of the vowel *y* at the end of a word. Tell them this is another example of where flexibility is necessary, and that they must try both possible pronunciations.]

- Say, “Can someone read the second word? What is the sound that the *y* represents in *gymnastics*?” (*/i/*) [NOTE: Have a student model the syllable division procedure to *gymnastics* for a quick review of dividing words into syllables.]
- Say, “Can someone read the third word? What is the sound that the *y* represents in *sensibly*?” (*/ē/*)
- Say, “So, the vowel *y* can represent three sounds: */ī/*, */i/*, and */ē/*.”

- Say, “When the vowel *y* is at the end of a word and represents /ē/, it is sometimes spelled *e-y*. Can anyone think of a word that is spelled with *e-y* on the end and pronounced /ē/?” (For example: *whiskey, turkey*.)
- Say, “Today we are going to continue our work with the vowel *y* at the end of words.”
- **Additional Words for Re-teaching:** *retry, suddenly, abruptly, commonly.*

Document of the Day

Estimated Time: 5 min.

Lecture Series: Spies, Lies, and Sneaky Guys

Hear about the business of the CIA from the spies of the Cold War.

- 📄 Display the Document of the Day transparency/PowerPoint.
- ? Ask, “Can someone read the Document of the Day?”

New Pattern

Estimated Time: 10 min.

- Say, “Thank you. Let’s look at some of the words in this advertisement for a lecture series.”
- ≈ Write *business* on the board.
- ? Ask, “Can anyone tell me the root word for *business*?” (*busy*)
- ≈ Write *busy + ness* on the board.
- Say, “What changed in this word when we added the suffix *-ness* to the word?” (The *y* changed to an *i*.)
- Say, “Excellent. You have just given us a useful spelling rule, called the ‘*y to i* rule’. This is the rule: When a word ends in a consonant and a *y*, we change the *y* to an *i* unless the ending begins with *i*.”
- ▲ Point to the fifth rule on the Spelling Rules Chart
- Say, “Look at the displayed Spelling Rules Chart or the copy in your books. This is our fifth spelling rule.”

- Say, “So, in *business*, we are combining *busy* with *-ness*. *Busy* ends with a consonant and a *y*. [NOTE: Point out the *s-y*.] *-ness* is an ending or suffix and it does not begin with *i*. So, we change the *y* to an *i* before we add the *-ness*. *Business* is a word that many people misspell. If you realize that it is just *busy* + *ness*, it is not hard to spell.”

[NOTE: *Busy* is defined as ‘actively engaged, especially in work’. The suffix *-ness* means ‘denoting a quality or state’. So, *business* is the state of being actively engaged in work. This is a challenging example, but is an excellent example of how understanding roots + suffixes can assist reading and spelling.]

≈ Write *guys* on the board.

? Ask, “What is the root word in *guys*?” (***guy***)

- Say, “Right. So, we have a root word ending in *y* and we are adding an ending that doesn’t begin with an *i*. So, why don’t we change the *y* to an *i*?” (The word doesn’t end in consonant + *y*. It ends in a vowel + *y*. You have to have a consonant before the *y* to change the *y* to an *i*.)
- Say, “Let’s look at one more example of this spelling rule.”

≈ Write *spying* on the board.

- Ask, “Why didn’t we change the *y* in *spy* to an *i*?” (The suffix begins with an *i*. It looks weird to have 2 *i*’s together, so we don’t change the *y* to an *i* if the suffix begins with an *i*.)
- **Additional Words for Re-Teaching:** study-studied, petty- pettiness, penny-penniless, happy-happiness, annoy-annoyance, annoyed.

Parts of Words

Estimated Time: 5 min.

- Say, “Turn to **Activity A**. Add the suffixes to the root words, applying the *y* to *i* rule: When a word ends in a consonant and a *y*, we change the *y* to an *i* unless the ending begins with *i*.”

Activity Book, Lesson 17, Activity A

Parts of Words

- | | | | |
|-----------------|------------------|-----------------|------------------|
| 1. carry + ed | carried | 7. busy + er | busier |
| 2. study + ous | studious | 8. hurry + ing | hurrying |
| 3. greedy + er | greedier | 9. beauty + ful | beautiful |
| 4. ninety + eth | ninetieth | 10. annoy + ed | annoyed |
| 5. supply + ing | supplying | 11. copy + ed | copied |
| 6. enjoy + ing | enjoying | 12. rely + able | reliable |

- ☐ Display the transparency/PowerPoint and have students check their work. Discuss any questions students have. Choose several words to review, reinforcing the rule. Make sure to point out examples where the *y* does not change because it follows a vowel or because the suffix starts with *i*.

Spelling Words

Estimated Time: 5 min.

- Say, “Turn to **Activity B**. Write the phrases that I dictate. Pay careful attention to words that end in *y* or silent *e* to which you are adding an ending. Remember that sometimes you need to change the *y* to an *i* or drop a silent *e*.”

Activity Book, Lesson 17, Activity B
Writing Phrases

1. crying boys
2. studying spelling
3. tiniest payment
4. devastating loneliness
5. furious teacher

- ☐ Display the transparency/PowerPoint and have students check their work. Discuss any problems students had with the spellings.

[NOTE: Point out the following:

crying: The suffix begins with an *i*. The only suffix students need to worry about is *-ing*. Explain that it looks awkward to have to *i*'s together, so when we add *-ing*, we don't change the *y* to *i*.

studying: Follows the same pattern as *crying*. Ask students to explain *studying* to you.

devastating loneliness: These 2 words exemplify when to drop the silent *e* and when to keep it.]

Syllabification: Roots and Suffixes

Estimated Time: 5 min.

- Say, “Turn to **Activity C**. Each of the words you wrote in **Activity B** has a root word and suffix. Now, rewrite the words dividing them into their roots and suffixes.”

Activity Book, Lesson 17, Activity C
Syllabification

Word	Root	Suffix
crying	cry	ing
boys	boy	s
studying	study	ing
spelling	spell	ing
tiniest	tiny	est
payment	pay	ment
devastating	devastate	ing
loneliness	lone	ly + ness
furious	fury	ous
teacher	teach	er

- ☐ Display the transparency/PowerPoint and have students check their work. Note that *loneliness* had two suffixes. If students have any difficulty, break the words into roots and suffixes and review the appropriate spelling rule.

Extending the Pattern

Estimated Time: 10 min.

- Say, “There is one small piece to add to the *y to i* spelling rule. When a word ends in a consonant plus *y* and you are adding an *-s*, you need to use *e-s* instead of *-s*. Let me show you an example: *cry + s = cries*. The *y* was changed to *i* and *e-s* was added.”
- Say, “Look back at the Document of the Day. Look at the word *spies*. What is the root word for *spies*?” (**spy**)
- ≈ Write *spy + s* on the board.
- Say, “This word follows our addition to the rule. *Spy* ends in a consonant plus *y*, so I have to add *-e-s*.”
- ≈ Write *spies* on the board.
- Say, “Let’s practice this addition to the rule. Turn to **Activity D** and combine these roots and suffixes.”

Activity Book, Lesson 17, Activity D**Extending the Pattern**

- | | | | |
|---------------|----------|-------------|--------|
| 1. carry + s | carries | 4. deny + s | denies |
| 2. copy + s | copies | 5. spy + s | spies |
| 3. supply + s | supplies | 6. baby + s | babies |

- ☐ Display the transparency/PowerPoint and have students check their work.
- Say, “Now look at **Activity E**. Let’s make sure you know both parts of the rule. Fill in the blanks to complete the rule.”

Activity Book, Lesson 17, Activity E**Complete the Rule**

When a word ends in a **consonant** and a **y**, we change the **y** to an **i** unless the ending begins with **i**. If we are adding the ending **s**, then we change the **y** to **i** and add **es**.

- ☐ Display the transparency/PowerPoint and have students check their work.
- Say, “There are a few exceptions to this rule that are common words. I’m going to write them on the board for you to see. Copy these words in **Activity F**.”
- ≈ Write these words on the board:
 1. *day + ly = daily*
 2. *pay + ed = paid*
 3. *say + ed = said*
 4. *shy + ly = shyly*
 5. *shy + ness = shyness*
 6. *dry + ly = dryly*
 7. *dry + ness = dryness*

[NOTE: Write each word on the board. Then ask why each word is an exception. Tell students that they now have the rule and the exceptions in their books.]

- **Additional Words for Re-Teaching:** Fry-fries, apply-applies, applied, comply-complies, complied, lay+ed= laid, family-families, day-days, silliness.

Progress Check*Estimated Time: 5 min.*

- Say, “Now turn to **Activity G**. Add the suffix to the root to make a new word. Remember to use our new spelling rule.”

Activity Book, Lesson 17, Activity G
Progress Check

Root	Suffix	Word
key	s	keys
cry	s	cries
dry	ness	dryness
lucky	est	luckiest
empty	ed	emptied
pity	ful	pitiful
pave	ment	pavement
recite	at	recital
lone	ly	lonely
big	est	biggest

Smooth Reading

Estimated Time: 15 min.

- Say, “Please look at **Activity H**. We are going to practice reading, using our Strategy for Decoding Multisyllabic Words.”
- 📄 Display the transparency/PowerPoint of this passage.

Activity Book, Lesson 17, Activity H

Smooth Reading

On the *twentieth* of July, Sal *testified* in court. He was very tired, and he began *crying* on the stand. The *suddenness* of all the *prying* questions began to confuse him. He thought his *enemies* would win even though he was innocent.

- Say, “I’ll read the first sentence to you. *On the...*I don’t know the third word. Let me read on to see if I can get it from context. *On the blank of July, Sal blank in court.* OK. Well, I guess the first word is a date and the second is something that Sal did in court. I can see that the first syllable in the first word is /*twen*/, so the word has got to be *twentieth*. I think I need to divide the second word.”
- ≈ Write *testified* on the board.

- Say, “I see the suffix *-e-d*, so I’ll put a box around it. I’ll mark the vowels: *e*, *i*, and *i*. There are two consonants between the *e* and the *i*, so I’ll divide between the *s* and the *t*.
- There is one consonant between the two *i*’s. I’ll divide before it. Let me try saying the word. The first syllable is CVC so the vowel should be short: /tes/. The second syllable is open, so I’ll try /tī/.
- F-i-e-d is left. This is harder. I know that the *ed* ending can have 3 pronunciations: /d/, /t/, or /ed/. So, I know I’ll have to be flexible and try all 3 until I get the word. The other tricky part is that I think the word changed a *y* to *i* when the *-ed* was added. Tricky, but I can handle it. So the word is /tes/ - /tī/ - /fied/. I know that the vowel in an unstressed syllable is often a schwa. So I’ll make the first *i* a schwa. The word is *testified*. Let me try it in the sentence: *On the twentieth of July Sal testified in court.* Yep. That works.”

Students Apply the Strategy to the Passage

- Say, “Now read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Look for the consonant-*l-e* syllables. Be sure the sentences make sense. Raise your hand if you need help.”

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

Document of the Day

Lecture Series: Spies, Lies, and Sneaky Guys

Hear about the business of the CIA from the spies
of the Cold War.

Activity Book, Lesson 17, Activity A
Parts of Words

1. carry + ed **carried**
2. study + ous **studious**
3. greedy + er **greedier**
4. ninety + eth **ninetieth**
5. supply + ing **supplying**
6. enjoy + ing **enjoying**
7. busy + er **busier**
8. hurry + ing **hurrying**
9. beauty + ful **beautiful**
10. annoy + ed **annoyed**
11. copy +ed **copied**
12. rely + able **reliable**

Activity Book, Lesson 17, Activity B
Write the Phrases

1. crying boys
2. studying spelling
3. tiniest payment
4. devastating loneliness
5. furious teacher

Activity Book, Lesson 17, Activity C
Syllabification

Word	Root	Suffix
crying	cry	ing
boys	boy	s
studying	study	ing
spelling	spell	ing
tiniest	tiny	est
payment	pay	ment
devastating	devastate	ing
loneliness	lone	ly + ness
furious	fury	ous
teacher	teach	er

Activity Book, Lesson 17, Activity D
Extending the Pattern

- | | | | |
|---------------|-----------------|-------------|---------------|
| 1. carry + s | carries | 4. deny + s | denies |
| 2. copy + s | copies | 5. spy + s | spies |
| 3. supply + s | supplies | 6. baby + s | babies |

Activity Book, Lesson 17, Activity E
Complete the Rule

When a word ends in a **consonant** and a y, we change the y to an **i** unless the ending begins with **i**. If we are adding the ending s, then we change the y to **i** and add **es**.

Activity Book, Lesson 17, Activity H
Smooth Reading

On the ***twentieth*** of July, Sal ***testified*** in court. He was very tired, and he began ***crying*** on the stand. The ***suddenness*** of all the ***prying*** questions began to confuse him. He thought his ***enemies*** would win even though he was innocent.

Lesson 18

Prefixes and Suffixes

Lesson Overview	<p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review (from -y to i) - Document of the Day - New Pattern: Prefixes and Suffixes - Extending the Pattern: Words Ending in -ion - Progress Check - Smooth Reading <p>Approximate Time: 55 min.</p>
Objective	<p>To practice reading and spelling new words by using prefixes and suffixes</p> <p>To review reading and spelling words by syllables</p> <p>To review the <i>y</i> to <i>i</i> spelling rule</p>
Materials	<p>Strategy for Reading Multisyllabic Words Chart</p> <p>Spelling Rules Chart</p> <p>Eight Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 18, Document of the Day - Activity Book, Lesson 18, Activity A: Find the Prefix - Activity Book, Lesson 18, Activity B: Build the Words - Activity Book, Lesson 18, Activity C: Separate the Words - Activity Book, Lesson 18, Activity D: Build the Words - Activity Book, Lesson 18, Activity F: Write the Root Word - Activity Book, Lesson 18, Activity H: Add the Suffix - Activity Book, Lesson 18, Activity J: Smooth Reading
Preparation	

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 18. In this lesson we will learn more about building new words with prefixes and suffixes. Sometimes prefixes and suffixes add new meaning to a word. In other cases they change the way the root word works in the sentence. For example, a suffix may create a plural, *school to schools*, or it may turn an adjective into an adverb as in *great to greatly*.”
- Say, “In Lesson 5 we learned some of the most common prefixes and suffixes in English. Today we will expand our knowledge of prefixes and suffixes.”

Document of the Day*Estimated Time: 1 min.*

- 📄 Display the Document of the Day transparency/PowerPoint.

Weather Report

Unexpected subzero temperatures for the holidays.
Stay inside. Dress warmly if you must go out.

Review*Estimated Time: 5 min.*

- Say, “Take a look at the Document of the Day. Could someone please read the Document aloud?”
- Say, “Let’s look at some word parts. When we put two words together, we call it a compound word. Can anyone find the compound word?” (*inside*)
- Say, “Good. Now, I have a real challenge for you. There is another word that used to be two words. This word may not look like a compound word because the *y* has been changed to an *i*. Can anyone find it?” (*holiday used to be holy day*)
- Say, “I’m impressed if you figured out that *holiday* used to be *holy day*. Paying attention to how words work is what we have been doing in this curriculum. When you understand how words work, they are much easier to read and spell. They are also easier to understand.”

New Pattern*Estimated Time: 15 min.*

- Say, “In this lesson, we will practice the process of recognizing prefixes and suffixes, separating them from root words, and building new words. Let’s look at an example from the Document of the Day.”
- ≈ Write *subzero* on the board.

- Say, “Does anyone see a prefix in the word *subzero*?” (**sub**)
- ≈ Box the *sub* in *subzero*.
- Say, “Right. Does anyone know what the prefix *sub* means?” (**below**) So *subzero* means below zero.”
- ≈ Write *warmly* on the board.
- ? Ask, “What is this word? (**warmly**) What is the root word? (**warm**) What is the suffix?” (**-ly**)
- Say, “Good. Let’s look at the suffix *-ly* for a minute. What is the vowel in this suffix?” (**y**)
- ? Ask, “How is the *y* pronounced? (**/ē/**)
- Say, “Right. So the *y* is used as a vowel and it has one of the three pronunciations that the vowel *y* can have. The suffix *-ly* is a useful one to know. It is very common and is added to the end of words to make them adverbs. An adverb is a word that tells when, how, or why something happens. So, telling you to dress *warmly* in the Document of the Day is telling you how to dress.”
- ≈ Write *unexpected* on the board.
- ? Ask, “Who can find the prefix in this word?” (**un**)
- ≈ Box the *un* in *unexpected*.
- Say, “Right. *U-n* is a prefix. How does it change the meaning of the root *expect*?” (**makes it mean not expected**)
- Say, “The meaning of the new word is ‘not expected’, so in this case adding a prefix turned the word *expect* into its opposite, *unexpected*. What is the suffix in *unexpected*?” (**e-d**)
- Say, “Right. The *e-d* tells us that something happened in the past. So, we can add both prefixes and suffixes to words.”
- ? Ask, “If you were to divide the root, between which two letters would you divide?” (**x and p**)
- Say, “Excellent. How many sounds does the *x* have? (**2, /k/ and /s/**)

- Say, “Right. *X* is a tricky letter. It is a good one to pay attention to because even though it is 1 letter, it has 2 sounds. Let’s do a quick review of the Doubling the Final Consonant spelling rule.”
- ▲ Point to the Spelling Rules Chart. Write the words *run + ing* and *box + ing* on the board.
- ? Ask, “How do you spell *running*?”
- Say, “Yes. How would you spell *boxing*?” (***Boxing* because the *x* makes 2 sounds.**)
- Say, “Good job. I can see that you are becoming more aware of how the letters, sounds, and patterns work in English.”
- Say, “Let’s look at **Activity A** in your books. Each of these words has a prefix added to a root. Find all of the prefixes and put a box around them. Then write each prefix on the line next to the word.”

Activity Book, Lesson 18, Activity A

Find the Prefix

- | | | | |
|-----------------------|------------|--------------------------|------------|
| 1. <u>re</u> call | <u>re</u> | 9. <u>un</u> cover | <u>un</u> |
| 2. <u>dis</u> connect | <u>dis</u> | 10. <u>sub</u> scribe | <u>sub</u> |
| 3. <u>sub</u> sist | <u>sub</u> | 11. <u>pre</u> fix | <u>pre</u> |
| 4. <u>re</u> cite | <u>re</u> | 12. <u>re</u> form | <u>re</u> |
| 5. <u>pre</u> school | <u>pre</u> | 13. <u>in</u> consistent | <u>in</u> |
| 6. <u>dis</u> credit | <u>dis</u> | 14. <u>pre</u> natal | <u>pre</u> |
| 7. <u>un</u> born | <u>un</u> | 15. <u>in</u> dent | <u>in</u> |
| 8. <u>re</u> gard | <u>re</u> | | |

- ☞ Display the transparency/PowerPoint and have students check their work. Ask the students to read the words aloud.

? Ask, “Did you find the six prefixes?”

- ≈ Write the prefixes on the board: *dis*, *in*, *pre*, *re*, *sub*, *un*. Circle *dis*, *in*, *re*, and *un*.

- Explain, “We are studying the most common prefixes and suffixes today. The four prefixes that I have circled (*dis*, *in*, *re*, and *un*) account for 97% of words with prefixes in English that we find used in schools. In other words, when a word has prefix, 97% of the time it will be one of these four. So, you can see that they are really worth knowing. Let’s look at them in more depth.”
- Say, “The meaning of most of these prefixes is clear. What does the *re* in *recall* mean?” (**again**)
- Say, “Yes, so *recall* means to call or to call upon again. What about the prefix *pre* in *preschool*?” (**before**)
- Explain, “Many toddlers attend *preschool* before they go off to official grade school.”
- Say, “Now look at the words with the prefix *dis*. What do you think it means?” (**not or opposite of**)
- Say, “Good, so *disconnect* means to not connect.”
- ? Ask, “How about *un*?” (**It also means not.**)
- Say, “Excellent. So different prefixes can have the same meaning. *Dis* and *un* can both mean not.”
- Say, “Finally, let’s look at *in* together. In the word *inconsistent*, the prefix means *not*, so the word means not consistent. But, look at *indent*. The prefix *in* means something different in *indent*. Anyone want to take a guess?” (**It means in, just like the word.**)
- Say, “Good, so *indent* means to dent (or move) in. So the same prefix can have different meanings. The prefix *in* can mean not or in.”
- Say, “This is a really quick look at the meanings of prefixes. Our curriculum is concentrating on reading and spelling the words, so we won’t spend much time on the meanings, but you should know that learning the meanings of some common prefixes is valuable. Remember, if you know these 4 prefixes (*dis*, *in*, *re*, and *un*), you know the prefixes that appear the most in English.”
- Say, “Knowing the prefixes and suffixes also helps us to read and spell words. If we are able to easily recognize the smaller parts of a word, it may be easier to spell longer, multisyllabic words and eventually read them with greater ease. The prefixes are usually fairly easy to read and spell.”

- Say, “In **Activity B**, there is a list of prefixes and roots. Find a prefix in column 1 that can be combined with a root in column 2 to build a new word. Draw a line connecting the two.”

Activity Book, Lesson 18, Activity B

Build the Words

Column 1	Column 2
sub	pect
pre	move
ex	view
un	fair
de	merge
re	fend

- ☞ Display the transparency/PowerPoint and have students check their work. Read the words aloud to the students. Discuss the answers and note that the prefix *re* can be combined with either *move* or *view*.
- Say, “We added a couple of common prefixes in this exercise: *ex* and *de*. Did you have any trouble with them? Usually, prefixes are easier to figure out than suffixes.”
- Say, “Let’s look at some suffixes now.”
- ≈ Write *payment* on the board.
- ? Ask, “Does anyone see the suffix in this word?” (**-ment**)
- ≈ Box the *-ment* in *payment*.
- Say, “Right. The suffix *-ment* is fairly common in English. It means ‘the action or process of’.”
- ≈ Write *ment = the act or process of* under the word *payment* on the board.
- ≈ Write *development* on the board. Put a box around *-ment*.
- ? Ask, “Who can give us a definition for the word *development*?” (**The act or process of developing something.**)
- Say, “In these examples, the meaning of the suffix is pretty clear. This is not always the case. But the more familiar we are with these parts of words, the easier it will be to spell words which contain several of them.”

- Say, “Many words in English combine two or three prefixes or suffixes with a root to build a new word.”
- ≈ Write *unrelated* on the board.
- ? Ask, “Who can tell me what the root of this word is?” (*relate*)
- ? Ask, “So what other word parts do we have then?” (The prefix *un* and the suffix *-ed*.)
- ≈ Box *un* and *-ed* on the board.
- ? Ask, “What happened to the spelling in this word when the *e-d* was added?” (The silent *e* was dropped.)
- Say, “Yes, remember when the word ends in a silent *e* and we add a suffix that begins with a vowel, the *e* is dropped, as in *dine-dining*.”
- ≈ Write *dine* and *dining* on the board.
- Say, “Turn to **Activity C**. Write the prefixes, roots, and suffixes for each word on the lines provided. You may have to change the spelling of the root if an *e* was dropped or a *y* changed to *i*.”

