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**SuccessMaker Targeted Lessons**

# Phonics and Spelling

Teacher's Resource Guide



**SuccessMaker®**

**SuccessMaker Targeted Lessons**

# **Phonics and Spelling**

**TEACHER'S RESOURCE GUIDE**

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# Decode and Spell CVC Words: Short a, Consonants *Mm/m/, Ss/s/, Tt/t/*

# 1

## Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.

## Building Literacy

Phonics is a means to an end. We teach sound-spelling relationships so that students can decode words. Decoding is a key element leading to reading success. In this lesson:

- Children learn the sound-spellings of *m*, *s*, and *t*, three of the most commonly used consonants in English.
- Children learn short *a*. Combined with the three consonants, this vowel allows them to decode many CVC words.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

moon	top
sun	sit
table	mud
gum	jet
bus	van
nut	toss
ant	wet
cat	ham
mad	mat
dress	at
cap	sat



### ENGLISH LANGUAGE LEARNERS

Variations of the English sound /t/ exist in many languages. To help children produce the right sound at the end of a word, overemphasize the sound /t/ when you say the words. Point out that you produce a puff of air when you say the sound /t/ in the final position. Have children hold their hands up to their mouths and feel the puffs of air.



## show me

Have children look at their Targeted Lessons Student Book, p. 1. Have them name the three letters that they see at the top of the page. Remind children that the uppercase and lowercase letters *Mm*, *Ss*, and *Tt* are consonants. Next, have children name the letter at the bottom of the page. Remind them that both uppercase and lowercase *Aa* are vowels. **Today you will learn how to spell the sounds /m/, /s/, /t/, and /a/.**

**Upper- and lowercase *Mm* spell the sound /mmmm/. Draw out the sound. The first picture under *Mm* is a moon. What is the first sound in *moon*? (/m/) The letter *m* spells the sound /m/. Have children write *m* in front of the moon.**

Continue the activity with *Ss/s/* and *Tt/t/*, having students identify the sound /s/ spelled *s* at the beginning of *sun* and the sound /t/ spelled *t* at the beginning of *table*.

**Now look at the gum. What sound do you hear at the end of *gum*? (/m/) What letter spells the sound /m/? (*m*)** Point out that *moon* starts with the sound /m/ spelled *m* and *gum* ends with the sound /m/ spelled *m*. Have children write *m* after the gum.

Continue the activity with *Ss/s/* and *Tt/t/*, having students identify the sound /s/ spelled *s* at the end of *bus* and the sound /t/ spelled *t* at the end of *nut*.

**Upper- and lowercase *Aa* can spell two sounds, the sound /ā/ as in *ape* and the sound /a/ as in *ant*. We're going to learn more about the sound /a/. Point out that in the word *ant*, the sound /a/ is spelled *a* and is at the beginning of the word. Have children write *a* in front of the ant. Segment the sounds in *cat*: /k/ /a/ /t/. Point out that the sound /a/ is in the middle of the word *cat*. Have children write *a* on the line to spell the word *cat*.**

## SPELLING PATTERNS

**m/m/** The sound /m/ is almost always spelled *m*.

**s, ss/s/** The sound /s/ is most often spelled *s* at the beginning of a word and is often spelled *s* in other parts of words as well. It can be spelled *ss* at the ends of some words, and it can also be spelled *c* when followed by *e*, *i*, or *y*.




**t/t/** The sound /t/ is usually spelled *t*.

**a/a/** The sound /a/ is usually spelled *a* at the beginning or in the middle of a word.

# Decode and Spell CVC Words: Short a, Consonants Ss/s/, Mm/m/, Tt/t/

## show me



Name each picture. Write the letter that spells the first sound in each word.

Mm	Ss	Tt
 <u>  </u>	 <u>  </u>	 <u>  </u>

Name each picture. Write the letter that spells the last sound in each word.

Mm	Ss	Tt
 <u>  </u>	 <u>  </u>	 <u>  </u>

Name each picture. Write the letter that spells the vowel sound.

Aa	Aa
 <u>  </u>	 <u>  </u> <u>  </u> <u>  </u>

## guide me

Have children look at their Targeted Lessons Student Book, p. 2. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letter or letters that spell either the first, middle, or last sound in each word.)

The first picture is a face that is mad. Let's say the sounds in *mad*. I'll go first and then you can say the sounds after me: /m/ /a/ /d/, *mad*. Have children repeat the segmented sounds and blend the sounds to say the word. The first letter is missing. What is the first sound in *mad*? (/m/) What letter spells the sound /m/? (*m*)

The sound /s/ is usually spelled *s*. It can also be spelled *ss* when /s/ comes at the end of a word. Here's an example. Have children name the second picture: a dress. The sound /s/ at the end of *dress* is spelled with two *s*'s. Write *ss* in the blanks under the dress.