Activity Book, Lesson 18, Activity C

Separate the Words

1. unpacked = un + pack + ed
2. reproduced = re + produce + ed
3. unhappiness = un + happy + ness
4. defrosting = de + frost + ing
5. dishonesty = dis + honest + y
6. revisited = re + visit + ed
7. discredited = dis + credit + ed
8. mispronounced = mis + pronounce + ed

- ☞ Display the transparency/PowerPoint and have students check their work.

[NOTE: Point out the dropped *e* in numbers 2 and 8. Point out the *y* → *i* change in number 3.]

- ? Ask the students to read the words.
- Say, “In **Activity D**, you will work on combining prefixes and suffixes to build new words, just as we have done in the preceding example. Look at the list of roots first. Then look at the prefixes and suffixes in the box. Think about words you can build from them. There are several possibilities for each word.

Please write at least three new words for each root given. In some examples, you can add a prefix, suffix, or both to the root word. You can work with a partner, if you would like.”

Activity Book, Lesson 18,
Activity D
Build the Words

Prefixes	Suffixes
dis	ment
over	ate
mis	able
un	ness
	ing
	s
	ed

accept
 accepted
 acceptable
 unaccepted
 accepts
 accepting

understand
 misunderstand
 understanding
 understandable
 understands

populate
 population
 populated
 unpopulated
 populates
 overpopulate
 populating

like
 likeness
 likeable
 disliked
 likes
 liking
 liked

enchant
 enchanted
 enchantment
 disenchant
 enchants
 disenchanting
 enchanting

-  Display the transparency/PowerPoint with the correct answers and have students check their work. Answers will vary.
- **Additional Words for Re-Teaching:** unbutton, subbasement, subheading, disseminate, disgusted, disadvantaged, disrespectfulness, ungratefulness, Occupy-occupying-preoccupy-preoccupied; Admire-admiring-admired-admirable; Print-misprint-misprinted-misprinting

Extending the Pattern: Words ending in -ion*Estimated Time: 15 min.*

- ≈ Write *adoption* on the board. Put a box around the suffix *-ion*.
- ? Ask, “Can someone pronounce this word for us?”
- Say, “The suffix in this word is *-i-o-n*. But when we divide the word by syllables, we would put our slash between the 2 consonants, *p* and *t*. That is why we often think of the suffix being *-t-i-o-n*. The suffix in this word is pronounced /shən/.”
- Say, “Take a look at the words in **Activity E**. Let’s read these aloud to practice this suffix. Can someone read column 1? Column 2?”

Activity Book, Lesson 18, Activity E*Read the Words*

1	2
reaction	subtraction
taxation	edition
limitation	invention
station	expectation
temptation	education

- Say, “O.K. Now, let’s look at how some of these words are spelled. In **Activity E**, write the root word on the line provided.”

Activity Book, Lesson 18, Activity F*Write the Root Words*

1. adoption	adopt
2. reaction	react
3. translation	translate
4. concentration	concentrate
5. instruction	instruct

- 📄 Display the transparency/PowerPoint and have students check their work.
- Ask, “Did you get *translate* and *concentrate*? What did you have to know about these words?” (These words follow the **Drop the Final e** spelling rule.)
- Ask, “What is the last sound in each of the roots?” (/t/)
- Say, “That’s right. Even though *translate* and *concentrate* end in an *e*, the final *e* is silent, so the last sound is /t/. So, we just add the suffix *-i-o-n* to the root. The suffix is really *-i-o-n*. If you know the root, you know the syllable begins with a *t*.”

- Say, “Sometimes when we add the suffix *-i-o-n*, we need to add some extra letters to connect the word and the suffix. I don’t think this will be hard for you because you can hear the letters. Let’s practice reading a few of these words in **Activity G.**”

Activity Book, Lesson 18, Activity G

Read the Words

1. taxation
2. addition
3. definition
4. limitation
5. expectation

- ≈ Write *television* on the board.
- Say, “The root for *television* is *televise*.”
- ≈ Write *televise* on the board.
- Say, “When we add *-i-o-n* to *televise*, we drop the *e* and just add the *-i-o-n*. So, when a word ends in /s/ or /z/, the last syllable will be spelled *-s-i-o-n*. For your information, this is also true of roots that end in *d* or *d-e*. Let’s try a few. Turn to **Activity H.** Add the *-i-o-n* suffix to the root words.”

Activity Book, Lesson 18, Activity H

Add the Suffix

- | | |
|--------------------|--------------------|
| 1. precise + ion | precision |
| 2. transfuse + ion | transfusion |
| 3. collide + ion | collision |
| 4. include + ion | inclusion |
| 5. confuse + ion | confusion |

- ☞ Display the transparency/PowerPoint and have students check their work.
- Ask, “Did you remember to drop the silent *e* before you added the suffix beginning with a vowel? So, in words ending in *d* or *s*, the final syllable is spelled *-s-i-o-n*.”
- Say, “Let’s read these words aloud. Read the root and then the noun to which you created by adding the suffix *-ion*.”

[NOTE: Spelling the suffix *-ion* is tricky for students. We have presented the patterns that are most frequent:

1. When the suffix ends in /t/, spell the last syllable *tion*. For your information, one exception is the root *vert* (*version*, *conversion*, *introversion*).
 2. If the root ends in *s* or *d*, use *-sion*.]
- **Additional Words for Re-teaching:** compete-competition, operate-operation, expect-expectation, examine-examination, oppose-opposition, discuss-discussion, confess-confession, suppress-suppression, omit-omission, expand-expansion,

Progress Check

Estimated Time: 5 min.

- Say, “I am going to dictate some real words for you to write in **Activity I**. For the last four words, you will have to think about the spelling rules you use when adding suffixes.”

Activity Book, Lesson 18, Activity I

Progress Check

- | | |
|----------------|--|
| 1. homeless | There is a <i>homeless</i> shelter nearby. |
| 2. reinvest | We will <i>reinvest</i> our money in stocks. |
| 3. prepare | Please <i>prepare</i> the coffee for our guests. |
| 4. reaction | Did you see Tara’s <i>reaction</i> when she won the lottery? |
| 5. disrespect | I will not tolerate any <i>disrespect</i> of my mother. |
| 6. helpful | Can you be <i>helpful</i> and sweep the floor? |
| 7. relating | I was washing the dishes as Ted was <i>relating</i> the story. |
| 8. running | I saw Jen <i>running</i> through the park. |
| 9. ugliest | Those are the <i>ugliest</i> shoes I have ever seen! |
| 10. loneliness | My <i>loneliness</i> has gotten worse since Stew left. |

Smooth Reading

Estimated Time: 15 min.

- Say, “Please turn to **Activity J**. We are going to practice reading, using our Strategy for Decoding Multisyllabic Words.”
- 📄 Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 18, Activity J**Smooth Reading**

Thankfully, Jan was not badly hurt in the disaster at work. Three people were crushed and two machines were destroyed. Her **dishonest** boss had **neglected** to **distribute** hard hats for the new project. This was **inexcusable**, and Jan hoped that the police would get **involved**.

- Say, “I’ll read the first sentence to you. I am not sure about the first word. The rest of the sentences says: *Jan was not badly hurt in the disaster at work.* I’ll divide the first word.”
- ≈ Write *thankfully* on the board.
- Say, “Oh, this word is easy. There are two suffixes, so I’ll box *ful* and *ly*. I recognize the root word: *thank*. The word is *thankfully*. *Thankfully, Jan was not badly hurt in the disaster at work.* That makes sense.”

Students Apply the Strategy to the Passage

- Say, “Now read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Be sure the sentences make sense. Raise your hand if you need help.”

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

Document of the Day

Weather Report

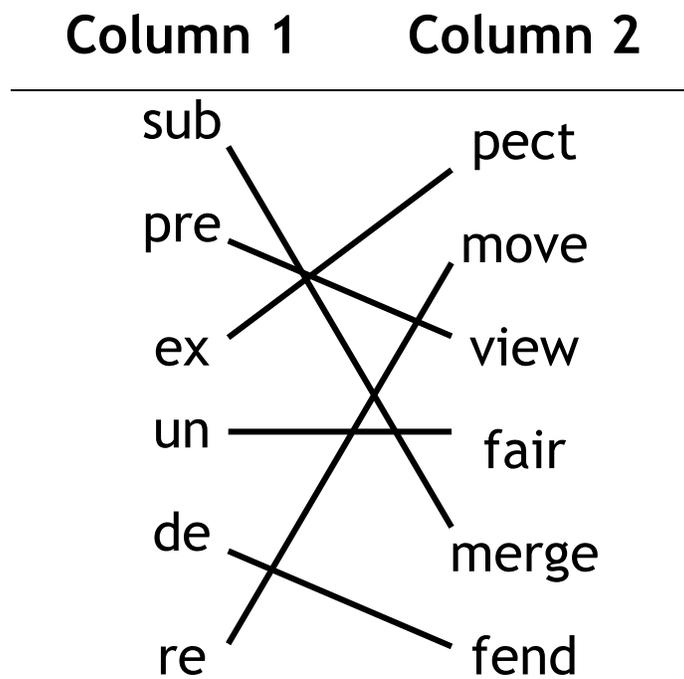
Unexpected subzero temperatures for the holidays.

Stay inside. Dress warmly if you must go out.

Activity Book, Lesson 18, Activity A
Find the Prefix

- | | | | |
|-----------------------|------------|--------------------------|------------|
| 1. re call | re | 9. un cover | un |
| 2. dis connect | dis | 10. sub scribe | sub |
| 3. sub sist | sub | 11. pre fix | pre |
| 4. re cite | re | 12. re form | re |
| 5. pre school | pre | 13. in consistent | in |
| 6. dis credit | dis | 14. pre natal | pre |
| 7. un born | un | 15. in dent | in |
| 8. re gard | re | | |

Activity Book, Lesson 18, Activity B
Build the Words



Activity Book, Lesson 18, Activity C
Separate the Words

1. **unpacked = un + pack + ed**
2. **reproduced = re + produce + ed**
3. **unhappiness = un + happy + ness**
4. **defrosting = de + frost + ing**
5. **dishonesty = dis + honest + y**
6. **revisited = re + visit + ed**
7. **discredited = dis + credit + ed**
8. **mispronounced = mis + pronounce + ed**

Activity Book, Lesson 18, Activity D
Build the Words

Prefixes	Suffixes
dis	ment
over	ate
mis	able
un	ness
	ing
	s
	ed

accept

accepted
 acceptable
 unaccepted
 accepts
 accepting

understand

misunderstand
 understanding
 understandable
 understands

enchant

enchanted
 enchantment
 disenchant
 enchants
 disenchanting
 enchanting

populate

population
 populated
 unpopulated
 populates
 overpopulate
 populating

like

likeness
 likeable
 disliked
 likes
 liking
 liked

Activity Book, Lesson 18, Activity F
Write the Root Words

- | | |
|------------------|--------------------|
| 1. adoption | adopt |
| 2. reaction | react |
| 3. translation | translate |
| 4. concentration | concentrate |
| 5. instruction | instruct |

Activity Book, Lesson 18, Activity H
Add the Suffix

- | | |
|--------------------|--------------------|
| 1. precise + ion | precision |
| 2. transfuse + ion | transfusion |
| 3. collide + ion | collision |
| 4. include + ion | inclusion |
| 5. confuse + ion | confusion |

Activity Book, Lesson 18, Activity J
Smooth Reading

Thankfully, Jan was not badly hurt in the disaster at work. Three people were crushed and two machines were destroyed. Her ***dishonest*** boss had ***neglected*** to ***distribute*** hard hats for the new project. This was ***inexcusable***, and Jan hoped that the police would get ***involved***.

Lesson 19 *Review*

Lesson Overview	<p>This lesson reviews the content from lesson 16 to 18. It provides a review of the sounds of -y, syllable division with prefixes and suffixes and reviews the previously taught spelling rules.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review - Document of the Day - New Pattern (-y to an -i) - Parts of Words - Spelling Words - Syllabification: Roots and Suffixes - Extending the Pattern: - Progress Check - Smooth Reading <p>Approximate Time: 50 min.</p>
Objective	<p>To review the sounds of the vowel y</p> <p>To review syllable division with prefixes and suffixes, CVC, VCe, -Cle, and open syllables</p> <p>To review three basic spelling rules: drop silent e, doubling the final consonant, and changing y to i</p>
Materials	<p>Spelling Rules Chart</p> <p>Strategy for Reading Multisyllabic Words Chart</p> <p>Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 19, Activity A: Apply the Rules - Activity Book, Lesson 19, Activity B: Separate the Words - Activity Book, Lesson 19, Activity C: Identify the Sound - Activity Book, Lesson 19, Activity D: Spell the Words by Syllable
Preparation	

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 19. We will review the sounds of *y*; syllable division with prefixes and suffixes, CVC, VCe, -Cle, and open syllables; and three basic spelling rules: drop silent *e*, doubling the final consonant, and changing *y* to *i*.”

Spelling Rules*Estimated Time: 10 min.*

- Say, “Please turn to **Activity A**. Look at the three spelling rules at the top of the activity. They are the spelling rules 3, 4 and 5 from our spelling rules chart. For this activity, you will combine the root words and suffixes and indicate the rule that you used.”
- Do the first item with the students to demonstrate.

Spelling Rules**3. Dropping the Silent *e* in VCe Syllables.**

When a word ends with a silent *e*, drop the *e* when you add a suffix beginning with a vowel.

4. Doubling the Final Consonant in CVC Syllables.

If a **one** syllable root word ends in **one** consonant with **one** vowel before it, double the final consonant of the root word if the suffix begins with a vowel.

5. Changing *y* to *i* Pattern.

When a word ends in *y*, change the *y* to an *i* when adding a suffix except when the suffix is *-ing*). If we are adding the ending *s*, then we change the *y* to *i* and add *es*.

Activity Book, Lesson 19, Activity A***Apply the Rules***

	Word	Rule #
rot + en	rotten	4
safe + er	safer	3
complete + ly	completely	3
luck + y + est	luckiest	5
drum + er	drummer	4
lone + ly + ness	loneliness	3, 5
sure + ly	surely	3
shine + ing	shining	3
strip + ed	stripped	4
carry + ing	carrying	3
brave + ly	bravely	3
carry + ed	carried	5

- ☐ Display the transparency/PowerPoint and have students check their work. Go over *lone + ly + ness* and *luck + y + est*. Be sure students understood that they added two suffixes. Explain that adding prefixes and suffixes is a way that we build longer words.
- Say, “Now turn to **Activity B**. In **Activity A**, you combined roots and suffixes. Now, I want you to find the root words. Take the words apart and write them by roots and suffixes.”

Activity Book, Lesson 19, Activity B

Separate the Words

	Root Word	Suffix
hopping	hop	ing
hoping	hope	ing
scary	scare	y
gripping	grip	ing
griping	gripe	ing
hurrying	hurry	ing
supplied	supply	ed

- ☐ Display the transparency/PowerPoint and have students check their work. Point out that doubling the *p* in *hopping* and *gripping* keeps the first syllable a CVC syllable with a short vowel. In *hoping* and *griping*, the *e* is dropped. The syllable division occurs before the single consonant, resulting in an open syllable and a long vowel.

Review of Sounds of y

Estimated Time: 10 min.

- Say, “Turn to **Activity C**. All of these words have the letter *y* used as a vowel. What are the sounds the vowel *y* can represent?” (*/ī/* as in *cry*, */ē/* as in *baby*, and */i/* as in *system*.)
- Say, “Read the words to yourself and place a check in one of the three columns, depending on the sound the *y* represents.”
- Say, “Let’s do the first one together. The word is *synonym*. The sound the first *y* makes is */i/*, so we put a check under the *system* column.”
- Say, “Use your syllable division procedures if you have any difficulty reading the words.”

Activity Book, Lesson 19, Activity C**Identify the Sound**

	cry	baby	system
synonym			✓
empty		✓	
multiply	✓		
occupy	✓		
hypocrisy			✓
fifty		✓	
qualify	✓		
cynical			✓
hydrogen	✓		
synthetic			✓
dynamite	✓		
cyclone	✓		

- ☰ Display the transparency/PowerPoint and have students check their work.

Spelling Words with the Vowel y*Estimated Time: 5 min.*

- Say, “Turn to **Activity D**. I am going to dictate some words. First, I’ll say the word. Then, I’ll say the word more slowly by syllable. Spell these words by writing the word syllable-by-syllable on the lines provided. All of these words use y as a vowel.”

Activity Book, Lesson 19, Activity D**Spell the Words by Syllable**

- | | |
|---------------|---------------|
| 1. copy | cop y |
| 2. hypnotize | hyp no tize |
| 3. system | sys tem |
| 4. systematic | sys tem at ic |
| 5. justify | jus ti fy |

[NOTE: When saying words by syllable, just where to place a consonant sound may not be clear. Sometimes they can go either at the end of one syllable or at the beginning of the next one. Don’t worry too much about this. One of the things you are teaching students is to be flexible. For the word *systematic*, the second syllable will be /tə/. When reviewing the answers, point out that the /tə/ is difficult to spell because the schwa can be spelled with any vowel. However, point out that the students spelled the root word in the previous item: *system*. This gives them a clue as how to spell the schwa in *systematic*. *Justify* also has a schwa sound. That explains why the second syllable does not have a long-*i* sound even though it ends with a vowel. If you have time, have students identify the syllable pattern for each syllable.]

- Display the transparency/PowerPoint with the correct answers.

Syllabification

Estimated Time: 15 min.

- Say, “You have studied four different syllable patterns. Can anyone tell me one syllable pattern? (CVC) Can anyone give an example of a CVC syllable?” (cat) [NOTE: Continue with all four syllable patterns: CVC, VCe, open, and Cle.]
- ≈ Write the syllable patterns and examples on the board.
- Say, “Good. Now let’s review the procedure for recognizing and dividing words into syllables. When we read and spell by syllable, long words become much easier. The combination of using the procedure plus recognizing by sight common syllable patterns will make you a more fluent reader and speller.”
- ≈ Write ‘*The accident was an unintended result of negligence.*’ on the board.
- Say, “*The accident was a blank result of blank.* I don’t know two of these words. The first word is a multisyllabic word, that is, it has more than one syllable. The first thing to do is see if we can guess what the word is from the context. *The accident was a blank result of blank.* I really don’t know what the word might be. I’m going to go to the next step and look for roots, suffixes, and prefixes.
- Ask, “Do you see any prefixes or suffixes?” (*un-*, *in-*, *-ed*)
- Divide the prefixes and suffix from the root by putting a box around them:
un / in / *tend* / ed.
- Say, “So, just by recognizing the prefixes and suffix, we have divided all of the syllables in this word. Can someone read the word?”
- Say, “Let’s check the context. *The accident was an unintended result of blank.* OK, I’ve got *unintended*, but I’m still not sure of the last word. I’m going to divide it.”
- ≈ Write *negligence* on the board and mark the word as you use the following script.
- Say, “OK, I don’t recognize any prefixes or suffixes.” [NOTE: If students tell you that *-ence* is a suffix, tell them that you are so proud of them finding a suffix that you missed.]
- Say, “I’m going to underline the vowels.”

- Say, “OK, between the *e* and *i*, there are 2 consonants, so I’m going to divide between them.”
- Say, “Between the *i* and *e*, there is only one consonant, so I’m going to divide before the *g*. Let’s see if can get the word now. Wow. This is a really, really hard word. Can anyone read it?”
- Pronounce the word with alternate pronunciations.
- Say, “*l-i* is an open syllable. I’ll try a long *i*: *negl̄igence*
- Say, “That just doesn’t sound right. I remember that sometimes the vowel in an open syllable in the middle of the word is a schwa. I’ll try that: /negləgence/.
- Say, “Let me try that word in the sentence: *The accident was an unintended result of negligence*. That makes sense to me, but *negligence* is a tough vocabulary word. Does anyone know what it means?” It has the same root as the word *neglect*. What does *neglect* mean?” (To not take care of your responsibilities.)
- Say, “So *negligence* is when you don’t take care of your responsibilities. The driver must have been driving without being responsible. She didn’t intend, or mean, to have an accident, but it was her fault because she was *negligent*.”
- Say, “Now turn your attention to **Activity E**.”
- Say, “Now it is your turn to divide the words into syllables. If you need help, refer to the Strategy for Reading Multisyllabic Words in your Activity Book.”

Activity Book E

Syllabification

- | | |
|---------------------------|--------------------|
| 1. in / mate | 5. syn / thet / ic |
| 2. hope / less / ly | 6. e / lec / tion |
| 3. ac / com / plish / ing | 7. a / dop / tion |
| 4. pun / ish / ment | 8. in / ten / sive |

[NOTE: We have boxed the prefixes and suffixes in this activity. The students are not likely to recognize all of them, which is not a problem. For example, we would not expect them to recognize that *ac* is an assimilated prefix coming from *ad* in the word *accomplishing*. It is fine for them to treat the *ac* as a syllable. Also, accept either *-tion* or *-ion* as the suffix in 6 and 7.]

- ☐ Display the transparency/PowerPoint and have students check their work. Review each word with the students, working through the procedure each time.

? Ask the students to read the words in **Activity E**.

Progress Check

Estimated Time: 5 min.

- Say, “Now turn to **Activity Book F** for Lesson 19. I am going to dictate some words for you to write. Then you will divide some words into syllables.”

Activity Book, Lesson 19, Activity F

Progress Check

- | | |
|--------------|---|
| 1. Monkey | A monkey as a baboon is a primate. |
| 2. Reply | He received his reply to his invitation within seconds. |
| 3. Boneless | I prefer buying boneless chicken as it cooks faster. |
| 4. Restate | I will restate the question so you will understand it better. |
| 5. Dismissed | The captain dismissed the soldiers from their line. |
| 6. Penniless | I have lost all my money and I am left penniless. |
| 7. Satisfy | He always likes to try different foods but he can never satisfy his hunger. |
| 8. Angry | The ticket for violation of parking time made me so angry. |
| 9. Laziness | When you move from the couch to the bed your laziness is so obvious. |
| 10. Sickness | It is astonishing that despite his sickness and his lack of movement his spirit remains uplifted. |

Syllabification

Example: reduction re/duc/tion

- | | |
|------------------|-----------------|
| 1. Translation | trans/la/tion |
| 2. Completion | com/ple/tion |
| 3. Calculation | cal/cu/la/tion |
| 4. Refinish | re/fin/ish |
| 5. Astonishment | as/ton/ish/ment |
| 6. Shamefulness | shame/ful/ness |
| 7. Spiteful | spite/ful |
| 8. Development | de/vel/op/ment |
| 9. Unlikely | un/like/ly |
| 10. Gratefulness | grate/ful/ness |

Activity Book, Lesson 19, Activity A
Apply the Rules

	Word	Rule #
rot + en	rotten	3
safe + er	safer	1
complete + ly	completely	1
luck + y + est	luckiest	2
drum + er	drummer	3
lone + ly + ness	loneliness	1, 2
sure + ly	surely	1
shine + ing	shining	1
strip + ed	stripped	3
carry + ing	carrying	2
brave + ly	bravely	1
carry + ed	carried	2

Activity Book, Lesson 19, Activity B
Separate the Words

	Root Word	Suffix
hopping	hop	ing
hoping	hope	ing
scary	scare	y
gripping	grip	ing
griping	gripe	ing
hurrying	hurry	ing
supplied	supply	ed

Activity Book, Lesson 19, Activity C
Identify the Sound

	cry	baby	system
synonym			✓
empty		✓	
multiply	✓		
occupy	✓		
hypocrisy			✓
fifty		✓	
qualify	✓		
cynical			✓
hydrogen	✓		
synthetic			✓
dynamite	✓		
cyclone	✓		

Activity Book, Lesson 19, Activity D
Spell the Words by Syllable

1. copy **cop / y**
2. hypnotize **hyp / no / tize**
3. system **sys / tem**
4. systematic **sys / tem / at / ic**
5. justify **jus / ti / fy**

Activity Book, Lesson 19, Activity E
Syllabification

1. in / mate

2. hope / less / ly

3. ac / com / plish / ing

4. pun / ish / ment

5. syn / thet / ic

6. e / lec / tion

7. a / dop / tion

8. in / ten / sive

Lesson 20

Digraph vowels: ai, ay, ee, ey

Lesson Overview	<p>This lesson reviews the short and long vowel sounds and introduces the vowel digraph syllable pattern. In addition, it provides syllabification practice with words that have the vowel digraph syllable pattern and the previous taught patterns.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review - Document of the Day - New Pattern (-ai- and -ay) - Extending the Pattern - Syllabification - Extending the Pattern: Prefixes and Suffixes - Progress Check - Smooth Reading <p>Approximate Time: 50 min.</p>
Objective	<p>To learn the vowel digraph syllable pattern</p> <p>To review short and long vowels</p>
Materials	<p>Six Syllable Patterns Chart</p> <p>Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 20, Activity A: Sort the Words - Activity Book, Lesson 20, Activity B: Sort the Words - Activity Book, Lesson 20, Activity C: Sort the Words - Activity Book, Lesson 20, Activity D: Syllabification - Activity Book, Lesson 20, Activity F: Smooth Reading
Preparation	<p>Display the Six Syllable Patterns Chart. Put an asterisk next to the Vowel digraph pattern</p>

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 20. In this lesson we will learn about digraph vowels, which are vowels that appear together to represent one sound or a new sound. This is a new syllable pattern for us. This is the fifth of six patterns we will learn. So, we are getting close to knowing all of the syllable patterns.”
- Say, “Before we start on digraphs, let’s do a quick review of syllable patterns we have already learned.”

Review*Estimated Time: 5 min.*

- ≈ Write ‘*dem strate on*’ on the board.
- ? Ask students to read each syllable and to identify each syllable pattern (e.g., *dem* is a CVC syllable).
- Say, “Can anyone put these three syllables together in an order that would form a word?” (*dem/on/strate*)
- Say, “Great. So, recognizing syllable patterns helps us to read long words. Let’s try a couple more.”
- Repeat with *incompletely*: (*in ly com plete*) and *confiscate*: (*fi con scate*)

Document of the Day*Estimated Time: 1 min.*

- Say, “Please take a look at the Document of the Day in **your Activity Book.**”

The Main Street Meet and Greet
 Sunday, May 9th at three p.m.
 Come and meet us for a day of play!
 Games, Fun and Projects for the whole family!
 Win money and other prizes!

In case of rain, to be held at Green Valley Ranch.

- Say, “Could someone read the Document to the class?”

New Pattern**Estimated Time: 10 min.**

- Say, “Many of the words in this document have a double vowel pattern or digraph.”
- ▲ Point to the Vowel Digraph pattern on the Six Syllable Patterns Chart.
- Read the explanation for the vowel digraph pattern. Say “In a vowel digraph we have two vowels that work together to represent one sound. For example in the word wait the letters *a* and *i* make the long /a/ sound. We will work with the different vowel combinations in this lesson and in another lesson.”
- Say, “Go through the document and circle all of the words that have a double vowel. Remember that the letter *y* can act as either a vowel or a consonant.” (***main, street, meet, greet, Sunday, May, three, day, play, money, rain, green, valley***)
- Say, “Read the words to yourself and listen to the vowel pairs.”
- Explain, “Even though there are two vowels, each pair represents one sound.”
- ? Ask, “What are the vowel sounds that you hear?” (/ā/, /ē/)
- ? Ask, “What are the vowel combinations that represent each sound?” (***ai, ay = /ā/, ee, ey = /ē/***)
- Say, “That is right. Notice that they have the same long vowel sound that we find in the VCe syllable.”
- ≈ Write *mane* and *main* on the board.
- ? Ask, “How do you pronounce *m-a-i-n*? How about *m-a-n-e*? Is there any difference between the way we say the two words?” (no)
- Say, “Right. They are homonyms. They sound the same, but they don’t mean the same thing. What does *m-a-n-e* mean?” (It is what you find on the neck of a horse or lion.)
- ? Ask, “How about *m-a-i-n*?” (It means primary, like the *main* idea.)
- Say, “Good. So the digraphs we are studying today have the same long vowel sounds that we find in VCe syllables.”
- Say, “Let’s look at **Activity A.**”

- Explain, “Using the words that you’ve circled in the Document of the Day, list the words by their vowel sounds in the appropriate column.”

Activity Book, Lesson 20, Activity A

Sort the Words

/ā/	/ē/
main	street
Sunday	meet
May	greet
day	three
play	money
rain	green
	valley

- ☞ Display the transparency/PowerPoint and have students check their work.
- Say, “In **Activity A**, you sorted the words by their sounds. Now, in **Activity B**, let’s sort the words by their spellings. Write the words under the correct columns according to the way they are spelled.”

Activity Book, Lesson 20, Activity B

Sort the Words

<i>ai</i>	<i>ay</i>	<i>ee</i>	<i>ey</i>
main rain	Sunday May day play	street meet greet three green	money valley

- ☞ Display the transparency/PowerPoint and have students check their work.
- Ask, “Look at the columns in **Activity B**. Can someone tell me what the pattern is for when the different spellings are used?” (*ai*, *ee*, are used in the middle of words; *ay*, *ey* are used at the end.)
- **Additional Words for Re-Teaching:** ai-plain, stain, grain, claim, ay bay, clay, stay, May, ee feet, screen, seen, weed, ey monkey, alley, hockey, Jersey.

Extending the Pattern

Estimated Time: 5 min.

- Say, “The vowel digraph e-y has two sounds.”
- ? Ask, “What is the sound that e-y represents in *key*?” (/ē/)
- ? Ask “What is the sound that e-y represents in *they*?” (/ā/)

- Say, “Read the words in **Activity C** and sort them according to the sound that e-y represents. Write each word under the key word that matches its e-y sound.”

Activity Book, Lesson 20, Activity C

Sort the Words

- | | |
|------------|-----------|
| 1. parsley | 6. obey |
| 2. hey | 7. turkey |
| 3. chimney | 8. survey |
| 4. prey | 9. valley |
| 5. money | |

key	they
parsley	hey
chimney	obey
money	survey
turkey	prey
valley	

- ☞ Display the transparency/PowerPoint and have students check their work.
- ? Ask, “Would someone like to read the words they have listed under the key word *key*?” (*parsley, chimney, money, turkey, valley*)

- Explain, “There are really very few words in English that end in e-y and have the long a sound. They are mostly common words. Would someone please read the words under the key word *they*?” (*hey, obey, survey, prey*)

[NOTE: Students have learned about the e-y digraph at the end of words when they studied the sounds of y. This lesson extends the pronunciation to the words with the digraph e-y pronounced /ā/.]

Syllabification

Estimated Time: 5 min

- Say, “Now turn to **Activity D** in your books.”
- Say, “There is a list of ten words. Follow the syllable division strategy to divide the words.”
- Say, “Let’s do the first one together. I will underline the vowels, a-i and the e. I underline the a-i as one vowel because the digraph a-i represents one sound, /ā/. There is one d between the vowels. I will try dividing before the d. OK, the pronunciation of the first syllable would be /ā/. The word is *maiden*.”
- ? Ask, “I wanted to demonstrate marking the vowel digraph a-i as one vowel sound. But, I skipped a step in our procedure. Can anyone explain what I skipped?” (Looking for chunks like prefixes or suffixes.)
- Say, “Right. So, are there any chunks?” (Yes, there is the suffix, *en*, and the root *maid*.)

- Say, “Great. So I could also read this word by recognizing the suffix and the root. Flexibility is the key.”
- Say, “Now go through and complete the list on your own, using the syllable division strategy.”

Activity Book, Lesson 20, Activity D

Syllabification

- | | |
|---------------------|----------------|
| 1. mai/den | 6. re/main/der |
| 2. ho/key-po/key | 7. jam/bor/ee |
| 3. ap/prais/al | 8. fif/teen |
| 4. chim/ne <u>y</u> | 9. re/pair/man |
| 5. main/stay | 10. pray/er |

- ☞ Display the transparency/PowerPoint and have students check their work.

Progress Check

Estimated Time: 5 min.

- Say, “I am going to dictate some real words for you to write in **Activity E**.”

Activity Book, Lesson 20, Activity E

Progress Check

- | | |
|--------------|--|
| 1. strain | The <i>strain</i> of lifting the bricks hurt her back. |
| 2. kidney | John had his <i>kidney</i> removed in the hospital. |
| 3. subway | Riding on the <i>subway</i> is always interesting. |
| 4. explain | It is hard to <i>explain</i> why the sky is blue. |
| 5. display | The <i>display</i> of lights was quite lovely. |
| 6. street | Look both ways when crossing the <i>street</i> . |
| 7. wiping | Use the clean sponge when <i>wiping</i> the table. |
| 8. promotion | Jill’s <i>promotion</i> at work increased her salary. |
| 9. punish | Parents <i>punish</i> their children for bad behavior. |
| 10. absent | Katie was <i>absent</i> from school all week. |

Smooth Reading

Estimated Time: 15 min.

Teacher Models the Syllable Strategy

- Say, “Please look at **Activity F**. We are going to practice reading. If you come across a long word that you don’t know, a good strategy is to divide it into syllables. Today we added a new syllable pattern to use with our strategy.”

- Display the transparency/PowerPoint with the passage.

Activity Book, Lesson 20, Activity F

Smooth Reading

Vaneeda is ***fifteen*** and wants more ***freedom*** from her parents. But because she is constantly ***complaining*** and is often ***impolite***, her parents have not ***agreed***. One night while her parents were ***asleep***, Vaneeda ***discreetly*** left the house to meet her friends. When her parents found out, they sent her to ***Tennessee*** to live with her uncle.

- Say, “I will read the sentence to check the context of the words. ***Vaneeda is blank and wants more blank from her parents.***”
- Say, “O.K. The first word doesn’t look too hard. I don’t see any chunks that I recognize, so I’ll divide the syllables. I’ll underline the *i* and the *e-e*. I know that the vowel pair in the second syllable is a digraph and that the two *e*’s make one sound. So, between the *i* and the *e-e*, there are two consonants. I’ll divide between the *f* and the *t*. The first syllable is a CVC with a short vowel. That would be /fif/ and the second syllable is /teen/. The double *e-e* has a long *e* sound. So the word is ***fifteen***. Let me check the context again. ***Vaneeda is fifteen and wants more blank from her parents.*** That works so far.”
- Say, “I’m going to guess that she wants more ***freedom***. I recognize a chunk in the word—***free***, which is the root word, and I know it makes sense with the context.”

[NOTE: Students may have difficulty reading the name, ***Vaneeda***. Tell them that it is a name and that names can be difficult to pronounce because sometimes they don’t follow the patterns. But, tell them that they can apply their strategy to get this name. Ask a student to model the strategy.]

Students Apply the Strategy to the Passage

- Say, “Now read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Look for the -Cle syllables. Be sure the sentences make sense. Raise your hand if you need help.”

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it two or more times.]

Activity Book, Lesson 20, Activity A
Sort the Words

/ā/	/ē/
main	street
Sunday	meet
May	greet
day	three
play	money
rain	green
	valley

Activity Book, Lesson 20, Activity B
Sort the Words

<i>ai</i>	<i>ay</i>	<i>ee</i>	<i>ey</i>
main rain	Sunday May day play	street meet greet three green	money valley

Activity Book, Lesson 20, Activity C
Sort the Words

<i>key</i>	<i>they</i>
parsley	hey
chimney	obey
money	survey
turkey	prey
valley	

Activity Book, Lesson 20, Activity D
Syllabification

1. mai/den
2. ho/key-po/key
3. ap/prais/al
4. chim/ney
5. main/stay
6. re/main/der
7. jam/bor/ee
8. fif/teen
9. re/pair/man
10. pray/er

Activity Book, Lesson 20, Activity F
Smooth Reading

Vaneeda is ***fifteen*** and wants more ***freedom*** from her parents. But because she is constantly ***complaining*** and is often ***impolite***, her parents have not ***agreed***.

One night while her parents were ***asleep***, Vaneeda ***discreetly*** left the house to meet her friends. When her parents found out, they sent her to ***Tennessee*** to live with her uncle.

Lesson 21

Digraph vowels: oa, ou, ow

Lesson Overview	<p>This lesson reviews the digraph vowels (ai, ay, ee and ey) and introduces the digraph vowels oa, ou and ow. In addition, the lesson provides instruction in regards to the spelling of the digraph vowels.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review - Document of the Day - New Pattern oa, ou, ow - Sounds of ow - Three spellings for long /o/ - More practice for ou and ow - Progress Check - Smooth Reading <p>Approximate Time: 60 min.</p>
Objective	<p>To learn the spelling patterns for the digraph vowels <i>oa, ou, and ow</i></p> <p>To review digraph vowels <i>ai, ay, ee, ey</i></p>
Materials	<p>Six Syllable Patterns Chart</p> <p>Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 21, Document of the Day - Activity Book, Lesson 21, Activity B: Sort the Words - Activity Book, Lesson 21, Activity D: Sort the Words by their Spelling - Activity Book, Lesson 21, Activity E: Underline the Correct Spelling - Activity Book, Lesson 21, Activity G: Smooth Reading
Preparation	

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 21. In this lesson we will learn about the digraphs *o-a*, *o-u*, and *o-w*.”
- Say, “You learned that digraph vowels are vowels that always appear together to represent one sound or a new sound.”
- Say, “Before we start on the new digraphs, let’s quickly review the vowel digraphs we’ve already covered.”

Review*Estimated Time: 5 min.*

- ≈ Write *main*, *day*, *meet*, and *valley* on the board.
- Explain, “Even though there are two vowels, each pair represents one sound.”
- ? Ask, “What are the vowel sounds that you hear?” (*/ā/*, */ē/*)
- ? Ask, “What are the vowel combinations that represent the sound */ā/*?” (*ai*, *ay* = */ā/*)
- ? Ask, “What are the vowel combinations that represent the sound */ē/*?” (*ee*, *ey* = */ē/*)
- ? Ask, “Where do we find the *a-i* and the *a-y* in words?” (*ai* is used in the middle of words; *ay* is used at the end.)
- ? Ask, “What about *e-e* and *e-y*?” (*ee* is used in the middle of words; *ey* is used at the end.)
- Say, “The vowel digraph *e-y* has two sounds.”
- ? Ask, “What is the sound that *e-y* represents in *key*?” (*/ē/*)
- ? Ask, “What is the sound that *e-y* represents in *they*?” (*/ā/*)

Document of the Day*Estimated Time: 10 min.*

- Say, “Please take a look at the Document of the Day in your **Activity Book**.”
- 📄 Display the Document of the Day transparency/PowerPoint.

Al's Drug Store

We discount all eye shadow and eyebrow pencils.
We carry thousands of products for all beauty needs.
All soap on sale tomorrow!

- Say, “Could someone read the document to the class?”
- Say, “Look at the word *discount*. The second syllable is *count*. What is the sound of the vowel?” (/ou/)
- Say, “That is right: /ou/. This is a new sound for us. It is one of the 44 sounds in English. Sometimes when we put two vowels together, they represent a new sound. Some vowel sounds are neither long vowels nor short vowels; we can call them ‘other vowels’. These vowel sounds are usually spelled with vowel digraphs. Listen as I segment the sounds in *count*: /c/ /ou/ /n/ /t/. Can someone say the vowel sound that the *o-u* represents in the word *count*?” (/ou/)
- Say, “That is right. It has a new sound. There is another vowel digraph that also represents that sound: *o-w*.”
- ≈ Write *cow* on the board. Segment the word: /k/ /ou/.
- Say, “So, there are 2 ways to spell the sound /ou/: *o-u* or *o-w*. Now, I have a tricky question for you. Can anyone find a word in the Document of the Day that has the vowel digraph *o-w* and represents the sound /ou/? Be careful. This is a bit of a trick question.” (*eyebrow*)
- Say, “Excellent. *Eyebrow* is a compound word. The second syllable is *brow*. If I segment it, the sounds are /b/ /r/ /ou/. You are right. The vowel digraph *o-w* represents the sound /ou/. But, what about *shadow*? *Shadow* has the vowel digraph *o-w*.” (But the *o-w* in *shadow* represents the sound of a long *o*: /ō/.)
- Say, “So, let’s summarize what we have learned from the words in the Document of the Day:
 1. Sometimes 2 vowels come together to form a vowel digraph that makes a new sound that is neither a short vowel nor a long vowel.
 2. In our Document, the new sound we are studying is /ou/.
 3. There are 2 ways to spell /ou/: *o-u* and *o-w*.
 4. The digraph *o-w* can also be pronounced like a long *o*: /ō/.
- Say, “There are 2 other things I’d like to point out before we practice these vowel digraphs:
 1. Remember that *w* can sometimes be used as a vowel. That is why we call *o-w* a vowel digraph.

2. There is one other vowel digraph in our Document of the Day. It does not represent a new sound. Take a look at the word *soap* in the last line. Notice that the *o-a* in *soap* represents a long *o* sound. O.K. Let's practice reading and spelling our new vowel digraphs."

New Pattern

Estimated Time: 10 min.

- Say, "Our three new vowel digraphs in this lesson are *o-a*, *o-u*, and *o-w*. Remember that *w* sometimes is a vowel."
- Say, "Let's look at **Activity A**. There are two columns of words that use our three vowel digraphs in this lesson. Let's read the lists to make sure we know how to pronounce the words."

Activity Book, Lesson 21, Activity A

Read the Words

1	2
boat	town
coast	low
throat	cow
loan	mow
out	now
noun	allow
cloud	follow
around	window

- Say, "Now, in **Activity B**, we are going to sort these words by the sound that the vowel digraphs make. Notice that I said the sound. So, the words in each column will have the same vowel sound but not necessarily the same spelling. Let's do the first one together."

[NOTE: If students find this task difficult, work through several words with them until they can do the task independently. You may wish to do the activity as a whole class activity to demonstrate and reinforce the sounds of the digraphs.]

Activity Book, Lesson 21, Activity B

Sort the Words

<i>/ō/</i> as in <i>go</i>	<i>/ou/</i> as in <i>loud</i>
boat	out
coast	noun
throat	cloud
loan	around
low	town
mow	cow
follow	now
window	allow

☞ Display the transparency/PowerPoint and have students check their work.

? Ask, “What are the vowel sounds that you hear?” (*/ō/*, */ou/*)

➤ Say, “Right. The words with long *o* are in the first column. The words with the */ou/* sound are in the second column. Now let’s look at each of the vowel digraphs separately. What sound does *o-a* represent?” (long *o*; */ō/*)

➤ Say, “Great. Does the *o-a* have any other sound?” (no)

➤ Say, “OK. What about the sound of *o-u*?” (It has the sound */ou/*.)

➤ Say, “Right. Any other sound?” (no)

? Ask, “What about the sound of *o-w*?” (It has 2 sounds. *ou* can represent either */ou/* or */ō/*.)

➤ Say, “Let’s write this information on the board.”

≈ Write: long *o* sound = *ow* or *oa*.
ou as in *loud* = *ou* or *ow*.

➤ Say, “Take a look at the words with *ow* in Activity B. Where do you find the *ow* in the words? (It is at the end of the words except in *town*.)

➤ Say, “That’s right. When *ow* represents the sound */ō/*, it comes at the end of words.”

➤ Say, “Let’s investigate these digraphs a little more.”

➤ **Additional Words for Re-Teaching:** ow- growl, owl, frown, below, billow, oa-boast, goat, toast, coat ou-sound, couch, scout, count

Sounds of ow*Estimated Time: 5 min.*

- Say, “Now turn to **Activity C** in your books. Remember we discovered there are two pronunciations for *o-w*: /ō/ or /ou/. Read the words in **Activity C** to yourself. If the word doesn’t make sense with one pronunciation, try the other one. Then we will read the words aloud.”

Activity Book, Lesson 21, Activity C*Read the Words*

1	2
down	follow
drown	drowsy
bowl	elbow
thrown	endowment
towel	widow
shower	bow

[NOTE: Point out that *bow* can be pronounced either way.]

Three Spellings for Long o*Estimated Time: 5 min.*

- Say, “We now know three spellings of long *o*: *o-consonant-e*, *o-a* and *o-w*. Please turn to **Activity D** so we can practice these different spellings for the same sound.
- Say, “I am going to dictate some words. Write the words under the correct column, that is, write the words under the column where the key word has the same spelling for the long *o* sound. Let’s do the first one together.”
- Say, “The first word is *coast*. It is spelled *c-o-a-s-t*. So, I will write it under *coat*. The long *o* is spelled with an *o-a*.”
- Dictate the following words:
 - below*
 - cone*
 - throat*
 - follow*
 - throne*
 - loan*
 - window*
 - stroke*

Activity Book, Lesson 21, Activity D*Sort the Words by their Spelling*

<i>poke</i>	<i>coat</i>	<i>snow</i>
cone	coast	below
throne	throat	follow
stroke	loan	window

☞ Display the transparency/PowerPoint and have students check their work.

Additional Words for Re-Teaching: VCe-stone, chose, broke, oa- float, load, toad, ow- glow, flow, widow.

More Practice with ou and ow*Estimated Time: 10 min.*

- Say, “It is sometimes hard to know whether to use *o-u* or *o-w* to spell the sound /ou/. Turn to **Activity E** in your books. Each of the words is spelled two ways, but only one is correct. Underline the one that you think is correct.”

Activity Book, Lesson 21, Activity E*Underline the Correct Spelling*

- | | |
|--------------------|-----------------|
| 1. pouerful | <u>powerful</u> |
| 2. <u>vowel</u> | vouel |
| 3. <u>towel</u> | touel |
| 4. <u>announce</u> | annownce |
| 5. thowsand | <u>thousand</u> |
| 6. <u>around</u> | arownd |
| 7. cownter | <u>counter</u> |
| 8. <u>account</u> | accownt |
| 9. <u>county</u> | cownty |
| 10. discownt | <u>discount</u> |

☞ Display the transparency/PowerPoint and have students check their work.

- Say, “Let me give you a few hints about spelling the vowel digraphs *o-u* and *o-w*. These hints are written in your book below **Activity E**.
1. *o-w* is the most common way to spell the long *o* sound at the end of word.
For example: *snow, low, show*.
 2. Use *o-w* at the end of word for the /ou/ sound.
For example: *cow, now, eyebrow*
- *o-u* appears in the middle of words more often than *o-w*.
For example: *out, mouth, loud*

- **Additional Words for Re-Teaching:** ou-amount, pound, found, ow-drown, gown, growl.