Continue the activity, guiding students to write the letter for the missing medial sound in *cap*.

## work time

Have children name the pictures: *top*, *sit*, *mud*, *jet*, *van*, *toss*, *wet*, *ham*, *mat*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letter or letters that spell the missing sound. For the last item, have children write the letters to spell the whole word. (*mat*)

### 1 Decode and Spell CVC Words: Short a, Consonants Mm/m/, Ss/s/, Tt/t/

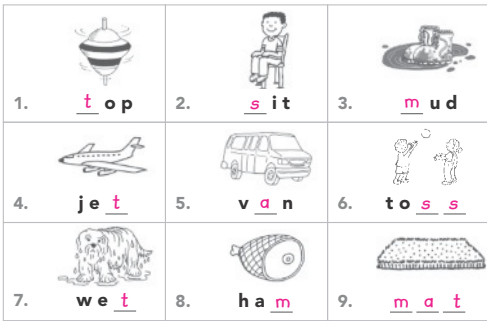
#### guide me

Name each picture. Fill in the blank or blanks with the missing *m*, *ss*, *t*, or *a*.



#### work time

Name each picture. Write the letter or letters that spell the missing sound in each word. For the last one, spell the word.



## guide me

**High-Frequency Words** Have children point to the two words at the top of p. 3 of their Targeted Lessons Student Book. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, see. This word is see. It starts with the sound /s/ spelled s and ends with the sound /ē/ spelled ee. What is the meaning of the word see? (to look at something) The next word is a. Sometimes it is pronounced uh and sometimes it is pronounced ay. Tell children that they will read the words see and a as they read the story *Sam at a Mat*.

## work time

**Decodable Text** Have children look at *Sam at a Mat*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /a/. (*Sam, at, mat, sat*) Have them point to and read the words with the sound /m/. (*Sam, mat*) Do the same for words with the sound /s/ (*see, Sam, sat*) and /t/ (*mat, sat, at*).

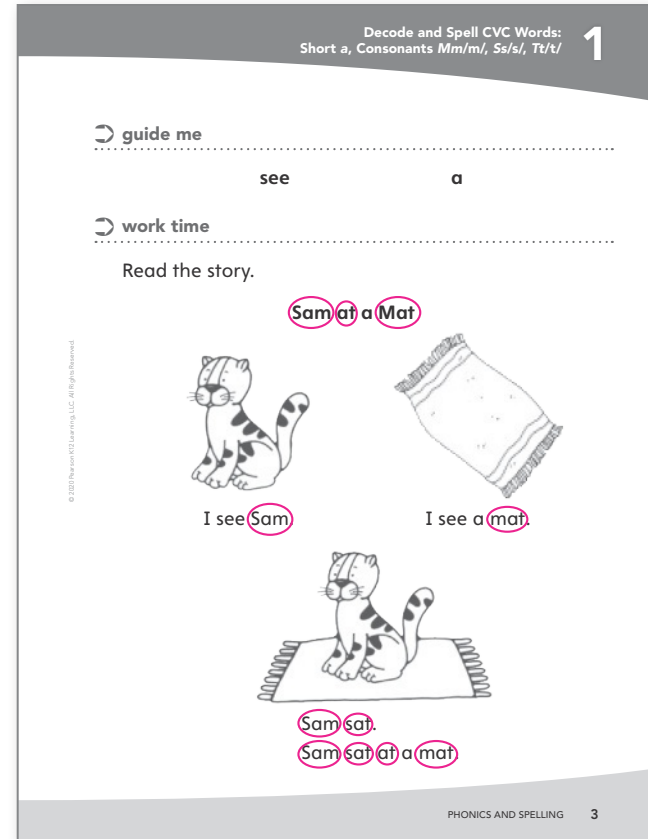
## check for understanding

Write the letter a. What is the sound for this letter? (/a/) Write the letter m. What is the sound for this letter? (/m/) Listen as I blend the sounds together: /a/ /m/, am. Blend the sounds with me: /a/ /m/, am. Blend the sounds without me. Add letter S to the beginning of am. What is the sound for this letter? (/s/) Blend the sounds and say the word: Sam. Continue the activity for at, making sat and mat. Make sure children identify the correct sounds for m, s, t, and a.

Let's spell words with the sounds and letters we learned. The first word we will spell is mat. What sounds do you hear in mat? (/m/ /a/ /t/) What is the letter that spells the sound /m/? (m) Write the letter m on a sheet of paper. What is the letter for the sound /a/? (a) Write the letter a. What is the letter for the sound /t/? (t) Write the letter t. Let's read the word: /m/ /a/ /t/, mat. Continue with am, Sam, at, and sat.

## reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?





# Decode and Spell CVC Words: Short *i*, Consonants *Cc/k/*, *Pp/p/*, *Nn/n/*

# 2

## Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.