Progress Check

Estimated Time: 5 min.

- Say, “I am going to dictate some real words for you to write in **Activity F.**”

Activity Book, Lesson 21, Activity F

Progress Check

- | | |
|----------------|--|
| 1. throat | I had a sore <i>throat</i> from shouting last night. |
| 2. yellow | The sun looks <i>yellow</i> in the sky. |
| 3. discount | I get a <i>discount</i> at this store because my friend owns it. |
| 4. window | My car <i>window</i> was smashed last night. |
| 5. outstanding | You did an <i>outstanding</i> job on your homework! |
| 6. allow | My mother would not <i>allow</i> me to stay home alone. |
| 7. treatment | I did not like my <i>treatment</i> at the prison facility. |
| 8. concentrate | I can't <i>concentrate</i> when the television is on. |
| 9. example | The test had one <i>example</i> before the test items. |
| 10. advocate | My lawyer is an <i>advocate</i> of my legal rights. |

Smooth Reading

Estimated Time: 15 min.

Teacher Models the Syllable Strategy

- Say, “Now turn to **Activity G.** We are going to practice reading and using our Strategy for Reading Multisyllabic Words. If you come across a long word that you don't know, a good strategy is to divide it into syllables.”
- 📄 Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 21, Activity G

Smooth Reading

You have **grown** so much since I saw you for your last doctor's **appointment!** You **sprouted** like a weed! I remember when you didn't know how to **pronounce** your name or **count** to ten. You used to **throw** your food on the floor and **shout loudly** when you didn't get what you wanted.

- Say, “I am going to read the first sentence of our Smooth Reading paragraph. I'm pleased because I can read the first targeted word. It is *grown*. So, the sentence is ‘*You have grown so much since I saw you for your last doctor's*

blank.’ Context really helps in this sentence. I think the word is *appointment*.”

- Say, “I’ll double-check by decoding it. First, I’ll Look for Chunks. I recognize *ment*, so I’ll box it. I’ll underline the vowels: the *a* and the *o-i*. I know to keep the *o-i* together because it is a digraph. There are two *p*’s between the vowels. I’ll divide between them. The first CVC syllable would be /ap/. I recognize the next syllable which is a root word: *point*. *Ap-point-ment*. I’m close enough to realize my guess from context is right. I just have to make the first *a* a schwa, and I have got the word: *appointment*.”

Students Apply the Strategy to the Passage

- Say, “Now I would like you to read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out those words. Underline the vowels and divide the words into syllables. Be sure the sentences make sense. Raise your hand if you need help.”

Students Read Words and Discuss

- When the students are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s). As they explain what they did, write the target word with slashes between the syllables on the board so all the students can check their answers.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it two or more times.]

Document of the Day

Words with o-u, o-w, and o-a Digraphs

Al's Drug Store

We discount all eye shadow and eyebrow pencils.

We carry thousands of products for all of your beauty needs.

All soap on sale tomorrow!

Activity Book, Lesson 21, Activity B
Sort the Words

<i>/ō/ as in go</i>	<i>/ou/ as in loud</i>
boat	out
coast	noun
throat	cloud
loan	around
low	town
mow	cow
follow	now
window	allow

Activity Book, Lesson 21, Activity D
Sort the Words by their Spelling

<i>poke</i>	<i>coat</i>	<i>snow</i>
cone	coast	below
throne	throat	follow
stroke	loan	window

Activity Book, Lesson 21, Activity E
Underline the Correct Spelling

1. pouerful **powerful**
2. **vowel** vouel
3. **towel** touel
4. **announce** annownce
5. thowsand **thousand**
6. **around** arownd
7. cownter **counter**
8. **account** accownt
9. **county** cownty
10. discownt **discount**

Activity Book, Lesson 21, Activity G
Smooth Reading

You have **grown** so much since I saw you for your last doctor's **appointment!** You **sprouted** like a weed! I remember when you didn't know how to **pronounce** your name or **count** to ten. You used to **throw** your food on the floor and **shout loudly** when you didn't get what you wanted.

Lesson 22

Digraph vowels: oi, oy, oo

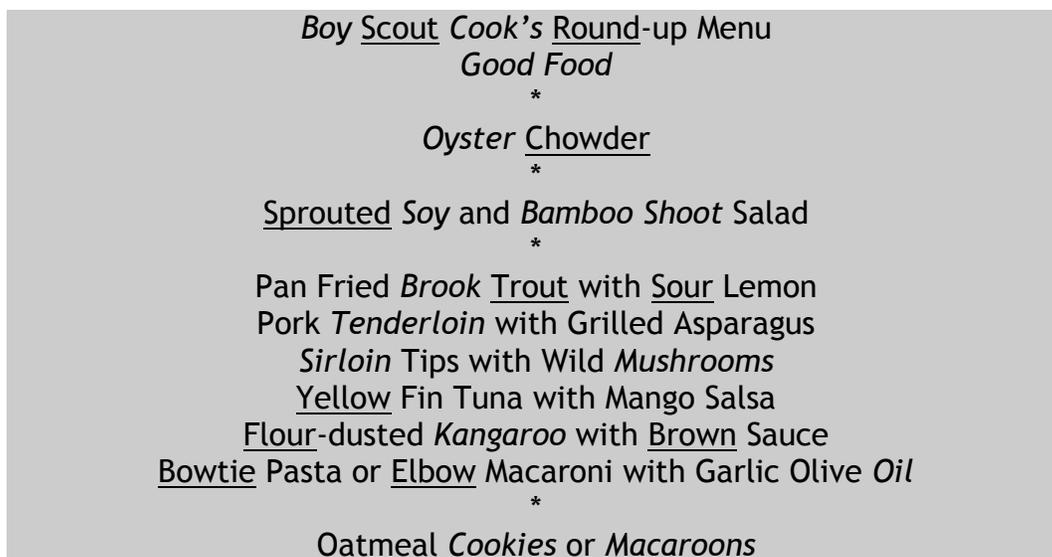
Lesson Overview	<p>This lesson reviews the previously taught digraph vowels and focuses on the digraph vowels <i>oi</i>, <i>oy</i> and <i>oo</i>. In addition instruction is provided on the spelling of syllable vowels. The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Document of the Day - Review - New Pattern (<i>oi</i>, <i>oy</i>, <i>oo</i>) - Spellings of /oi/ - Syllabification - Progress Check - Smooth Reading <p>Approximate Time: 55 min.</p>
Objective	<p>To learn the spelling patterns for the digraph vowels <i>oi</i>, <i>oy</i>, <i>oo</i> To review digraph vowels <i>ai</i>, <i>ay</i>, <i>ee</i>, <i>ey</i>, <i>oa</i>, <i>ou</i>, <i>ow</i></p>
Materials	<p>Strategy for Reading Multi-syllabic Words Chart Six Syllable Patterns Chart Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 22, Activity A: Sort the Underlined Words - Activity Book, Lesson 22, Activity B: Sort the Italicized Words - Activity Book, Lesson 22, Activity C: Sort the Words - Activity Book D, Lesson 22, Activity: Syllabification - Activity Book, Lesson 22, Activity F: Smooth Reading
Preparation	

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 22. In this lesson we will learn about the vowel digraphs *o-i*, *o-y*, and *o-o*.”
- Say, “You learned that digraph vowels are vowels that always appear together to represent one sound. Sometimes they can make a new sound. For example, *o-i* represents the sound /oi/, which is one of the approximately 44 sounds in English. The /oi/ sound can also be spelled *o-y*.”
- Say, “Before we start on the new digraphs, let’s have a quick review of the vowel sounds we’ve already covered.”

Document of the Day*Estimated Time: 1 min.*

- Say, “Please take a look at the Document of the Day in ***your Activity Book.***”



- Say, “Our Document of the Day is loaded with vowel digraphs. Could someone read the document to the class?”

Review*Estimated Time: 5 min.*

- Say, “Let’s review a couple of the digraphs we have already learned.”
- Say, “Turn to **Activity A** in your books.”

- Explain, “Using the words that are underlined in the Document of the Day, list them in the column that has the word with the same vowel sound. You will need to read the words to yourself and listen to the vowel sound. If you need to say them out loud quietly, that is fine.”
- Say, “Let’s do the first one together. The first underlined word is *scout*. If I segment the word into its sounds, I get /s/ /k/ /ou/ /t/.”
- Segment the word several times, isolating the vowel. Then compare the vowel sound to the key words below: out and snow. Be sure that students can recognize that the vowel sound in *scout* and *out* is the same. Then write scout under the column headed out.

Activity Book, Lesson 22, Activity A

Sort the Underlined Words

<i>out</i>	<i>snow</i>
scout	
round	
chowder	
sprouted	yellow
trout	bowtie
sour	elbow
flour	
brown	

- ☞ Display the transparency/PowerPoint and ask students to check their work. Have students read the words in the ‘out’ column.
- ? Ask, “How many spellings did you find for the sound /ou/?” (2; *o-u* and *o-w*)
- Say, “Great. Look at the second column labeled *snow*. Please read those words aloud. So, I see that this *o-w* has 2 sounds. What are they?” (/ou/ and /ō/)

New Pattern

Estimated Time: 10 min.

- Say, “Now let’s take a look at **Activity B.**”
- Explain, “Sort the italicized words from the Document of the Day into the column that has the word with the same vowel sound. Read the words to yourself and listen to the vowel sounds.”

- Say, “Let’s do the first one together. The first word is *boy*. The digraph vowel *o-y* in sounds the same as the *o-y* in *joy*, so write *boy* it in the column labeled *joy*.”
- Say, “Now continue the rest of the exercise on your own.”

[NOTE: If students have difficulty seeing the words with italics, have them circle or highlight them.]

Activity Book, Lesson 22, Activity B

Sort the Italicized Words

<i>joy</i>	<i>boot</i>	<i>book</i>
Boy	Food	Cook’s
Oyster	Bamboo	Good
Soy	Shoot	Brook
Tenderloin	Mushrooms	Cookies
Sirloin	Kangaroo	
Oil	Macaroons	

- ☞ Display the transparency/PowerPoint and ask students to check their work. Have students read the words in the ‘joy’ column.
- Say, “Notice the sound of the vowel in these words: /oi/. It is a new sound and one of the approximately 44 sounds in English. Remember that when we put 2 vowels together, we sometimes get a new sound. /oi/ is one of those new sounds.”
- ? Ask, “How many spellings do you find for the sound /oi/ in the first column?” (2; *o-i* and *o-y*)
- ? Ask, “Where in a word do you find the spelling *o-y*?” (At the end of the word.)
- ? Ask, “Where in a word do you find the spelling *o-i*?” (In the middle of the word.)
- Say, “Excellent. So, this is a case where there are a number of ways to spell the same sound, the long *u* sound. Vowels are the hardest thing there is about English.”
- ? Ask, “Would someone please read the words in the ‘book’ column?”
- Say, “Thank you. What 2 letters are used to spell the sound /oo/?” (*o-o*)

- Say, “Great. So the vowel digraph *o-o* has 2 pronunciations. What are they?” (/ū/ (rhymes with boot) and /oo/)
- **Additional Words for Re-Teaching:** oi-choice, point, hoist, boil, anthropoid, -oo as in boot-root, soon, cool, troop, rooster, oo as in book- hook, stood, wool, crook, wood.

Spellings of /oi/

Estimated Time: 5 min.

- Say, “Now turn to **Activity C** in your books. For this activity, I will dictate some words. I want you to write them under the correct column, according to their spellings. All of these words will have the sound /oi/. You must decide whether the /oi/ is spelled *o-i* or *o-y*.”
- Say, “Let’s do the first one together. The first word is *toy*. Which column would you write *toy* in?” (under *joy*)
- Say, “OK. Now I will dictate some words for you to write in your books. Listen carefully for the sound /oi/. All of these words except the first one have more than one syllable, so you must listen for the syllable with the sound /oi/. Remember the clue: *o-y* is used at the end of words.”
- Dictate these words:
 - noise
 - employ
 - annoy
 - appointment
 - boyhood
 - avoid
 - destroy

Activity Book, Lesson 22, Activity C

Sort the Words

<i>joy</i>	<i>oil</i>
employ	noise
annoy	appointment
boyhood	avoid
destroy	

- 📄 Display the transparency/PowerPoint and ask students to check their work.

[NOTE: Explain that in the word boyhood the part boy is spelled with oy, instead of oi as it is the first part of a compound word. The same happens in words with common suffixes, e.g., enjoyment, joyful, employment.]

Syllabification*Estimated Time: 10 min.*

- Say, “Now turn to **Activity D** in your books.”
- Say, “There’s a list of 8 words. Using your syllable division procedure, divide the words into syllables. Then pronounce the word quietly to yourself.”

Activity Book, Lesson 22, Activity D***Syllabification***

- | | |
|------------------|----------------|
| 1. un/der/stood | 5. a/dult/hood |
| 2. boy/cott | 6. bam/boo/zle |
| 3. ap/point/ment | 7. an/nyed |
| 4. hon/ey/moon | 8. poi/son/ing |

- ☞ Display the transparency/PowerPoint and have students check their work and ask the students to read the words aloud.

Progress Check*Estimated Time: 5 min.*

- Say, “I am going to dictate some real words for you to write in **Activity E**.”

- | | |
|---------------|---|
| 1. joyful | I am glad you could join us on this <i>joyful</i> occasion! |
| 2. employment | Ben had temporary <i>employment</i> at the gas station. |
| 3. avoiding | Boris has been <i>avoiding</i> his wife this whole week. |
| 4. shampoo | Please buy me the <i>shampoo</i> for dry hair. |
| 5. join | We will <i>join</i> the fitness club once I get a raise. |
| 6. cookbook | Look in the <i>cookbook</i> for a recipe for meatballs. |
| 7. Sunday | My dad makes me dinner every <i>Sunday</i> . |
| 8. complain | I don’t mean to <i>complain</i> , but this dinner is awful. |
| 9. discount | I hope to get a <i>discount</i> on this stained shirt. |
| 10. Friday | <i>I would like to arrange a meeting for Friday.</i> |

Smooth Reading*Estimated Time: 15 min.***Teacher Models the Syllable Strategy**

- Say, “Now turn to **Activity F**. We are going to practice reading and using our Strategy for Reading Multisyllabic Words. If you come across a long word that you don’t know, a good strategy is to divide it into syllables.”

- ☞ Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 22, Activity F**Smooth Reading**

The nuns ***rejoiced*** when they heard they were going to meet the newly ***appointed*** pope. They prepared a large ***needlepoint*** picture for him to express their total loyalty. Their ***voyage*** to Rome was tiring, but the nuns were still ***boisterous*** when they arrived.

Students Apply the Strategy to the Passage

- Say, “Now I would like you to read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out those words. Underline the vowels and divide the words into syllables. Be sure the sentences make sense. Raise your hand if you need help.”

Students Read Words and Discuss

- When the students are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s). As they explain what they did, write the target word with slashes between the syllables on the board so all the students can check their answers.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

Activity Book, Lesson 22, Activity A
Sort the Underlined Words

<i>out</i>	<i>snow</i>
scout	
round	
chowder	
sprouted	yellow
trout	bowtie
sour	elbow
flour	
brown	

Activity Book, Lesson 22, Activity B
Sort the Italicized Words

<i>joy</i>	<i>boot</i>	<i>book</i>
Boy	Food	
Oyster	Bamboo	Cook's
Soy	Shoot	Good
Tenderloin	Mushrooms	Brook
Sirloin	Kangaroo	Cookies
Oil	Macaroons	

Activity Book, Lesson 22, Activity C
Sort the Words

<i>joy</i>	<i>oil</i>
employ	noise
annoy	appointment
boyhood	avoid
destroy	

***Activity Book, Lesson 22, Activity D
Syllabification***

1. un/der/stood
2. boy/cott
3. ap/point/ment
4. hon/ey/moon
5. a/dult/hood
6. bam/boo/zle
7. an/noyed
8. poi/son/ing

Activity Book, Lesson 22, Activity F
Smooth Reading

The nuns ***rejoiced*** when they heard they were going to meet the newly ***appointed*** pope. They prepared a large ***needlepoint*** picture for him to express their total loyalty. Their ***voyage*** to Rome was tiring, but the nuns were still ***boisterous*** when they arrived.

Lesson 23

Digraph vowels: ea

Lesson Overview	<p>This lesson reviews the previously taught digraph vowels. In addition, it provides instruction on the different pronunciation of the digraph vowel <i>ea</i>.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Document of the Day - Review - New Pattern (<i>ea</i>) - Syllabification - Progress Check - Smooth Reading <p>Approximate Time: 60 min.</p>
Objective	<p>To learn the multiple pronunciations of the digraph vowel <i>ea</i></p> <p>To review digraph vowels <i>ai, ay, ee, ey, oa, oi, oy, oo, ow,</i> and <i>ou</i></p>
Materials	<p>Strategy for Reading Multisyllabic Words Chart</p> <p>Four Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 23, Activity A: Match the Vowel Sounds - Activity Book, Lesson 23, Activity B: Sort the Words with <i>ea</i> - Activity Book, Lesson 23, Activity C: Syllabification - Activity Book, Lesson 23, Activity E: Smooth Reading
Preparation	

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 23. In this lesson we will learn about three different pronunciations of the vowel digraph *ea*.”

Review*Estimated Time: 10 min.*

- Say, “Before we start on the new digraphs, let’s do a quick activity to review the digraphs we’ve already covered.”
- Say, “Turn to **Activity A** in your books.”
- Explain, “You will see a column of words on the left. For each word in this column, there is at least one word above the table with a matching vowel pronunciation spelled with a vowel digraph.”
- Say, “Write the word from the list that has the matching sound in the space next to the word in the left column. The letters representing the vowel sounds are in bold.”
- Say, “Let’s do the first word together. The word is *train*. Its matching word is *stay*. They both have the long *a* sound.”
- Say, “Remember that the same digraph can have more than one pronunciation, and that different digraphs may be pronounced the same.”

Activity Book, Lesson 23, Activity A***Match the Vowel Sounds***

pound, crow, valley, stay, boot, brook, boy

Word	Matches
train	stay
meet	valley
throat	crow
boil	boy
chow	pound
rude	boot
cook	brook

- 📄 Display the transparency/PowerPoint and have the students check their work.

- Say, “As you can see, there’s a lot to remember about digraph vowels. The key to learning which spelling to use is to practice reading and writing. The more exposure you have to seeing the different spellings in print, the more familiar they’ll become.”
- Say, “Also, be flexible! When you are writing a word and you are unsure of the spelling, try it one way and see if it looks correct. If not, try using an alternate spelling.”
- Say, “If you are using a word processing program, many of the misspellings will show up as errors. There are of course instances where the spell check will not catch it as a spelling error because there is more than one way to spell a word.”
- ≈ Write *tail* and *tale* on the board.
- For example, *tail* and *tale* sound the same but are spelled differently and have different meanings. Do you know what each of these words mean? And of course, if you are really stuck, use the dictionary.”

Document of the Day

Estimated Time: 2 min.

- Say, “Please take a look at the Document of the Day in ***your Activity Book.***”
- Say, “Could someone read the document to the class?”

Dear Mom and Dad,

I am having a great time at Friend’s Leadership Camp. Summer is the best season to visit Alaska. The weather is pleasant. It is warm during the day, but it gets cold at night. I lost my sweater. Could you send me a new one?

Yesterday we took a very long hike through a meadow, where we saw pheasants and eagles. I found a feather. I also found a leaf. I think it may be poison ivy because now I itch.

We also visited a stream. The water was very cold and we saw bear and moose tracks. We also saw beavers, fish, and lots of bugs. Maybe I itch from the bug bites? My sneakers have a tear in them and got soaking wet in the stream. Could you send me a new pair?

The food here is terrible. For breakfast, they make us eat oatmeal and drink mint tea. Last night we had mystery meat. I think it may have been woodchuck. The cook said it is good for us, and it will keep us healthy. Could you send me bread and peanut butter? I would also really like some lotion for my bug bites and rash.

I hear the dinner bell. I have to go. We are having steak and apple pie. I hope the itching stops soon.

Love,
Heather

New Pattern*Estimated Time: 10 min.*

- Say, “Go through the letter from camp and underline all of the words that have the digraph *e-a*. The *e-a* will be in bold print so they should be easy to find.”
 - Say, “Read the words to yourself and listen to the vowel pairs.”
 - Explain, “Now look at **Activity B**. Using the words that you’ve underlined in the Document of the Day, list them in the column that has the word with the same vowel sound.”
 - Say, “Let’s do the first one together. The first word with an *e-a* digraph vowel is *great*. The digraph vowel *e-a* in this word rhymes with *mate* so write it in that column.”
 - Say, “The *e-a* digraph has three separate sounds.”
 - Say, “Now continue the rest of the exercise on your own. Take your time and say the words aloud. This is a challenging activity.”
- 📄 Display the transparency/PowerPoint and have students check their work.

<i>Activity Book, Lesson 23, Activity B</i>		
<i>Sort the Words with ea</i>		
meet	met	mate
leadership		
season	weather	
eagles	pleasant	
leaf	sweater	
stream	meadow	great
beavers	pheasants	bear
sneakers	feather	tear
eat	breakfast	steak
oatmeal	healthy	
tea	bread	
meat	Heather	
peanut		
really		
hear		

- ? Ask, “How did everyone do? Did anyone have trouble with the words *bear* and *tear*?”

- Say, “Congratulations if you got them. These are difficult. They do make the long *a* sound but the vowel sound is affected by the *r* that follows the vowels. This is called an *r*-colored vowel and you will be learning about them in your next two lessons.”
 - Say, “As you can see from the words you wrote in the columns, *e-a* usually represents the sound /ē/. The second most common pronunciation of *e-a* is /e/. Finally, *e-a* sometimes represents /ā/.”
- ≈ Write the sentence ‘Eat steak and bread’ on the board. Ask students to pronounce the sound that the *ea* makes in each of these words. Explain that this sentence can help them remember the sounds of *e-a*.

Syllabification

Estimated Time: 10 min.

- Say, “Turn to **Activity C** in your books.”
- Say, “There’s a list of ten words. Divide the words into syllables using your syllable procedure.”

Activity Book, Lesson 23, Activity C

Syllabification

- | | |
|-----------------|-------------------|
| 1. in/crease | 6. threat/en/ed |
| 2. heav/en/ly | 7. un/bear/a/ble |
| 3. un/pleas/ant | 8. en/deav/or |
| 4. dis/pleas/ed | 9. seam/stress/es |
| 5. prea/cher | 10. weath/er |

- 📄 Display the transparency/PowerPoint and have students check their work. Ask students to read the words aloud. Discuss the syllable division patterns and syllable patterns with students (e.g., In the word *unpleasant*, they might divide by boxing the prefix and suffix. Point out that the root is *please*. Ask what happened to the final *e*.)

Progress Check

Estimated Time: 10 min.

- Say, “I am going to dictate some real words for you to write in **Activity D**.”

Activity Book, Lesson 23, Activity D***Progress Check***

- | | |
|-----------------|--|
| 1. Greatness | His greatness in leadership was shown from the first day. |
| 2. Breakable | I didn't know that this set of glasses was breakable. |
| 3. Teacher | Her dream is to become a teacher when she grow up. |
| 4. Reason | Please do not give me a reason to expel you. |
| 5. Repeat | I will repeat the question so you can write it down. |
| 6. Pleasant | My Summers in Greece are always so pleasant. |
| 7. Relationship | We need to reevaluate the relationship with our employees. |
| 8. Around | Please do not run around because you make me dizzy. |
| 9. Avoid | I am trying to avoid this meeting, but I am not sure I will succeed. |
| 10. Mushroom | I asked for a vegetable dish without mushrooms due to my allergy |

Smooth Reading*Estimated Time: 15 min.***Teacher Models the Syllable Strategy**

- Say, “Now turn to **Activity E**. We are going to practice reading the text using our Strategy for Reading Multisyllabic Words and paying attention to the different sounds for the **ea**. If you come across a long word that you don't know, a good strategy is to divide it into syllables.”

- 📄 Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 23, Activity E***Smooth Reading***

I had a **great dream** last night. I dream that I found a hidden **treasure** in a grassy **meadow**. When I woke up, I was so hungry, I ate a steak for breakfast! Then I went outside to check the **weather** and took a **breath** of fresh air.

Students Apply the Strategy to the Passage

- Say, “Now I would like you to read the passage silently to yourself. The words with the different sounds of ea are in bold italics. Use the strategy to figure out those words and then determine what the sound for the ea is. Underline the vowels and divide the words into syllables. Be sure the sentences make sense. Raise your hand if you need help.”

Students Read Words and Discuss

- When the students are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s) and identified the correct sound for the vowel digraph. As they explain what they did, write the target word with slashes between the syllables on the board so all the students can check their answers.

[NOTE: If you have time you may ask the students to create a sort for the different sounds for the ea. The students may categorize the words and discuss in their groups the sound that ea makes]

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

Activity Book, Lesson 23, Activity A
Match the Vowel Sounds

pound, crow, valley, stay, boot, brook, boy

Word	Matches
train	stay
meet	valley
throat	crow
boil	boy
chow	pound
rude	boot
cook	brook

Activity Book, Lesson 23, Activity B
Sort the Words with ea

meet	met	mate
leadership		
season		
eagles	weather	
leaf	pleasant	
stream	sweater	
beavers	meadow	great
sneakers	pheasants	bear
eat	feather	tear
oatmeal	breakfast	steak
tea	healthy	
meat	bread	
peanut	Heather	
really		
hear		

Activity Book, Lesson 23, Activity C
Syllabification

1. in/crease
2. heav/en/ly
3. un/pleas/ant
4. dis/pleas/ed
5. prea/cher
6. threat/en/ed
7. un/bear/a/ble
8. en/deav/or
9. seam/stress/es
10. weath/er

Activity Book, Lesson 23, Activity E
Smooth Reading

I had a **great dream** last night. I dream that I found a hidden **treasure** in a grassy **meadow**. When I woke up, I was so hungry, I ate a steak for breakfast! Then I went outside to check the **weather** and took a **breath** of fresh air.

Lesson 24

Syllables with r-Colored Vowels

Lesson Overview	<p>This lesson provides a review of the spelling patterns of the vowel digraphs introduced in the previous lessons. It introduces the r-colored vowels, its variations and finally, it examines the suffix -er in words.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review - New pattern - Reading Words - Extending the pattern: e-a-r - Syllabification - Progress Check - Smooth Reading <p>Approximate Time: 55 min.</p>
Objective	<p>To learn the <i>r</i>-colored vowel pattern</p> <p>To learn variations of the <i>r</i>-colored vowel pattern: <i>e-a-r</i></p> <p>To learn the suffix <i>-er</i></p> <p>To review the spelling patterns of vowel digraphs</p>
Materials	<p>Strategy for Reading Multisyllabic Words Chart</p> <p>Six Syllable Patterns Chart</p> <p>Six Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Document of the Day - Activity Book, Lesson 24, Activity A: Find the Misspelled Words - Activity Book, Lesson 24, Activity B: Read the words - Activity Book, Lesson 24, Activity C: Underline the Correct Spelling - Activity Book, Lesson 24, Activity E: Add the -er Suffix - Activity Book, Lesson 24, Activity G: Smooth Reading
Preparation	<p>Display the Six Syllable Patterns Chart. Put an asterisk next to the r-colored pattern</p>

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working in Lesson 24. We will learn how to read and spell syllables that have a vowel affected by the consonant *r*. We call them *r*-colored vowels.”
- Say, “First, let’s review some of the vowel digraphs that we have been studying.”

Review*Estimated Time: 5 min.*

- Say, “Please turn your attention to **Activity A**.”
- Explain, “In this activity, you have a paragraph with ten misspelled words. Go through the paragraph and underline all the words that are misspelled. Then write the correct spellings above the underlined words.”

Activity Book, Lesson 24, Activity A**Find the Misspelled Words**

One morning, I went owtside ^{^outside} to get my newspaper, but it was not there. It was cold out, and I did not have my cote ^{^coat} on. I wayted ^{^waited} until nine and then I called the paperboi ^{^paperboy}. He sed ^{^said} he ran out of papers! I becaim ^{^became} angry and demanded that he find a paper for me by nune ^{^noon}. He agrede ^{^agreed} and by 11:30, I had my Fridae ^{^Friday} paper. I thanked him and gave him a piece of the bred ^{^bread} I had just baked.

- ☞ Display the transparency/PowerPoint and have students check their work. Explain that the best way to know how to spell the vowel digraphs is to read and write a lot. Seeing them in print will help them remember them. Ask the students if the words looked funny to them. Praise them for the ones they got correct.

Document of the Day*Estimated Time: 1 min.*

- ☰ Display the Document of the day transparency/PowerPoint.

Accident Report Form	
Name of Patient: Derk Thurber	Date of Birth: February 12, 1964
Address: 10 Redbird Lane Lake Placid, New York	Sex: Male
Relationship to Insured: Self	
Other Health Insurance Coverage (include policy number): None	

New Pattern*Estimated Time: 10 min.*

- Say, “Today we are going to look at the effect that the consonant *r* can have on the sound of vowels. Look at your Document of the Day. What is the name of the patient?” (***Derk Thurber***)
- Say, “Good. Who can segment the name *Derk* into its sounds?” (***/d/ /er/ /k/***)
- Say, “OK. So how many sounds are in *Derk*?” (***3***)
- Say, “Excellent. There are four letters and three sounds. Why aren’t there four sounds?” (**The *e* doesn’t really have a sound. All you really hear is the */r/*.**)
- ▲ Point to the *r*-colored pattern at the Six Syllable Patterns Chart.
- Say, “Today, we are learning about the last of the 6 syllable types - *r*-colored. An *r*-colored syllable has an *r* after the vowel. The *r* changes the sound of the vowel. There are two examples on the chart, ‘car’ and ‘stir’.”
- Say, “Often when *r* follows a vowel, the sound of the vowel is affected by the *r*. Take a look at Derk’s last name. There are two syllables in his name. We divide between the two consonants, the *r* and the *b*. So, the first syllable is */thur/*. Can someone segment *Thur*?” (***/th/ /er/***)
- Say, “So, *Thur* only has two sounds. The *t-h* represents the one sound, and the *u-r* also represents one sound. What is the name of the patient’s street?” (***Redbird Lane***)

- ≈ Write *Derk*, *Thurber*, and *Redbird* on the board. Circle the *er* in *Derk*, the *ur* and *er* in *Thurber*, and the *ir* in *Redbird*.
- Say, “How is the *e-r* pronounced in *Derk*? (/er/) The *u-r* in *Thurber*? (/er/) The *i-r* in *Redbird*?” (/er/)
- Say, “So, we have three spellings, *e-r*, *u-r*, and *i-r*, but they are all pronounced the same way. Just like many of the vowel digraphs, the *r*-colored vowels can have the same pronunciation but different spellings.”

≈ Write *bird*, *burd*, and *berd* on the board.

? Ask, “Which one of these words would be pronounced /berd/?” (All of them.)

? Ask, “Which one spells /berd/?” (*bird*)

- Say, “When an *r* follows a vowel and changes the pronunciation of the vowel so that it is neither long nor short, we say that the vowel is an *r*-colored vowel.”
- Say, “Now look at the title of the Document of the Day.”

≈ Write *Report* and *Form* on the board.

- Say, “These words have an *o* that is colored by the *r*. What is the pronunciation of the *o-r*?” (/or/)
- Say, “Great. So, when *o* is followed by *r*, the pronunciation is often a little different from *e-r*, *i-r*, and *u-r*. Can anyone find any other words that have *r*-colored vowels?” (*birth*, *New York*, *other*, *coverage*, *number*.)

[NOTE: If students mention *February*, commend them for noticing. Say that the pronunciation is different and that we will be discussing it later. If students mention *insured*, ask them to give the root word of *insured*. Ask what kind of syllable *sure* is. (VCe) Explain that *sure* is a tricky word and one that is good to learn, both as a word and as a syllable in words. Some students will pronounce the syllable as if it rhymed with *her*. Others will say it as if it rhymes with more of a long *u*. *Would it work to say rhymes with ‘your’?* If you wish, you can mention that different dialects will alter the pronunciation. Any pronunciation is OK, but the student must learn to recognize and spell the word.]

- **Additional Words for Re-Teaching:** lure, church, burst, surf, start, sharp, shark, march, form, corn, north, storm, swirl, shirt, twirl, dirt.

Reading Words*Estimated Time: 10 min.*

- Say, “Turn to **Activity B** in your books. You will read words with -ur, -ir and -er. Remember how the vowel sound changes next to the r. Remember to use our syllabification strategy when reading the words.”
- 📄 Display the transparency/PowerPoint with the reading words
- Say, “Let’s do the first word together. I will use the strategy for reading multisyllabic words. I cannot figure out the word from the context. I see though that there are two parts and this is a compound word. I see that the first part of the word has an r-colored syllable /birth/. The second part is day. I will now read the word. The word is birthday.
- Say, “Read the words to yourself first. Then read them with a partner. ”

Activity Book, Lesson 24, Activity B*Read the Words*

- | | |
|-------------|-------------|
| 1. Birthday | 9. Serpent |
| 2. Stir | 10. Urgent |
| 3. Hurt | 11. Affirm |
| 4. Term | 12. Furnish |
| 5. Confirm | 13. Fern |
| 6. Saturday | 14. Burn |
| 7. Concert | 15. Lantern |
| 8. Exert | 16. Return |

- Say, “Now turn to **Activity C** in your books. When you are writing, sometimes you are not sure how to spell a sound that can have different ways of spelling it. Below are some words with the sound /er/. The /er/ can be spelled e-r, i-r, or u-r in these words. Look at the two spellings given and underline the one that is correct.”

Activity Book, Lesson 24, Activity C*Underline the Correct Spelling*

- | | |
|------------------|------------------|
| 1. <u>affirm</u> | afferem |
| 2. retern | <u>return</u> |
| 3. <u>occur</u> | occer |
| 4. firniture | <u>furniture</u> |
| 5. sergery | <u>surgery</u> |
| 6. <u>injury</u> | injiry |

- Display the transparency/PowerPoint and have students check their work.

Extending the Pattern: e-a-r

Estimated Time: 5 min.

- Write *early* on the board.
- Ask, “What is the first syllable in the word *early*?” (/er/)
- Explain, “A less common way to spell the sound /er/ is *e-a-r*.”
- Say, “Now turn to **Activity D**. Let’s read some of the words that are spelled *e-a-r*.”

Activity Book, Lesson 24, Activity D

Read the Words

1	2
earth	search
earnest	heard
research	rehearse

- Say, “The words in **Activity D** are some of the common words that spell /er/ *e-a-r*.”

Syllabification

Estimated Time: 10 min.

- Say, “*-E-r* is often used as a suffix indicating a person or thing that does something. For example, a *teacher* is a person who teaches. Turn to **Activity E**. Add the suffix *-e-r* to the words in the exercise.”

Activity Book, Lesson 24, Activity E

Add the -er Suffix

1. vote + er	voter	5. desert + er	deserter
2. roof + er	roofer	6. produce + er	producer
3. remove + er	remover	7. intrude + er	intruder
4. receive + er	receiver	8. bake + er	baker

- Ask the students to read the words they have created.
- Display the transparency/PowerPoint and have students check their work.
- Ask, “What spelling rule did you have to use when adding the suffix *-e-r*?” (The drop a silent *e* rule. For example, in *vote*, you drop the silent *e* at the end of the word and add *-er*.)

Progress Check*Estimated Time: 5 min.*

- Say, “Now look at **Activity F**. Underline the correct spelling of the word in each row.”

Activity Book, Lesson 24, Activity F
Progress Check

1	<u>burn</u>	birn	bern
2	chirch	cherch	<u>church</u>
3	therst	thurst	<u>thirst</u>
4	<u>force</u>	firce	ferce
5	serch	sirch	<u>search</u>
6	subirb	<u>suburb</u>	suberb
7	cloudy	clowdy	cloudy
8	destroi	destrow	<u>destroy</u>
9	heven	<u>heaven</u>	hehven
10	cloke	<u>cloak</u>	clowk

Smooth Reading*Estimated Time: 15 min.*

- Say, “Please turn to **Activity G**. We are going to practice reading, using our Strategy for Decoding Multisyllabic Words.”
- 📄 Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 24, Activity G*Smooth Reading*

I am having trouble finding **transportation** to the **gathering**. I want to arrive **early** so I can help hang the **decorations** and **organize** the room. But if I can't find a ride, I'll have to walk the **thirty** miles and be **tardy**.

- Say, “*I am having trouble finding...*Well, I don't know that word. First, I'll check the context. *I am having trouble finding blank to the blank this weekend.* The context is not helping me.”
- Say, “Next, I'll Look for Chunks. I see a prefix-*trans* and a suffix-*tion*. I'll put a box around them.”

- Say, “Next, I’ll divide the word into syllables. I’ll underline the vowels. There are two consonants between the *o* and the *a*, so I’ll try dividing between them.”
- ≈ Underline the vowels and divide the word with slashes as noted:
Trans/ por/ ta/ tion
- Say, “*por* is an r-colored syllable, so I’ll say it like *for*. *ta* is an open syllable, so I’ll try a long *a*.”
- Say, “I’ll blend the syllables. trans por ta tion. That is a word.”
- Say, “So the whole sentence is: “*I am having trouble finding transportation to the gathering.*” That makes sense.”

Students Apply the Strategy to the Passage

- Say, “Now read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Be sure the sentences make sense. Raise your hand if you need help.”

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).

≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

Activity Book, Lesson 24, Activity A
Find the Misspelled Words

One morning, I went owtside ^{^outside} to get my newspaper, but it was not there. It was cold out, and I did not have my cote ^{^coat} on. I wayted ^{^waited} until nine and then I called the paperboi ^{^paperboy}. He sed ^{^said} he ran out of papers! I becaim ^{^became} angry and demanded that he find a paper for me by nune ^{^noon}. He agrede ^{^agreed} and by 11:30, I had my Fridae ^{^Friday} paper. I thanked him and gave him a piece of the bred ^{^bread} I had just baked.

Document of the Day

Accident Report Form

Name of Patient: Derk Thurber

Date of Birth: February 12, 1964

Address: 10 Redbird Lane
Lake Placid, New York

Sex: Male

Relationship to Insured: Self

Other Health Insurance Coverage (include policy number): None

Activity Book, Lesson 24, Activity B
Read the Words

1. Birthday

9. Serpent

2. Stir

10. Urgent

3. Hurt

11. Affirm

4. Term

12. Furnish

5. Confirm

13. Fern

6. Saturday

14. Burn

7. Concert

15. Lantern

8. Exert

16. Return

Activity Book, Lesson 24, Activity C
Underline the Correct Spelling

1. affirm afferm
2. retern return
3. occur occer
4. firniture furniture
5. sergery surgery
6. injury injiry

Activity Book, Lesson 24, Activity E
Add the -er Suffix

1. vote + er **voter**
2. roof + er **roofer**
3. remove + er **remover**
4. receive + er **receiver**
5. desert + er **deserter**
6. produce + er **producer**
7. intrude + er **intruder**
8. bake + er **baker**

Activity Book, Lesson 24, Activity G**Smooth Reading**

I am having trouble finding **transportation** to the **gathering**. I want to arrive **early** so I can help hang the **decorations** and **organize** the room. But if I can't find a ride, I'll have to walk the **thirty** miles and be **tardy**.

Lesson 25

r-Colored vowels; Suffixes -or and -ard

Lesson Overview	<p>This lesson provides a review of the <i>r</i>-colored vowel pattern <i>e-r</i>, <i>u-r</i>, <i>i-r</i> and <i>e-a-r</i> introduced on lesson 24. It introduces the spellings of other <i>r</i>-colored vowel patterns and finally it examines the suffixes -or and -ard.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - New Pattern - Reading words - Extending the pattern - Parts of Words - Syllabification - Progress Check - Smooth Reading <p>Approximate Time: 55 min.</p>
Objective	<p>To learn spellings of the <i>r</i>-colored vowel pattern: <i>a-r</i>, <i>o-r</i>, <i>-rr-</i>, <i>e-a-r</i>, <i>o-a-r</i> and <i>o-u-r</i></p> <p>To learn the suffixes, <i>-or</i>, <i>-ward</i></p> <p>To review the <i>r</i>-colored vowel pattern: <i>e-r</i>, <i>u-r</i>, <i>i-r</i>, and <i>e-a-r</i></p>
Materials	<p>Strategy for Reading Multisyllabic Words Chart</p> <p>Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 25, Activity B: Choose the Spelling - Activity Book, Lesson 25, Activity D. 1: Add the Correct Ending - Activity Book, Lesson 25, Activity D. 2: Sort the Words - Activity Book, Lesson 25, Activity D. 3: Answer the Questions - Activity Book, Lesson 25, Activity G: Smooth Reading
Preparation	

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 25. We will learn some additional spellings of the *r*-colored syllable. Remember, an *r*-colored vowel is a vowel or vowels followed by *r* in which the *r* influences how the vowel is pronounced.”

Document of the Day*Estimated Time: 1 min.*

Accident Report Form	
Name of Patient: Derk Thurber	Date of Birth: February 12, 1964
Address: 10 Redbird Lane Lake Placid, New York	Sex: Male
Relationship to Insured: Self	
Other Health Insurance Coverage (include policy number): None	
Insurance Carrier: Good Hands	
Employer: Parents for Humanitarian Progress	

New Pattern*Estimated Time: 5 min.*

- Say, “Look at ***your*** Document of the Day in the **Activity Book**. It is a continuation of the insurance form we looked at last lesson. Notice the word *carrier*. Here we have the vowel *a* followed by two *r*'s. The first syllable is spelled *car*.”
- ≈ Write *car* on the board.
- Say, “In the word *carrier*, we have three syllables. The first syllable is pronounced /cār/. It doesn't sound like car. Often when the vowel is followed by two *r*'s, the sound of the vowel is different from when one *r* is used. Whenever you have a vowel followed by an *r* or two *r*'s, you must be flexible about trying different pronunciations. We will look at a few of the pronunciations today, but we will not cover all of them. By now, you are getting good at knowing how to attack words by trying different pronunciations and spellings. The main thing is to watch out for the *r* that follows the vowel and know that it might affect the pronunciation of the vowel. The spelling *a-r-r* is one of the spellings you will encounter.”

- Say, “Look at the last line of the insurance form. It says ‘Employer: Parents for Humanitarian Progress.’ What *r*-colored vowels are in that line?” (*e-r* in *employer*, *a-r* in *parents*, *a-r* in *humanitarian*)
- Say, “Good. You found three *r*-colored vowels, two *a*’s and one *e*. Let’s practice reading and spelling words with *r*-colored vowels.”

Reading Words

Estimated Time: 15 min.

- Say, “Turn to **Activity A, Part 1** in your books. Read the words and listen to the sounds of the *r*-colored vowels. The *r*-colored *a* is boldfaced in each word.”

Activity Book, Lesson 25, Activity A

Part 1

Read the Words

1	2
wary	carry
vegetarian	embarrass
hilarious	marry
vary	carrot

[NOTE: For some people these words will all be pronounced the same. For others, there are subtle differences. You may wish to write *Mary*, *marry*, and *merry* on the board and discuss whether these words have the same sound or are a little different. The answer will depend on the dialect of the region.]

- Say, “Great. So, we have the vowel *a* followed by *r* and by *r-r*, but they are pronounced the same way or almost the same way. Let’s look at another pair of spellings in **Part 2**. Let’s read these words.”

Activity Book, Lesson 25, Activity A

Part 2

Read the Words

1	2
pear	American
bear	stereo
underwear	very
swear	sterilize

- Say, “Good. So, in these words the *e-a-r* and the *e-r* are pronounced the same way. Compare the pronunciation of the *r*-colored vowel in these words and in the words in **Part 1**. What do you notice?” (They are all either pronounced the same way or similarly, depending on the dialect. So, in these words, *a-r*, *a-r-r*, *e-r*, and *e-r-r* all have the pronunciation /air/ or something very similar.)
- Say, “If you are flexible, it is not too hard to read these *r*-colored vowels. It is harder to remember how to spell them. But, the good news is this: if you get close (for example, if you spell *early e-r-l-y*), the spelling checker on a computer will give you the correct spelling.”
- Say, “Now let’s look at a third group of spellings for the same sound in **Part 3**. Read these words, noticing the sound of the *r*-colored vowels.”

Activity Book, Lesson 25, Activity A

Part 3

Read the Words

1	2
order	born
fourth	soar
roar	inventory
court	victory
mourn	pour

- ? Ask, “How many spellings for the sound /or/ did you find? What are they?” (3, *o-r*, *o-a-r*, *o-u-r*)
- Say, “When there are two or three spellings for the same sound, we often end up with homonym. A homonym is any word that has the same pronunciation but a different spelling and meaning. Now look at **Activity B**. Read the question and write the correct spelling after the sentence.” [NOTE: You can invite students to use dictionaries to double-check their work.]

Activity Book, Lesson 25, Activity B

Choose the Spelling

1. Is a person who is tedious and dull a *boar* or a *bore*? **bore**
2. If you are at a funeral, are you *mourning* or *morning*? **mourning**
3. Do you *pore* or *pour* iced tea? **pour**
4. When you cheer for your favorite team in the Superbowl, do you get *hoarse* or *horse*? **hoarse**
5. Are you taking a linguistics *coarse* or *course*? **course**
6. After going to the gym for the first time, are you *soar* or *sore*? **sore**
7. Someone who studies karate learns how to break a *bored* or a *board*? **board**
8. When you study your spelling words very hard, are you putting *forth* or *fourth* a lot of effort? **forth**

- ☐ Display the transparency/PowerPoint and have students check their work. Review the answers with the students, discussing any meanings that are unclear to them.
- **Additional Words for Re-teaching:** horse, shore, store, roar, soar, overbear, pearl, court, worth.

Extending the Pattern

Estimated Time: 5 min.

- Say, “We have looked at some of the pronunciations of *a* when it is colored by *r*, but we have not looked at the most common one. You probably are already quite familiar with many of these words. Read the words in **Activity C.**”

Activity Book, Lesson 25, Activity C

Read the Words

1	2
car	bar
party	card
artist	partner
charmer	mark

Parts of Words

Estimated Time: 5 min.

- Say, “*E-r*, *o-r*, and *a-r* are found as endings to words. Turn to **Activity D, Part 1**. The first part of the word is given. Add the correct ending (*e-r*, *o-r*, or *a-r*) to the word.”

Activity Book, Lesson 25, Activity D

Part 1

Add the Correct Ending

1. jok	joker	9. fath	father
2. dinn	dinner	10. act	actor
3. regul	regular	11. dang	danger
4. edit	editor	12. simil	similar
5. visit	visitor	13. invent	inventor
6. calend	calendar	14. popul	popular
7. doct	doctor	15. pow	power
8. teach	teacher	16. murd	murder

- ☐ Display the transparency/PowerPoint and have students check their work. Ask the students to read the words they have created.
- Say, “Now, in **Part 2**, write the words in the correct column.”

Activity Book, Lesson 25, Activity D**Part 2*****Sort the Words***

-er	-ar	-or
joker dinner teacher father danger power murder	regular calendar similar popular	editor visitor doctor actor inventor

☞ Display the transparency/PowerPoint and have students check their work.

➤ Say, “Look at the words in each of your columns and answer the questions in **Part 3.**”

➤ Say, “Look at the number of words in each of your columns. Fill in the blanks in the statements, based on the spellings in **Part 2.**”

Activity Book, Lesson 25, Activity D**Part 3*****Answer the Questions***

1. The most common way to spell /er/ at the end of a word is: **e-r**
2. The least likely spelling of /er/ at the end of a word is: **a-r**
3. When the ending /er/ is used as a suffix meaning someone or something that does something, it is usually spelled *o-r* when it follows the letter: **t**

☞ Display the transparency/PowerPoint and have students check their work.

Syllabification*Estimated Time: 5 min.*

≈ Write *backward* on the board.

? Ask, “How do you say this word?”

➤ Say, “Good. When a word ends with the suffix *w-a-r-d* or the syllable *a-r-d*, the pronunciations are /w-er-d/ or /er-d/.”

➤ Say, “Now turn to **Activity E.** Read the words ending in *-ard* or *-ward.*”

Activity Book, Lesson 25, Activity E**Read the Words**

1	2
forward	orchard
awkward	coward
toward	blizzard

Progress Check*Estimated Time: 5 min.*

- Say, “Please turn to **Activity F**. In each row, underline the correct spelling of the word.”

Activity Book, Lesson 25, Activity F**Progress Check**

1. <u>corner</u>	cornar	cornor
2. forwerd	<u>forward</u>	forwird
3. <u>earth</u>	erth	oarth
4. cary	ceary	<u>carry</u>
5. doller	<u>dollar</u>	dollur
6. <u>protector</u>	protecter	protectir
7. sneek	<u>sneak</u>	sneke
8. <u>shout</u>	showt	shawt
9. dred	dreed	<u>dread</u>
10. poyson	<u>poison</u>	poason

Smooth Reading*Estimated Time: 15 min.*

- Say, “Please look at **Activity G**. We are going to practice reading, using our Strategy for Reading Multisyllabic Words.”
- 📄 Display the transparency/PowerPoint of this passage.

Activity Book, Lesson 25, Activity G**Smooth Reading**

The **expiration** date on my milk was last Tuesday. I **swirled** the white liquid around in the jug and then smelled it, **confirming** it was bad. It smelled **horrible**. I **poured** it down the drain and went to **purchase** another gallon. I was so **thirsty** once I **arrived** at the store, I drank some milk at the counter.

- Say, “First I’ll Check the Context. *The blank date on my milk was last Tuesday.* I’m not sure about the first word, but I think the context might help. It is probably a word that means the milk is no good anymore.”
- Say, “Next, I’ll Look for Chunks. I see a prefix-*ex* and a suffix-*tion*. I’ll put a box around them.”
- Say, “Next, I’ll divide the root into syllables. I’ll underline the vowels: *i* and *a*. There is one consonant between the *i* and the *a*, so I’ll try dividing before it. That gives me the open syllable *pi* and the open syllable *ra*.”
- ≈ Underline the vowels and divide the word with slashes as noted:
ex / pi / ra / tion
- Say, “That would give me ex pi ra tion. Oh, that is close enough for me to get the word from context. It is *expiration*. That second syllable is an r-colored syllable.”
- Say, “So the whole sentence is: “*The expiration date on my milk was last Tuesday.*” That makes sense.”

Students Apply the Strategy to the Passage

- Say, “Now read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Look for the consonant-*l-e* syllables. Be sure the sentences make sense. Raise your hand if you need help.”

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]

Activity Book, Lesson 25, Activity B
Choose the Spelling

1. Is a person who is tedious and dull a *boar* or a *bore*? **bore**
2. If you are at a funeral, are you *mourning* or *morning*? **mourning**
3. Do you *pore* or *pour* iced tea? **pour**
4. When you cheer for your favorite team in the Superbowl, do you get *hoarse* or *horse*? **hoarse**
5. Are you taking a linguistics *coarse* or *course*? **course**
6. After going to the gym for the first time, are you *soar* or *sore*? **sore**
7. Someone who studies karate learns how to break a *bored* or a *board*? **board**
8. When you study your spelling words very hard, are you putting *forth* or *fourth* a lot of effort? **forth**

Activity Book, Lesson 25, Activity D.1
Add the Correct Ending

- | | |
|------------|----------|
| 1. jok | joker |
| 2. dinn | dinner |
| 3. regul | regular |
| 4. edit | editor |
| 5. visit | visitor |
| 6. calend | calendar |
| 7. doct | doctor |
| 8. teach | teacher |
| 9. fath | father |
| 10. act | actor |
| 11. dang | danger |
| 12. simil | similar |
| 13. invent | inventor |
| 14. popul | popular |
| 15. pow | power |
| 16. murd | murder |

Activity Book, Lesson 25, Activity D. 2
Sort the Words

<i>-er</i>	<i>-ar</i>	<i>-or</i>
joker		
dinner		editor
teacher	regular	visitor
father	calendar	doctor
danger	similar	actor
power	popular	inventor
murder		

Activity Book, Lesson 25, Activity D. 3
Answer the Questions

1. The most common way to spell /er/ at the end of a word is: e-r
2. The least likely spelling of /er/ at the end of a word is: a-r
3. When the ending /er/ is used as a suffix meaning someone or something that does something, it is usually spelled *o-r* when it follows the letter: t

Activity Book, Lesson 25, Activity G
Smooth Reading

The ***expiration*** date on my milk was last Tuesday. I ***swirled*** the white liquid around in the jug and then smelled it, ***confirming*** it was bad. It smelled ***horrible***. I ***poured*** it down the drain and went to ***purchase*** another gallon. I was so ***thirsty*** once I ***arrived*** at the store, I drank some milk at the counter.

Lesson 26

Review

Lesson Overview	<p>This lesson reviews the pronunciation of vowel digraphs and r-colored vowels. In addition, it examines the students' spelling of the patterns and their ability to transfer.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none">- Reading Words- Spelling Words- Syllabification- Progress Check <p>Approximate Time: 45min.</p>
Objective	<p>To review the pronunciations of vowel digraphs and <i>r</i>-colored vowels</p>
Materials	<p>Six Transparencies/PowerPoints:</p> <ul style="list-style-type: none">- Activity Book, Lesson 26, Activity A: Proofread and Correct (with corrections)- Activity Book, Lesson 26, Activity B: Reading Words- Activity Book, Lesson 26, Activity C: Choose the Correct Spelling- Activity Book, Lesson 26, Activity D: Choose the Correct Ending- Activity Book, Lesson 26, Activity E: Syllabification- Activity Book, Lesson 26, Activity F: Syllabification
Preparation	

Introduction*Estimated Time: 10 min.*

- Say, “Today we are working on Lesson 26. We have been learning about vowel digraphs and *r*-colored vowels. There are many spellings to learn, especially for the digraphs. Remember: a digraph is when two vowels come together to represent one sound or a new sound that is neither a short vowel nor a long vowel. An *r*-colored vowel occurs when an *r* follows a vowel and changes its usual sound.”
- Say, “Here is what is important: Stay flexible. You must look at the spellings and try to decide what looks right. There are a few tips for learning the spellings, such as *a-y* occurs at the end of syllables and *a-i* in the middle. But, most of the time you just have to become familiar with the way the words look. The best way to do that is to read and write a lot. Today we will practice becoming flexible with some of the variations.”
- Say, “Please turn your attention to **Activity A**.”
- Explain, “In this activity, you have a paragraph with 13 misspelled words. Go through the paragraph and underline all the words that are misspelled. Then write the correct spellings above the underlined words.”

Activity Book, Lesson 26, Activity A*Proofread and Correct*

It was a cloudy ^{^cloudy} dae ^{^day}, so Steve and I decided to visit the zou ^{^zoo}. On our wai ^{^way} there, a carr ^{^car} terner ^{^turned} too quickly and hit the cerb ^{^curb}. The drivor ^{^driver} was an old woman from Colorado who didn't speek ^{^speak} English. We wated ^{^waited} for the police to arrive and then we left. It was alredy ^{^already} for ^{^four} o'clock, so insted ^{^instead} of going to the zoo, we went to dinner.

- 📄 Display the transparency/PowerPoint and have students check their work.

Reading Words*Estimated Time: 10 min.*

- Say, “We are going to look at some homonyms now. Can someone tell us what a homonym is?” (It is when two words sound the same, but are spelled differently and have different meanings.)
- Say, “Right. Turn to **Activity B**. Read the sentences and look at the homophones in italics. Write the correctly spelled word on the line at the end of the sentence.”

Activity Book, Lesson 26, Activity B**Reading Words**

1. The second amendment of the Constitution of the United States gives us the right to *bear* or *bare* arms. **bear**
2. I hate eating salad made from *beets* or *beats*. **beets**
3. My favorite color is *blew* or *blue*. **blue***
4. I hope we did not *break* or *brake* the glass. **break**
5. Lifting the Volkswagen was quite a *feet* or *feat*. **feat**
6. I make bread using whole wheat *flower* or *flour*. **flour**
7. I *here* or *hear* that you are moving soon. **hear**
8. I don't want to *marry* or *merry* until I am twenty-nine. **marry**
9. She does not *seam* or *seem* happy about the news. **seem**
10. She plans to *sail* or *sale* the boat to victory. **sail**

[NOTE *: Number 3 includes a vowel digraph that was not covered in the lessons. The /ue/ digraph has not been explicitly taught to the students. However, the students as they build their understanding of the patterns for vowel digraphs they are likely to transfer their knowledge and expand their understanding to untaught patterns. When reviewing the words explain to the students that ue can make the long u sound as well (blue, glue, clue, etc.) Point out that even if they have not studied all of the digraphs, as competent readers, they must learn to recognize new patterns as they read]

 Display the transparency/PowerPoint with the correct answers.

Spelling Words*Estimated Time: 10 min.*

- Say, “In English, there is sometimes more than one way to spell the same sound. This phenomenon makes spelling in English challenging. Turn to **Activity C**. In this activity, you will find multiple spellings for the same sound. Put the correct spelling in the blank to make a word.”

Activity, Lesson 26, Activity Book C***Choose the Correct Spelling***

Complete the word with either *ow* or *ou*.

1. flower
2. allow
3. pronounce
4. towel
5. around

Complete the word with either *ai* or *ay*.

1. maintain
2. display
3. exclaim
4. delay
5. paint

Complete the word with either *er*, *ir*, or *ur*, *ar*, or *ear*.

1. birthday
2. expert
3. learn
4. servant
5. disturb

- ☞ Display the transparency/PowerPoint with the correct answers. Ask students if there are any words they can't pronounce.
- Say, "Syllables with *r*-colored vowels often appear at the ends of words. Add the correct ending to the words in **Activity D.**"

Activity Book, Lesson 26, Activity D***Choose the Correct Ending***

Add *-er*, *-or*, or *-ar* to the ends of these words.

- | | |
|-------------|--------------|
| 1. inventor | 7. editor |
| 2. cellar | 8. conductor |
| 3. bigger | 9. popular |
| 4. father | 10. over |
| 5. paper | 11. regular |
| 6. calendar | 12. order |

- ☞ Display the transparency/PowerPoint with the correct answers. Ask students to read the words.

Syllabification*Estimated Time: 10 min.*

- Say, “Dividing words into syllables is the key to making spelling and reading words easier. Turn to **Activity E**. I am going to dictate some words that I would like you to write by syllables.”

Activity Book, Lesson 26, Activity E
Spelling by Syllable

1. inventory	in ven tor y
2. American	A mer i can
3. enlargement	en large ment
4. employer	em ploy er
5. afternoon	af ter noon
6. parenthood	par ent hood

- 📄 Display the transparency/PowerPoint with the correct answers.

- Say, “Turn to **Activity F**. Now, using your strategy for syllabification, divide these words into syllables.”

Activity Book, Lesson 26, Activity F
Syllabification

1. af/for/da/ble	4. al/ter/na/tive
2. car/pen/ter	5. ref/u/gee
3. ap/point/ment	6. en ter tain ment

- 📄 Display the transparency/PowerPoint with the correct answers. Ask the students to read the words.

[NOTE: If students box the prefix or suffix (e.g., af/ford/able) that is great. Commend them for recognizing a prefix or suffix. Keep emphasizing being flexible for the purpose of reading and spelling the word.]

Progress Check*Estimated Time: 5 min.*

Say, “Turn to the **Activity G** in your Activity Book. I will dictate some words for you to spell.”

Activity Book, Lesson 26, Activity G
Progress Check

- | | |
|--------------|---|
| 1. Agrees | She is very obedient and always agrees with her husband’s opinion |
| 2. Breach | There was a breach of confidentiality by the doctor who lost his license for publicizing the discussions with his patients. |
| 3. Joyful | She is the most joyful person I have ever encountered. |
| 4. Snowflake | I run outside and I saw the first snowflake falling gently from the sky. |
| 5. Torch | The archaeologist held the torch high when entering the underground tomb. |
| 6. Thirsty | They were all so thirsty and they could only think of a cold glass of water. |
| 7. Calendar | We need to check our calendar prior to committing to visiting her in August. |
| 8. Confirm | I called to confirm our meeting for tomorrow at 6:00 p.m. |
| 9. Inventing | She is very creative and she is constantly inventing new methods to save energy. |
| 10. Forward | It is time I think we move forward and forget the past. |

Activity Book, Lesson 26, Activity A
Proofread and Correct (with corrections)

It was a cloudy ^{^cloudy} dae ^{^day}, so Steve and I decided to visit the zou ^{^zoo}. On our wai ^{^way} there, a carr ^{^car} terned ^{^turned} too quickly and hit the cerb ^{^curb}. The drivor ^{^driver} was an old woman from Colorado who didn't speek ^{^speak} English. We wated ^{^waited} for the police to arrive and then we left. It was alredy ^{^already} for ^{^four} o'clock, so insted ^{^instead} of going to the zoo, we went to dinner.

Activity Book, Lesson 26, Activity B
Reading Words

1. The second amendment of the Constitution of the United States gives us the right to *bear* or *bare* arms. **bear**
2. I hate eating salad made from *beets* or *beats*.
beets
3. My favorite color is *blew* or *blue*. **Blue***
4. I hope we did not *break* or *brake* the glass.
break
5. Lifting the Volkswagen was quite a *feet* or *feat*.
feat
6. I make bread using whole wheat *flower* or *flour*. **flour**
7. I *here* or *hear* that you are moving soon. **hear**
8. I don't want to *marry* or *merry* until I am twenty-nine. **marry**
9. She does not *seam* or *seem* happy about the news. **seem**
10. She plans to *sail* or *sale* the boat to victory.
sail

Activity Book, Lesson 26, Activity C
Choose the Correct Spelling

Complete the word with either *ow* or *ou*.

1. flower
2. allow
3. pronounce
4. towel
5. around

Complete the word with either *ai* or *ay*.

1. maintain
2. display
3. exclaim
4. delay
5. paint

**Complete the word with either *er*, *ir*, or *ur*,
ar, or *ear*.**

1. birthday
2. expert
3. learn
4. servant
5. disturb

Activity Book, Lesson 26, Activity D
Choose the Correct Ending

- | | |
|------------|--------------|
| 1.inventor | 7. editor |
| 2.cellar | 8. conductor |
| 3.bigger | 9. popular |
| 4.father | 10. over |
| 5.paper | 11. regular |
| 6.calendar | 12. order |

Activity Book, Lesson 26, Activity E
Spelling by Syllables

- | | |
|----------------|----------------------|
| 1. inventory | in ven tor y |
| 2. American | A mer i can |
| 3. enlargement | en large ment |
| 4. employer | em ploy er |
| 5. afternoon | af ter noon |
| 6. parenthood | par ent hood |

Activity Book, Lesson 26, Activity F
Syllabification

1. af/for/da/ble

4. al/ter/na/tive

2. car/pen/ter

5. ref/u/gee

3. ap/point/ment

6. en ter tain ment

Lesson 27

Soft and Hard Sounds of c

Lesson Overview	<p>This lesson provides instruction on the soft and hard sound of the letter c. The students are to practice reading single and multisyllabic words that begin and include the /c/ and /s/ sound.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Document of the Day - New Pattern: Soft and Hard C - Reading Words and Syllables - Exceptions - Progress Check - Smooth Reading <p>Approximate Time: 50 min.</p>
Objective	To learn the two most common pronunciations of c
Materials	<p>Strategy for Reading Multisyllabic Words Chart</p> <p>Four Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 27, Document of the Day - Document of the Day: Soft and Hard C - Activity Book, Lesson 27, Activity A: Sort the Words - Activity Book, Lesson 27, Activity D: Smooth Reading
Preparation	

Introduction*Estimated Time: 1 min.*

- Explain, “Today we are working on Lesson 27. In this lesson, we will learn the two most common pronunciations of the letter c.”

Document of the Day*Estimated Time: 1 min.*

- 📄 Display the Document of the Day transparency/PowerPoint.
- Say, “Take a look at the Document of the Day.”

Central Travel Incorporated

Customer Copy

Mr. Cab Cider
211 Circus Circle
Colorado College

Flight Itinerary

Date	City	Time	Carrier and Flight
17 December	Depart: Cisco, Canada Arrive: Coal City, CA	8:00 am 1:05 pm	Continental 26
19 December	Depart: Coal City, CA Arrive: Cisco, Canada	7:50 am 4:20 pm	US Air 34

Airfare: \$255.00
Service Fee: \$10.00
Complete Price: \$265.00

Paid with Credit Card

New Pattern*Estimated Time: 10 min.*

- ? Ask, “Can someone tell me what sort of document this is?” (It is what the travel agency gives you when you book a flight. It tells you when you are leaving and coming back. It is called an itinerary.)
- ? Ask, “Would someone like to read the itinerary?”

- Say, “Circle all of the c’s in the itinerary. Say the words with c’s quietly to yourself and listen for the two sounds that c represents.”
- ? Ask, “Can someone tell us one sound that c represents and a word in the itinerary that has that sound?” (*/s/*, *Central*, *cider*, *circus*, etc.)
- ? Ask, “Can someone to tell us the other sound that c represents and a word in the itinerary that has that sound?” (*/k/*, *customer*, *Incorporated*, *Cab*, etc.)
- Say, “Also notice the final syllable of the word *circle*. What syllable pattern does this follow?” (-Cle)

<i>Document of the Day</i> <i>Soft and Hard C</i>	
Soft c cell	Hard c cut
flounce	captive
excite	conduct
success	success
sincere	crocodile
census	calculate
cyclone	cyclone

- ☞ Display the transparency/PowerPoint that has the words from the itinerary with c pronounced /k/ in one column and c pronounced /s/ in the other column.
- ? Ask, “Does anyone see a pattern to words that have c pronounced /s/?” (**C** is pronounced /s/ when followed by *e*, *i*, or *y*.)
- ? Ask, “Does anyone see a pattern to the words that have c pronounced as /k/?” (**C** is pronounced /k/ when followed by *a*, *o*, *u*, a consonant or space.)
- Explain, “When c is followed by *e*, *i*, or *y*, it is almost always pronounced /s/. We call this /s/ the soft sound.” (Examples: *cell*, *city*, *cyst*)
- Explain, “When c is followed by *a*, *o*, *u*, a consonant, or a space, it is almost always pronounced /k/. We call this /k/ the hard sound. All you have to remember is that c is almost always pronounced /s/ when followed by *e*, *i* or *y*. When anything else follows it, it sounds like a /k/.” (Examples: *cat*, *cut*, *cot*)
- **Additional Words for Re-teaching:** Hard C: cap, cop, cub, coach, cue, candy, cupid, coin, cook. Soft C: cent, cedar, civil, civic, circle, recycle, celery, fence, bouncy.

Reading Words and Syllables*Estimated Time: 10 min.*

- Say, “Now turn to **Activity A**. Read the words quietly to yourself and sort them into the correct column.”
- Say, “Let’s do the first word together.”
- ? Ask, “Can someone read the first word and tell us which sound the c is representing?” (*captive, /k/*) [NOTE: The second syllable in *captive* is the common exception taught in lesson 10.]
- Say, “Now complete the rest of the exercise on your own. Here is a hint: Two of the words have both a soft and hard c. Be sure to place those two words in both columns.””

Activity Book, Lesson 27, Activity A*Sort the Words*

- | | |
|------------|---------------|
| 1. captive | 6. sincere |
| 2. conduct | 7. crocodile |
| 3. flounce | 8. census |
| 4. success | 9. cyclone |
| 5. excite | 10. Calculate |

<i>Soft C-cell</i>	Hard C-cut
<i>flounce</i> success excite sincere census cyclone	captive conduct success crocodile cyclone calculate

- 📄 Display the transparency/PowerPoint and have students check their work.
- Explain, “The c pattern has a long history in Old and Middle English, involving changes in the way c was pronounced and the respelling of many s words with c by French scribes (e.g., *is* → *ice*, *mise* → *mice*).”
- Say, “Now turn to **Activity B** in your books.”

- Explain, “These are syllables. You can still pronounce them correctly by applying the rules for *c* that we’ve just learned.”
- ? Ask, “Would someone read the first syllable?”
- Say, “Let’s take turns and go through each of the remaining words on the list, saying the word and then the sound that the *c* represents in that word.”
[NOTE: Correct any mispronunciations and repeat the rule if necessary.]

Activity Book, Lesson 27, Activity B

Read the Syllables

1	2	3	4	5	6
caf	lict	cess	clude	cide	duce
nounce	cy	cort	flect	cond	cept

Exceptions

Estimated Time: 5 min.

- ≈ Write *cello*, *concerto*, *social*, and *ocean* on the board.
- Explain, “These are just a few exceptions to the *c* rule.”
- Say, “*Cello* and *concerto* are Italian borrowings. /Ch/ is the common pronunciation of *c* in Italian before *e* or *i*.”
- Say, “*Social* and *ocean* both have combined the /s/ sound with the following vowel to make /sh/.”

Progress Check

Estimated Time: 5 min.

- Say, “Please turn to the **Activity C**. I am going to dictate some words for you to write.”

Activity Book, Lesson 27, Activity C

Progress Check

- | | |
|----------------|--|
| 1. cider | Hot apple <i>cider</i> tastes best during the winter. |
| 2. process | Cooking real barbeque is a long <i>process</i> . |
| 3. complete | Please <i>complete</i> the tax forms. |
| 4. central | The bank is in a <i>central</i> location. |
| 5. cycle | The wash <i>cycle</i> lasts for sixteen minutes. |
| 6. concentrate | The loud music made it difficult to <i>concentrate</i> . |
| 7. pound | Mike gained one <i>pound</i> over Thanksgiving break. |
| 8. toast | I eat my <i>toast</i> with butter and jam. |
| 9. beaver | We watched the <i>beaver</i> build a dam across the river. |
| 10. valley | The clouds settled over the <i>valley</i> . |

Smooth Reading*Estimated Time: 15 min.***Teacher Models the Syllable Strategy**

- Say, “Now turn to **Activity D**. We are going to practice reading. We will practice reading multisyllabic words that have the two sounds of the letter *c* that we learned about today.
- 📄 Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 27, Activity D***Smooth Reading***

Do you know how much **precipitation** has fallen this **December**? Weather experts **concluded** that the snowfall this month **exceeded** all **records**. The children were **excited** about the snow because school would be **canceled**. But the **local** senior **citizens** were **discontented** because they would have to stay indoors.

- Say, “Do you know how much...Well, I don’t know that word. First, I’ll check the context. *Do you know how much blank has fallen this blank?* It seems like it should be *rain*, but it isn’t.”
- Say, “Next, I’ll Look for Chunks. I see a prefix-*pre* and a suffix-*tion*. I’ll put a box around them.”
- Say, “Next, I’ll divide the word into syllables. I’ll underline the vowels. There is one consonant between the two *i*’s and between the *i* and *a*, so I’ll try dividing before the consonant.”
- ≈ Underline the vowels and divide the word with slashes as noted:
pre / ci / pi / ta / tion.
- Say, “Those are open syllables, so I’ll say them with long vowels. The *c* must be soft because it’s followed by an *i*. *prē cī pī tā tion*. That’s not a word I know.”
- Say, “I’ll try dividing after the *p*. That gives me *c-i-p*. *pre cip i ta tion, pre cip i ta tion*. That must be *precipitation*. *Precipitation* means rain, so the context was right. *Do you know how much precipitation has fallen this blank?* Now I recognize that last word from the context. It’s *December*. It has the soft *c*.”
- Say, “So the whole sentence is: *Do you know how much precipitation has fallen this December?*”

Students Apply the Strategy to the Passage

- Say, “Now read the passage silently to yourself. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Check whether the c is hard or soft.”

Students Read Words and Discuss

- When they are done, ask individual students to read a sentence and then explain how they divided the target word(s).

≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it two or more times.]

Document of the Day***Central Travel Incorporated*****Customer Copy**

Mr. Cab Cider
 211 Circus Circle
 Colorado College

Flight Itinerary

Date	City	Time	Carrier and Flight
17 December	Depart: Cisco, Canada Arrive: Coal City, CA	8:00 am 1:05 pm	Continental 26
19 December	Depart: Coal City, CA Arrive: Cisco, Canada	7:50 am 4:20 pm	US Air 34

Airfare: \$255.00
Service Fee: \$10.00
Complete Price: \$265.00

Paid with Credit Card

Document of the Day
Soft and Hard C

Soft c <i>cell</i>	Hard c <i>cut</i>
flounce	captive
excite	conduct
success	success
sincere	crocodile
census	calculate
cyclone	cyclone

Activity Book, Lesson 27, Activity A
Sort the Words

Soft C cell	Hard C cut
flounce	captive
success	conduct
excite	success
sincere	crocodile
census	cyclone
cyclone	calculate

Activity Book, Lesson 27, Activity D
Smooth Reading

Do you know how much ***precipitation*** has fallen this ***December***? Weather experts ***concluded*** that the snowfall this month ***exceeded*** all ***records***. The children were ***excited*** about the snow because school would be ***cancelled***. But the ***local*** senior ***citizens*** were ***discontented*** because they would have to stay indoors.

Lesson 28

Soft and Hard Sounds of g

Lesson Overview	<p>This lesson provides instruction on the soft and hard sound of the letter g. The students are to practice reading single and multisyllabic words that begin and include the /g/ and /j/ sound. Finally, the lesson reviews the most common pronunciations of the letter c from lessons 27.</p> <p>The lessons includes the following parts:</p> <ul style="list-style-type: none"> - Review - Document of the Day - New Pattern: Soft and Hard g - Extending the Pattern - Progress Check - Smooth Reading <p>Approximate Time: 50 min.</p>
Objective	<p>To learn the two most common pronunciations of g</p> <p>To review the two most common pronunciations of c</p>
Materials	<p>Strategy for Reading Multisyllabic Words Chart</p> <p>Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 28, Activity A: Sort the Words - Document of the Day: Sounds of g - Activity Book, Lesson 28, Activity B: Sort the Words - Activity Book, Lesson 28, Activity C: Write the Words - Activity Book, Lesson 28, Activity E: Smooth Reading
Preparation	

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 28. In this lesson are going to learn the two most common pronunciations of the letter *g*.”
- Say, “First we will start by reviewing what we learned in our last lesson about the two pronunciations of *c*.”

Review*Estimated Time: 10 min.*

- Say, “Find **Activity A**. This poem is adapted from the poem “Jabberwocky” by the author of *Alice in Wonderland*. It has many nonsense words in it, just to be silly.”
- ? Ask, “Could someone please read the first line of the poem?”
- Continue through the poem, one line per student, to make sure that everyone has it right. Ask if there are any questions about the words.
- Say, “Now find all the words in the poem with a *c*. Then sort them by writing them in the correct column, depending on the sound that *c* represents.”

Activity Book, Lesson 28, Activity A***Sort the Words***

'Twas cumpish, and the calty neffs
 Did bape and cintog in the vobe.
 All coddy were the pomoceffs,
 And the dacky wupes precobe.

Adapted from “Jabberwocky” by Lewis Carroll

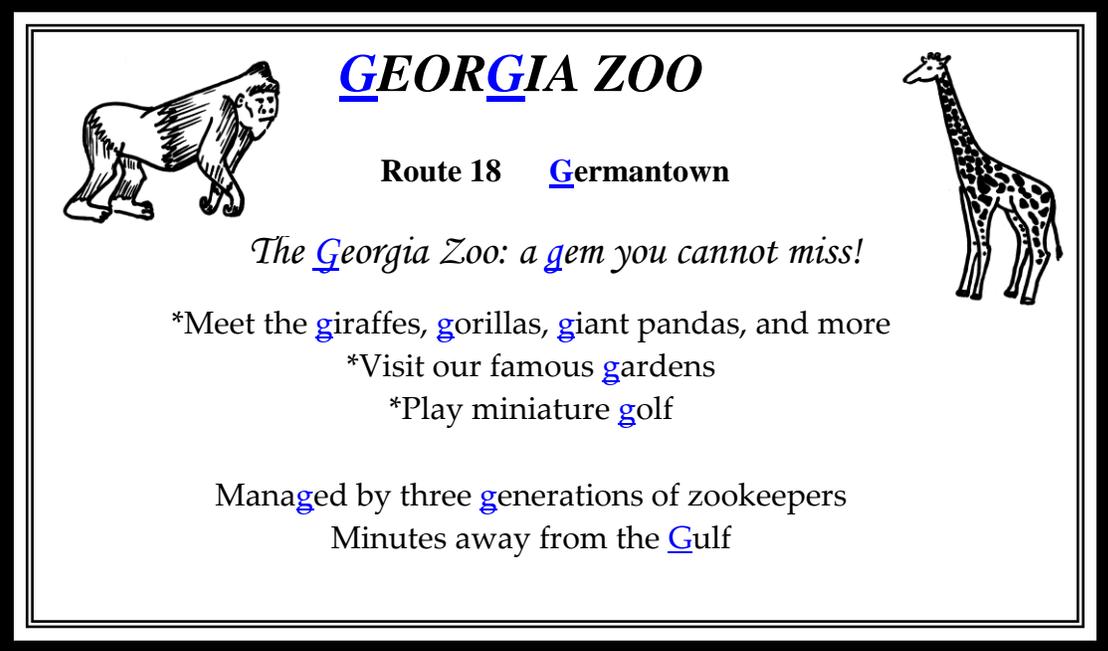
Soft <i>c</i> <i>race</i>	Hard <i>c</i> <i>cut</i>
cintog pomoceffs	cumpish calty coddy dacky precobe

- ☞ Display the transparency/PowerPoint and have students check their work.

- ? Ask, “Can someone tell me how we know how to pronounce *c*?” (The pronunciation of the letter *c* changes, depending upon the vowel that follows. When followed by *e*, *i*, or *y*, *c* is usually pronounced /s/. When *c* is followed by anything else it is usually pronounced /k/.)
- ? Ask, “Does anyone remember the few exceptions to the rule?” (Italian borrowings such as *cello* and *concerto*; words with the /sh/ sound such as *social* and *ocean*.)
 [NOTE: Don’t worry if students don’t remember. These less common pronunciations of *c* are presented to begin to familiarize the students with these words.]

Document of the Day

Estimated Time: 1 min.



GEORGIA ZOO

Route 18 **G**ermantown

*The **G**eorgia Zoo: a **g**em you cannot miss!*

*Meet the **g**iraffes, **g**orillas, **g**iant pandas, and more
 *Visit our famous **g**ardens
 *Play miniature **g**olf

Managed by three **g**enerations of zookeepers
 Minutes away from the **G**ulf

- Say, “Now look at the Document of the Day in your **Activity Book**.”
- ? Ask, “Can someone tell me what sort of document this is?” (It is a zoo advertisement, could be a flyer or a poster.)
- ? Ask, “Would someone like to read the advertisement?”

New Pattern

Estimated Time: 15 min.

- Say, “Look at the Document of the Day in your **Activity Book**.”
- Say, “Underline all of the **g**’s in the advertisement. Then say the words with **g**’s quietly to yourself and listen for the two sounds that **g** represents.”
- ? Ask, “What is one sound that **g** represents? Can you give an example of a word in the advertisement with that sound?” (**/j/**, **Georgia**)
- ? Ask, “Can someone to tell us the other sound that **g** represents? Can you also find a word in the advertisement that has that sound?” (**/g/**, **gorillas**)
- 📄 Display the transparency/PowerPoint that has the words from the advertisement with **g** pronounced **/g/** in one column and **g** pronounced **/j/** in the other column.

- ? Ask, “Does anyone see a pattern to the words that have *g* pronounced /j/?” (**G** is pronounced /j/ when followed by *e*, *i*, or *y*.)
- ? Ask, “How about a pattern to words that have *g* pronounced /g/?” (**G** is pronounced /g/ when followed by *anything except e, i, or y*.)
- Say, “So there are two very simple spelling rules that tell us how to pronounce the letter *g*.”
- Say, “When *g* is followed by *e*, *i*, or *y*, it most often is pronounced /j/. We call this /j/ the soft sound.”
- Say, “Some examples are words like *gel*, *Germany*, and *gem*.”
- ≈ Write *gel*, *Germany*, and *gem* on the board.
- ? Ask, “Can someone give me some other examples of words in which the letter *g* has the /j/ sound?”
- ≈ Write the words the students provide on the board.
- Say, “When *g* is followed by anything except *e*, *i*, or *y*, it is almost always pronounced /g/. We call this /g/ the hard sound.”
- Say, “Some examples are *gas*, *good* and *go*.”
- ≈ Write *gas*, *good* and *go* on the board.
- ? Ask, “Can someone give me some other examples of words in which the letter *g* has the /g/ sound?”
- ≈ Write the words the students provide on the board.
- Say, “The good news is that the same pattern applies to both the *c* and the *g*. The bad news is that there are more exceptions to this rule when applied to *g*. Words like *girl*, *give*, *get*, *tiger*, and *gift* do not follow the rule and have hard *g*. In fact, most final *-g-e-r* words have hard *g*. The word *margarine* has a soft *g* (/j/) where we expect a hard *g*. But the good news is that most of the exceptions are very common words that you will probably already know.”
- Say, “Now turn to **Activity B**.”
- Say, “Please read the words and sort them into the correct columns based on the sound the *g* makes.”

- Explain, “There are both whole words and syllables.”
- Say, “Let’s do the first one together.”
- Say, “Can someone read the word?” (*rage*)
- Say, “The *g* in *rage* has the /j/ sound. So it goes in the **Soft g** column under the word *gem*.”

Activity Book, Lesson 28, Activity B

Sort the Words

- | | |
|----------|--------------|
| 1. rage | 7. gel |
| 2. game | 8. gentle |
| 3. ology | 9. goat |
| 4. good | 10. merge |
| 5. age | 11. struggle |
| 6. graph | 12. gamble |

Soft g <i>gem</i>	Hard g <i>gas</i>
rage	game
ology	good
age	graph
gel	goat
gentle	struggle
merge	gamble

📄 Display the transparency/PowerPoint and have the students check their work.

? Ask, “Did any of these words give you trouble? Were any difficult to sound out?”

- **Additional Words for Re-Teaching:** Hard g: gate, Morgan, kangaroo, garden, golf, gown, goose, gulp, seagull, figure, regular, gurgle, engage. Soft g: gym, gymnast, generation, general, germ, gigantic, legend, logic, religion, ginger, surgical.

Extending the Pattern

Estimated Time: 5 min.

≈ Write *exchange + able* and *peace + able* on the board.

? Ask, “Do *exchange* and *peace* end in a silent *e*? (yes) Does *-able* begin with a vowel? (yes) Does the drop the silent *e* rule tell us to drop the silent *e*?” (yes)

- Say, “You are right, but we don’t drop the *e* in these words.”

≈ Write *exchangeable* and *peaceable* on the board.

? Ask, “There is a reason why we don’t drop the final *e* in these words. Can anyone figure it out?”

- ? Ask, “What letters come before the *e* in these words? (*g* and *c*) Does anyone know now why we don’t drop the *e*?” (We need the *e* to be there to keep the *g* or the *c* soft. Otherwise, they would be hard because the suffix begins with an *a*.)
- Say, “Now complete **Activity C** by adding *-able* to the words in the activity.”

Activity Book, Lesson 28, Activity C

Write the Words

- | | | | |
|------------------|-------------------|------------------|-------------------|
| 1. change + able | changeable | 3. trace + able | traceable |
| 2. notice + able | noticeable | 4. manage + able | manageable |

- 📄 Display the transparency/PowerPoint and have students check their work.
- **Additional Words for Re-Teaching:** traceable, enforceable, replaceable, serviceable.

Progress Check

Estimated Time: 5 min.

- Say, “Please turn to the **Activity D**. I am going to dictate some words for you to write.”

Activity Book, Lesson 28, Activity D

Progress Check

- | | |
|---------------|---|
| 1. genes | Your hair and eye colors are coded in your <i>genes</i> . |
| 2. gargle | If your throat hurts, it helps to <i>gargle</i> warm water. |
| 3. gigantic | Godzilla is a <i>gigantic</i> monster. |
| 4. gentleman | A <i>gentleman</i> opens the door for a lady. |
| 5. gamble | Be careful how much you <i>gamble</i> in Las Vegas. |
| 6. longitude | A GPS system tells you the <i>longitude</i> and latitude. |
| 7. brain | A cat’s <i>brain</i> is the size of a walnut. |
| 8. flow | The river will <i>flow</i> into the Atlantic Ocean. |
| 9. crocodile | I saw a <i>crocodile</i> on the golf course in Florida. |
| 10. carnation | Judy gave me a <i>carnation</i> from her garden. |

Smooth Reading

Estimated Time: 15 min.

Teacher Models the Syllable Strategy

Say, “Please look at **Activity E**. We are going to practice reading. We will practice reading multisyllabic words that have the two sounds of the letter *g* that we learned about today.”

- Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 28, Activity E

Smooth Reading

For many **generations** my family lived in **Germany**. When I was six, we **immigrated** to the United States. It was a **challenge** to make new friends because no one in school spoke **German**. But thankfully I was an **outgoing** child. As I made **progress** in learning **English**, I began to feel like I belonged.

- Say, “For many...Well, I don’t know that word. First, I’ll Check the Context. For many **blank** my family lived in **blank**. Well, that last word must be a place they lived, but I have no idea what the first word is.”
- Say, “Next, I’ll Look for Chunks. I see a suffix--*tion*. I’ll put a box around it.”
- Say, “Next, I’ll Divide the Word into Syllables. I’ll underline the vowels. There is one consonant between the two e’s and between the e and a, so I’ll try dividing before the consonant.”
- ≈ Underline the vowels and divide the word with slashes as noted:
ge / ne / ra / tion.
- Say, “Those are open syllables, so I’ll say them with long vowels. The g must be soft because it’s followed by an e. *gē nē rā tion*. That’s not a word I know.”
- Say, “I’ll try dividing after the *n* and *r*. That gives me *g-e-n*, *gen*, and *e-r*, *er*. *gen er a tion*, *gen er a tion*. The word is *generation*.”
- As you say the above, change the syllable divisions to:
gen / er / a / tion.
- Say, “Does that make sense in context? For many **generations**, my family lived...OK that makes sense. A **generation** is like the grandparents, parents, and children. The last word must be the place they lived.”
- ▲ Point to **Germany**.
- Say, “I don’t see any chunks, but this word is easy to divide. I’ll divide between the consonants. So the word is *Ger man y*, **Germany**. So they lived in **Germany**. For many **generations** my family lived in **Germany**.”

Students Apply the Strategy to the Passage

- Say, “Now read the passage silently to yourself. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Check whether the g is hard or soft.”

Students Read Words and Discuss

- When they are done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it two or more times.]

Activity Book, Lesson 28, Activity A
Sort the Words

'Twas cumpish, and the calty neffs
 Did bape and cintog in the vobe.
 All coddy were the pomoceffs,
 And the dacky wupes precobe.

Adapted from "Jabberwocky" by Lewis Carroll

Soft c <i>race</i>	Hard c <i>cut</i>
<p>cintog</p> <p>pomoceffs</p>	<p>cumpish</p> <p>calty</p> <p>coddy</p> <p>dacky</p> <p>precobe</p>

Document of the Day
Sounds of g

Soft g <i>germ</i>	Hard g <i>glue</i>
Georgia Germantown gem giraffes giant managed generations	gorillas gardens golf Gulf

Activity Book, Lesson 28, Activity B
Sort the Words

Soft g <i>gem</i>	Hard g <i>gas</i>
rage	game
ology	good
age	graph
gel	goat
gentle	struggle
merge	gamble

Activity Book, Lesson 28, Activity C
Write the Words

1. change + able **changeable**
2. notice + able **noticeable**
3. trace + able **traceable**
4. manage + able **manageable**

Activity Book, Lesson 28, Activity E
Smooth Reading

For many ***generations*** my family lived in ***Germany***. When I was six, we ***immigrated*** to the United States. It was a ***challenge*** to make new friends because no one in school spoke ***German***. But thankfully I was an ***outgoing*** child. As I made ***progress*** in learning ***English***, I began to feel like I belonged.

Lesson 29 *Review*

Lesson Overview	<p>This lesson is a review of the content taught in the curriculum. The review supports the students in combining the knowledge acquired in lessons 2-28 and applying it in the reading and spelling of multi-syllabic words.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none">- Syllable Patterns- Reading Multisyllabic Words- Spelling Multisyllabic Words- Smooth Reading <p>Approximate Time: 55 min.</p>
Objective	<p>To review syllable patterns, spelling rules, and the strategy for reading multisyllabic words.</p> <p>To apply everything we learned in the curriculum to reading and spelling.</p>
Materials	<p>Strategy for Reading Multisyllabic Words Chart Six Syllable Patterns Chart Four Transparencies/PowerPoints:</p> <ul style="list-style-type: none">- Activity Book, Lesson 29, Activity A: Syllable Types- Activity Book, Lesson 29, Activity B: Divide the Words- Activity Book, Lesson 29, Activity C: Write the Words by Syllable- Activity Book, Lesson 29, Activity D: Smooth Reading
Preparation	

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 29. We are going to review the main things we have learned in the curriculum and apply them to reading and spelling multisyllabic words. We will review the syllable patterns, spelling rules, affixes, and the strategy for reading multisyllabic words.”

Syllable Patterns*Estimated Time: 10 min.*

- Say, “We have learned that there are six basic syllable patterns in English. It is important to pay attention to the vowel patterns in each syllable. Recognizing the syllable pattern will help you read and spell longer words. It is not necessary to name the syllable each time you decode a new word, but being familiar with these different patterns helps you read words faster and spell them more accurately. When you can recognize the spelling patterns of the six syllable patterns, you have mastered one major step in reading and spelling long words.”
- ? Ask, “Can someone please give a definition of a CVC syllable? **(A CVC syllable has one vowel and ends in a consonant. The vowel is usually short.)** Can you give me an example?” **(many examples possible)**
- Repeat the question for the other five syllable patterns. By now students should know the definitions without the help of the charts, but if necessary you can prompt them to refer to the Chart.
- Say, “Let’s look at **Activity A**. Before we start the exercise, would someone please read the first line of syllables aloud? Notice that these are syllables, not real words. For this activity, underline all of the syllables that fit that pattern. What is the first syllable you would underline as a CVC syllable? **(im)** Complete the rest of them on your own.”

Activity Book, Lesson 29, Activity A
Syllable Types

1. Underline the CVC syllables below.

im co ear tle ome eck er tain ab ite

2. Underline the open syllables below.

im co ear tle ome stri er tain ab re

3. Underline the VCe syllables below.

im ete ear tle ome stri er ap ab re

4. Underline the Cle syllables below.

im co ear tle ome stri er tain stle re

5. Underline the vowel digraph syllables below.

peat co oim tle ome stri er tain ab re

6. Underline the r-colored syllables below.

im co ear tle ome stri er tain ur re

-  Display the transparency/PowerPoint and have students check their work. Discuss any errors.

Reading Multisyllabic Words

Estimated Time: 15 min.

- Say, “You did well with finding the syllable patterns. Now let’s review our strategy for reading multisyllabic words.”
- ? Ask, “What is the first step in the strategy and what does it mean?” (Check the Context. Read the rest of the sentence to see what might make sense.)
- ? Ask, “What do we do next?” (Look for Chunks. Look for compound words and prefixes and suffixes.)
- ? Ask, “What’s next?” (Divide the Word and Say the Syllables. You underline the vowels; if there are two or more consonants you divide between them keeping the vowels together. If there is only one consonant, you try dividing before the consonant; if that doesn’t work you try after the consonant.)

- ? Ask, “What else?” (You have to be flexible. Look for the stress and think about schwa sounds.)
- ? Ask, “What’s the last step?” (Check the Context again to see if it makes sense.)

[NOTE: The students should know the strategy without reference to the Chart by now. But you can prompt them to refer to it if necessary.]

- Say, “Excellent. Now turn to **Activity B**. Each group of words asks you to apply a different part of the strategy. You don’t have context here, so we start with Look for Chunks. After you divide the word, read it to make sure you have a real word.”

Activity Book, Lesson 29, Activity B

Divide the Words

Group 1: Look for Chunks -- compound words and prefixes and suffixes. Put boxes around the prefixes and suffixes and divide the root into syllables. Read the words.

un/will/ing/ly
im/poss/ible
in/ter/act/ive

dis/hon/est
in/ac/cur/ate
sub/scrib/ing OR sub/scri/bing

Group 2: Divide the Syllables. These words have two or more consonants between the vowels. Read the words.

com/bat
pen/ny
wig/gle

spec/trum
ex/tract
ac/com/plish/ment

Group 3: Divide the Syllables. These words have one consonant between the vowels. Read the words.

re/flect
e/vil
u/til/ize

cab/in
dev/il
ren/o/vate

Group 4: Divide the Syllables. These words are a combination of all of the syllable patterns above. Read the words.

e/las/tic
im/pro/vise
sym/pa/thy

in/tim/i/da/ting
man/ip/u/late
un/pro/fes/sion/al

- Display the transparency/PowerPoint and have students check their work.

[NOTE 1: Some of these words are more advanced vocabulary. We chose them to get students to use their syllabification skills. The difficult words came from a GED list. Definitions can be found in the glossary.]

[NOTE 2: You may wish to discuss the following words if students have experienced any difficulty:

Group 1

Impossible: This could be divided by boxing the suffix (im/poss/ible); this leaves two syllables. Or it could be divided by the division rules (im/pos/si/ble).

Subscribing: This could be divided by taking off the *-ing* and recognizing that an *e* had been dropped from *subscribe* (sub/scrib/ing). Or it could be done by the division rules (sub/scri/bing), giving an open syllable *scri*.

Group 2

wiggle: Remind students that the *-gle* is a Cle syllable and is very regular.
spectrum, extract, accomplishment: Remind students that blends (e.g., *tr*) remain together if there are three or four consonants. Tell them to look for blends and keep them together.

Group 3

reflect: Explain that although there are two consonants (*f* and *l*), the *fl* is a blend and stays together in this word. So, there is an open syllable ending in the long vowel, followed by a closed syllable beginning with a blend.

They may also see the prefix, *re*.

evil, devil: When there is one consonant, students first try dividing after the vowel as in *evil*. If that does not work, they should try dividing after the consonant as in *devil*.

Group 4

improvise, sympathy, intimidating: All of these words have schwa sounds (*pro, pa, i*). This is very common in long multisyllabic words. You might point out one or more of these schwa sounds.]

Spelling Multisyllabic Words

Estimated Time: 10 min.

- Say, “Saying words syllable-by-syllable can help you spell them. Long words become a series of syllables that follow one of the six patterns.”
- Say, “Turn to **Activity C**. I’m going to dictate some words to you. First, say the word quietly to yourself. Then say it in syllables and write each syllable separately. Think about the syllable pattern as you spell each syllable. Finally, write it the whole word together. Let’s do the first one together.”

- Say, “*Argument*. Now I’ll say the word syllable-by-syllable and write each syllable. *Ar - gu - ment*.” [NOTE: Comment on each syllable pattern as you write it.]
- Say, “*Ar*; that’s an *r*-colored syllable. *gu*; that’s a long-*u*; I’ll spell it as an open syllable. *ment*; that’s a common suffix and a CVC syllable. Now I’ll write the whole word together: *argument*.”
- ≈ As you say the above, write *ar gu ment*, *argument* on the board. Ask if there are any questions.
- Dictate the remaining words, reminding students to say them quietly to themselves; write them syllable-by-syllable; and then write the whole word.

1. *Argument (used in the example)*
2. *fantastic*
3. *entertain*
4. *diplomat*
5. *president*
6. *detective*

Activity Book, Lesson 29, Activity C

Write the Words by Syllable

- | | |
|----------------|-----------|
| 1. ar gu ment | argument |
| 2. fan tas tic | fantastic |
| 3. en ter tain | entertain |
| 4. dip lo mat | diplomat |
| 5. pres i dent | president |
| 6. de tec tive | detective |

- ☞ Display the transparency/PowerPoint and have students check their work. Discuss the syllable patterns.

[NOTE: There are schwa sounds in the open syllables in *diplomat* and *president*. The final syllable in *detective* uses the suffix *-ive* with a short vowel because of the letter *v*.]

Smooth Reading

Estimated Time: 15 min.

Teacher Introduction

[NOTE: The procedure in this lesson is the same as other Smooth Readings, except that you will not model the strategy.]

- Say, “Now we are going to apply all the things we have been learning to reading. You have learned a lot, so let’s see how you do with this. I’m not going to model how to read the difficult words this time. You’re ready to do it on your own.”
- Say, “Turn to **Activity D**. This comes from a newspaper article.”
- 📄 Display the Smooth Reading transparency/PowerPoint.

Activity Book, Lesson 29, Activity D

Smooth Reading

Use It or Lose It

As people become older, their *memory* often starts *declining*. *Medical researchers* have found that you can *preserve* your memory if you *engage* in *activities* that make you think. *Mentally challenging* activities like playing bridge, taking lessons, and reading can help prevent *senility*. Researchers have also studied the effects of *antioxidants* like *vitamins C and E*.

Students Apply the Strategy to the Passage

- Say, “Now read the passage silently to yourself. Use the strategy to figure out the words in bold italics. Be sure the sentences make sense. Raise your hand if you need help.”

Students Read Words and Discuss

- When they are done, ask individual students to read a sentence and then explain how they divided the target word(s).

≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it two or more times.]

Activity Book, Lesson 29, Activity A
Syllable Types

1. Underline the CVC syllables below.

im co ear tle ome eck er tain ab ite

2. Underline the open syllables below.

im co ear tle ome stri er tain ab re

3. Underline the VCe syllables below.

im ete ear tle ome stri er ap ab re

4. Underline the Cle syllables below.

im co ear tle ome stri er tain stle re

5. Underline the vowel digraph syllables below.

peat co oim tle ome stri er tain ab re

6. Underline the r-colored syllables below.

im co ear tle ome stri er tain ur re

Activity Book, Lesson 29, Activity B
Divide the Words

Group 1:

un/will/ing/ly

dis/hon/est

im/poss/ible

in/ac/cur/ate

in/ter/act/ive

sub/scrib/ing or sub/scri/bing

Group 2:

com/bat

spec/trum

pen/ny

ex/tract

wig/gle

ac/com/plish/ment

Group 3:

re/flect

cab/in

e/vil

dev/il

u/til/ize

ren/o/vate

Group 4:

e/las/tic

in/tim/i/da/ting

im/pro/vise

man/ip/u/late

sym/pa/thy

un/pro/fes/sion/al

Activity Book, Lesson 29, Activity C
Write the Words by Syllable

1. ar gu ment argument

2. fan tas tic fantastic

3. en ter tain entertain

4. dip lo mat diplomat

5. pres i dent president

6. de tec tive detective

Activity Book, Lesson 29, Activity D
Smooth Reading

Use It or Lose It

As people become older, their **memory** often starts **declining**. **Medical researchers** have found that you can **preserve** your memory if you **engage** in **activities** that make you think. **Mentally challenging** activities like playing bridge, taking lessons, and reading can help prevent **senility**.

Researchers have also studied the effects of **antioxidants** like **vitamins C and E**.

Lesson 30 *Grand Finale*

Lesson Overview	<p>This is the final lesson of the curriculum. This lesson provides an application of all the knowledge acquired in the entire curriculum in reading and spelling multisyllabic words. This lesson includes the following parts:</p> <ul style="list-style-type: none"> - How English Works - Counting Sounds - Recognize Syllables and Morphemes - More Practice with Multisyllabic words - Final Application <p>Approximate Time: 45 min.</p>
Objective	<p>To demonstrate the role of phonology and orthography (spelling) in reading and spelling words To celebrate what students have accomplished</p>
Materials	<p>Strategy for Reading Multisyllabic Words Chart Three Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 30, Activity A: Count the Sounds - Recognizing Syllables - Activity Book, Lesson 30, Activity B: Identify the Prefixes and Suffixes
Preparation	<p>For the final Smooth Reading exercise in the curriculum, we suggest that you select a text from the rest of your curriculum. Of course, we hope that you have been asking students to apply their new decoding and spelling skills throughout the year. We think that applying the new strategies and knowledge to other text will drive home the point that they need to apply what they have learned whenever they read. Just choose a short selection that will challenge and engage the students. You can select the difficult words in it or just let them use the strategy when they need it.</p>

How English Works

Estimated Time: 5 min.

- Say, “During this course we learned a lot about how English works. In other words, we studied linguistics. So, what is linguistics?” (**The scientific study of the language.**)
- Say, “Good. Let’s talk about the particular areas of linguistics that we studied. We have studied phonology. What is phonology the study of?” (**sounds**)
- Say, “Right. It is important to know the way sounds map onto letters.”
- Say, “We have also studied orthography. There is another simple word for orthography. Does anyone remember what orthography is?” (**Spelling or the patterns in language.**)
- ? Ask, “Does anyone remember the name of the area of linguistics that studies the history of a word and its meaning?” (**Etymology**)

[NOTE: Go quickly through the terms above. If students are having trouble remembering the terms, provide them.]

- Say, “Very good. Let’s talk about phonology and orthography.”
- ? Ask, “Does anyone remember how many letters are in English?” (**26**)
- ? Ask, “And how many sounds, or phonemes, are there?” (**Around 40, depending on the dialect.**)
- Say, “We don’t have the same number of sounds and letters. Why are there more sounds than letters?” (**Letters are combined to represent new sounds.**)
- Say, “Correct. Both vowels and consonants can work together to make a new sound.”
- ? Ask, “Please give me an example where two consonants are combined to represent one sound.” (**ch in *champion*, sh in *ship***)
- ? Ask, “Now, can someone give me an example where vowels are combined to represent a new sound?” (**o-i in *oil* represents the sound /oi/**)

Counting Sounds

Estimated Time: 10 min.

- Say, “Let’s count the phonemes that we hear in the words.”

≈ Write *street* on the board.

? Ask, “How many letters are in the word *street*?” (6)

? Ask, “And how many sounds?” (5)

? Ask a student to segment the sounds. Repeat by demonstrating the segmentation yourself.

➤ Say, “Right. So there are more letters than sounds.”

≈ Write *box* on the board.

? Ask, “How about the word *box*? How many letters are here?” (3)

? Ask, “And how many sounds?” (4)

? Ask a student to segment the sounds. Repeat by demonstrating the segmentation yourself.

➤ Say, “So, this is an example of the case where there are more sounds in the word than letters that represent those sounds. And, as you well know, there can be more letters than sounds in a word as well, like in *street*. Let’s look at another an example.”

≈ Write:

tea
head
break

? Ask, “How many sounds can you count in these words?” (2, 3, 4)

≈ Underline the *ea* in each word.

➤ Say, “In each of these words we have the letters *e* and *a* coming together to make three different sounds. What sound does the *e* and *a* make in these words?” (long-*e* in *tea*, short-*e* in *head*, and long-*a* in *break*)

➤ Say, “Thank you. Now you know that the number of letters does not always match the number of sounds, and that letters can represent different sounds depending on the word.”

➤ Say, “Let’s count some more sounds in the words that contain the patterns we have discussed in this curriculum.”

- Say, “Look at **Activity A**. The first word is *key*. Please segment the word into each of its sounds.” (/k/ /ē/)
- ? Ask, “What is the digraph or letter combination in this word?” (**e-y**) So, these two letters make which sound?” (/ē/)
- Say, “Correct. So, we have three letters in this word, but only two sounds. Write the number of sounds in the blank next to each word. Please do the rest of the Activity now.”

Activity Book, Lesson 30, Activity A

Count the Sounds

1. key	2
2. throne	4
3. glove	4
4. grasp	5
5. fix	4
6. slow	3

- ☞ Display the transparency/PowerPoint and have students check their work.

Recognizing Syllables and Morphemes

Estimated Time: 15 min.

- ☞ Display the transparency/PowerPoint with *antidisestablishmentarianism* on it.
- ? Ask, “Do you remember this word? We looked at this word on the first day of class.”
- ? Ask students to divide this word into its parts and practice reading it aloud. Invite students to work with a partner. Remind them to work with the largest chunks in the word they recognize. When they have had enough time to work on the word, ask a student to read the word.
- ? Ask, “What chunks did you divide the word into?”
- Work through the most logical chunks with students, but accept all of their reasonable answers. One possible answer would be: ‘First, I divided off the prefixes *anti* and *dis* and the suffixes *ian* and *ism*. Then I saw *establishment*. (Or *establish*.) Then I just had the syllable *ar* left. When I read the word, I realized that the *t* and the end of *ment* went with the *ar* syllable. So, I divided this word into 6 chunks.’
- ? Ask, “Let’s see how many syllables there are. Can someone read the word to me by syllable?”

≈ Write the word syllable-by-syllable on the board, as the student says them:
an ti dis es tab lish men tar i an ism.

➤ Say, “So, there are eleven syllables in this word. How many of them are CVC syllables? **(8)** Can someone name all the CVC syllables?” (*an, dis, es, tab, lish, men, an, ism*)

? Ask, “How many are open? **(2)** Can someone name them, please?” (*ti, i*)

➤ Say, “There is one *r*-colored syllable. Can you name it?” (*tar*)

? Ask, “Can someone read the whole word please?”

? Ask, “What is the root of this word?” (*establish*)

? Ask, “What do we call the part of the word that comes before the root?” (prefix)

? Ask, “How many prefixes are there? **(2)** What are they?” (*anti* and *dis*)

[NOTE: *Antidisestablishmentarianism* means ‘a political philosophy that is against the separation of church and state.’]

? Ask, “What do we call the parts of the word that come after the root?” (suffixes)

? Ask, “How many suffixes do you see in this word? **(3)** What are they?” (*ment, ian, ism*)

➤ Say, “Right. Now you know that there are prefixes and suffixes that are shared among different words because they convey the same meaning.”

? Ask, “What is the meaning of prefix *anti-*? (**against**) Can you think of a word that contains this prefix?” (i.e. *antibiotic*)

? Ask, “What is the meaning of the ending *-e-d* in *fixed*?” (**Past tense**)

➤ Say, “Very good. Let’s find some more suffixes and prefixes that are shared among words to convey the same meaning. Please turn to **Activity B.**”

➤ Say, “Put a box around the prefixes and suffixes in these words.”

Activity Book, Lesson 30, Activity B*Identify the Prefixes and Suffixes*

1. antifreeze
2. encouragement
3. replacement
4. transferable
5. underweight
6. unfriendly
7. prehistorical
8. reaction OR reaction

📄 Display the transparency/PowerPoint and have students check their work.

More Practice with Multisyllabic Words*Estimated Time: 10 min.*

- Say, “You will probably never come across the word *antidisestablishmentarianism* in your reading. But there are plenty of other words that you might see. One area where you might see complex words is medical literature. You might read a medical report or information about your insurance plan.”
- Say, “In **Activity C**, there are some very long words that are medical terms. They are all words that you might see in a medical report or medical insurance booklet. Let’s see if you can read them. If you get stumped, use the Strategy for Reading Multisyllabic Words. These are hard and uncommon words. Just think of them as puzzles to figure out using what you have learned.”
- Say, “I’ll give you a few minutes to read the words below to yourself. Then I’ll ask each of you to read a word or two aloud. Let me know if you want me to help you figure out any of these difficult words.”

Activity Book, Lesson 30, Activity C***Read the Long Words***

- carbohydrates
- malignant
- pharmacology
- mammogram
- surgical
- immunization
- coronary
- rehabilitation
- hospitalization
- medications

- Call on individual students to read words and tell what the syllables are. Praise them for figuring out these difficult words.

[NOTE: You can modify the procedure for **Activity C** to meet the needs and abilities of your students. We put in these difficult words to show the students how much they have learned. If you think the students will not have success decoding at least a few of these words, then you might opt to do them all together as a class with your support.]

Final Application*Estimated Time: 5 min.*

- Say, “We have come to the end of our study of words. You have learned a great deal about how words work. You are better readers and spellers. English is a rich and complex language. We have not studied everything there is to know about English, but you now know a great deal. Most importantly, you know how to think about words. When you come across a word that is difficult to read or spell, think of it as a puzzle to be solved. Now you have the knowledge and the tools to solve that puzzle. I am proud of what each of you has accomplished.”
- Say, “As a final activity, you will read a Smooth Reading text I selected for you from the rest of the reading curriculum. Do the Smooth Reading activity as you always do.”

[NOTE: In this last lesson, you might decide to omit modeling the strategy. You can identify the difficult words for them or just let them apply the strategy when they need it. But do ask them to explain how they figured out the words, and do model fluent reading and have them read in pairs.]

Thanks for all your hard work in teaching the curriculum and supporting your students!

Activity Book, Lesson 30, Activity A
Count the Sounds

1. key 2

2. throne 4

3. glove 4

4. grasp 5

5. fix 4

6. slow 3

Recognizing Syllables

antidisestablishmentarianism

Activity Book, Lesson 30, Activity B
Identify the Prefixes and Suffixes

1. ant**if**freeze
2. en**courag**em**ent**
3. re**placem**ent
4. tran**sfer**able
5. un**der**weight
6. un**friendl**y
7. pre**historical**
8. re**action** OR re**acti**on

Lesson Plans

Appendix

Six Syllable Patterns of the English Language

CVC

A CVC syllable has 1 vowel and ends in a consonant. The vowel is usually short.

big, stamp, ish, trom

VCe

A VCe syllable has a vowel, 1 consonant, and a final-e. The e is silent. The vowel is usually long.

bake, tote, skate, ite

Open

An open syllable has 1 vowel at the end of the syllable. The vowel is usually long.

hi, pre, cra

Consonant-/e (Cle)

A Consonant-/e syllable comes at the end of a word.

purple, stumble, table

R-colored

An r-colored syllable has an *r* after the vowel. The *r* changes the sound of the vowel.

car, stir

Vowel Digraph (V V)

A vowel digraph syllable has 2 vowels together.

wait, read, joint

Spelling Rules

Doubling *f*, *s*, or *l* in CVC Syllables

One-syllable CVC words that end in *f*, *s*, or *l*, double the final *f*, *s*, or *l*.
off, skull, dress

Spelling the Sound of *k*, *j*, and *ch* at the End of CVC Syllables

At the end of a CVC word, use *c-k* for the sound of *k*, *d-g-e* for the sound of *j* and *t-c-h* for the sound of *ch*.
back, catch, edge

Dropping the Silent *e* in VCe Syllables

When a word ends with a silent *e*, drop the *e* when you add a suffix beginning with a vowel.

bake + ing = baking, smoke + y = smoky

Doubling the Final Consonant in CVC Syllables (The 1-1-1 Rule)

If a **one** syllable root word ends in **one** consonant with **one** vowel before it, double the final consonant of the root word if the suffix begins with a vowel.

big + er = bigger, hop + ed = hopped

Changing *y* to *i*

When a word ends in *y*, change the *y* to an *i* when adding a suffix.

copy + ed = copied

cry + ed = cried

EXCEPT

When the suffix is *-ing*

cry + ing = crying

Strategy for Reading Multisyllabic Words

Check the Context

- Read the rest of the sentence and see if you can figure out the word from context.

Look for Chunks

- Is it a compound word? *rain / bow*
- Is there a prefix or suffix? *un / help / ful*

Divide the Word and Say Each Syllable

- Underline each vowel or vowel pair. Don't mark silent e (as in *make*).
- If a vowel is followed by 2 or more consonants, divide between the consonants, keeping blends and digraphs together.

Sep / tem / ber con / struct tur / tle

- If a vowel is followed by 1 consonant, try dividing before the consonant. If that doesn't work, try after the consonant.

ra / dar lim / it

- Look for the syllable pattern.

Be Flexible

- Try putting the stress on different syllables.
- Remember the schwa sound.

Check the Context

- Re-read the sentence to make sure it makes sense.

Prefix	Meaning	Example
<i>anti-</i>	against	antifreeze
<i>de-</i>	opposite	defrost
<i>dis-</i>	not, opposite of	dislike
<i>en-</i>	cause to	encode
<i>fore-</i>	before	foretell
<i>in-</i>	in	inside
<i>in-</i>	not	inconsistent
<i>inter-</i>	between	international
<i>mid-</i>	middle	midnight
<i>mis-</i>	wrongly	mistrust
<i>non-</i>	not	nonsense
<i>over-</i>	over	overall
<i>pre-</i>	before	preschool
<i>re-</i>	again	replay
<i>sub-</i>	under	subzero
<i>super-</i>	above	superstar
<i>trans-</i>	across	transfer
<i>un-</i>	not	unhappy

Suffix	Meaning	Example
<i>-able, -ible</i>	can be done	comfortable
<i>-al</i>	having characteristics of	personal
<i>-ate</i>	act on	activate
<i>-ed</i>	past tense	jumped
<i>-en</i>	made of	wooden
<i>-er</i>	compare	richer
<i>-er, -or</i>	one who	teacher, actor
<i>-est</i>	compare	richest
<i>-ful</i>	full of	helpful
<i>-ing</i>	verb form	jumping
<i>-ion</i>	process of	subtraction
<i>-ive</i>	characterized by	active
<i>-less</i>	without	hopeless
<i>-ly</i>	describes how	warmly
<i>-ment</i>	process of	payment
<i>-ness</i>	condition of	sickness
<i>-s, es</i>	plural	dogs, buses
<i>-y</i>	describes	sneaky

Common Suffixes

Suffix	Example
<i>-able, -ible</i>	fixable
<i>-al</i>	personal
<i>-ate</i>	activate
<i>-ed</i>	jumped
<i>-en</i>	wooden
<i>-er</i>	richer
<i>-er, -or</i>	teacher, actor
<i>-est</i>	richest
<i>-ful</i>	helpful
<i>-ing</i>	jumping
<i>-ion</i>	reaction
<i>-ive</i>	active
<i>-less</i>	hopeless
<i>-ly</i>	warmly
<i>-ment</i>	payment
<i>-ness</i>	sickness
<i>-s, es</i>	dogs, buses
<i>-y</i>	sneaky

Common Prefixes

Prefix	Example
<i>anti-</i>	antifreeze
<i>de-</i>	defrost
<i>dis-</i>	dislike
<i>en-</i>	encode
<i>fore-</i>	foretell
<i>in-</i>	inside
<i>in-</i>	injustice
<i>inter-</i>	interact
<i>mid-</i>	midnight
<i>mis-</i>	mistrust
<i>non-</i>	nonsense
<i>over-</i>	overall
<i>pre-</i>	preschool
<i>re-</i>	replay
<i>sub-</i>	subzero
<i>super-</i>	superstar
<i>trans-</i>	transfer
<i>un-</i>	unhappy

Six Syllable Patterns of the English Language

CVC: The vowel is usually short. *big*

VCe: The *e* is silent. The vowel is usually long.
bake

Open: The vowel is usually long. *hi*

-Cle: Comes at the end of a word. *purple*

R-colored: The *r* changes the sound of the
vowel. *bird*

Vowel Digraph: 2 vowels together. *wait*

Strategy for Reading Multisyllabic Words

- Check the Context
- Look for Chunks **un** / *help* / **ful**
- Mark the Vowels, Divide the Word, and Say Each Syllable
- Divide between 2 or more consonants.
Sep / tem / ber con / struct tur / tle
- Divide first before and then after one consonant. *ra / dar lim / it*
- Be Flexible
- Check the Context