## Building Literacy

Phonics instruction helps children learn and use the alphabetic principle—the relationship between written letters and spoken sounds. In this lesson:

- Children learn the sound-spellings of *c*, *p*, and *n*, three of the most commonly used consonants in English.
- Children learn short *i*. Combined with the three consonants and previously learned consonants, this vowel allows them to decode many CVC words.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

cow	sit
pie	nut
nose	cap
cup	pot
sun	fin
inch	cut
lid	man
nap	pin
pan	cat
pig	can
map	sip



### ENGLISH LANGUAGE LEARNERS

The English sound short *i* does not exist in many languages. Instead, the letter *i* may be pronounced like a long *e* in some languages. To help children produce the right sound, display the picture for *inch* and say *i-i-i inch*. Have children repeat after you.



## show me

Have children look at their Targeted Lessons Student Book, p. 4. Have them name the three letters that they see at the top of the page. Remind children that the uppercase and lowercase letters *Cc*, *Pp*, and *Nn* are consonants.

Next, have children name the letter at the bottom of the page. Remind them that uppercase *I* and lowercase *i* are vowels. **Today you will learn how to spell the sounds /k/, /p/, /n/, and /i/.**

Uppercase and lowercase *Cc* can spell the sound /k/. The first picture under *Cc* is a cow. What is the first sound in *cow*? (/k/) The letter *c* spells the sound /k/. Have children write *c* in front of the cow.

Continue the activity with *Pp/p/* and *Nn/n/*, having students identify the sound /p/ spelled *p* at the beginning of *pie* and the sound /n/ spelled *n* at the beginning of *nose*.

Now look at the cup. What sound do you hear at the end of *cup*? (/p/) What letter spells the sound /p/? (*p*) Point out that *pie* starts with the sound /p/ spelled *p* and *cup* ends with the sound /p/ spelled *p*. Have children write *p* after the cup.

Continue the activity with *Nn/n/*, having students identify the sound /n/ spelled *n* at the end of *sun*.

Uppercase and lowercase *Ii* can spell two sounds, the sound /i/ as in *ice* and the sound /i/ as in *inch*. We're going to learn more about the sound /i/. Point out that in the word *inch*, the sound /i/ is spelled *i* and is at the beginning of the word. Have children write *i* in front of the ruler showing an inch. Segment the sounds in *lid*: /l/ /i/ /d/. Point out that the sound /i/ is in the middle of the word *lid*. Have children write *i* on the line to spell the word *lid*.

### SPELLING PATTERNS

**c/k/** The sound /k/ may be spelled *c*, *k*, or *ck*.

**p/p/** The sound /p/ is always spelled *p*.


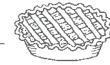

**n/n/** The sound /n/ is usually spelled *n*.

**i/i/** The sound /i/ is usually spelled *i* at the beginning or in the middle of a word.



## Decode and Spell CVC Words: Short *i*, Consonants *Cc/k/*, *Pp/p/*, *Nn/n/*

### show me

Name each picture. Write the letter that spells the first sound in each word.

Cc	Pp	Nn
 <u>  </u>	 <u>  </u>	 <u>  </u>

Write the letter that spells the last sound in each word.

Pp	Nn
 <u>  </u>	 <u>  </u>

Write the letter that spells the vowel sound.

Ii	Ii
 <u>  </u>	 <u>  </u>

➤ **guide me**

Have children look at their Targeted Lessons Student Book, p. 5. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the missing letter in each word.)

The first picture is a girl taking a nap. Let's say the sounds in *nap*. I'll go first and then you can say the sounds after me: /n/ /a/ /p/, *nap*. Have children repeat the segmented sounds and then blend the sounds to say the word. The first letter is missing. What is the first sound in *nap*? (/n/) What letter spells the sound /n/? (n)

The next picture is of a pan. Let's say the sounds in *pan*. Say the segmented sounds in *pan* and then have children repeat the sounds after you: /p/ /a/ /n/, *pan*. Then have children blend the sounds to say the word. The first letter is missing. What is the first sound in *pan*? (/p/) What letter spells the sound /p/? (p)

The last picture is of a pig. Let's say the sounds in *pig*. Say the segmented sounds in *pig* and then have children repeat the sounds after you: /p/ /i/ /g/, *pig*. Then have children blend the sounds to say the word. The middle letter is missing. What is the middle sound in *pig*? (/i/) What letter spells the sound /i/? (i)




➤ **work time**

Have children name the pictures: *map, sit, nut, cap, pot, fin, cut, man, pin*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letter that spells the missing sound. For the last item, have children write the letters to spell the whole word. (*pin*)

Decode and Spell CVC Words: Short i, Consonants Cc/k/, Pp/p/, Nn/n/ 2










➤ **guide me**

Name each picture. Fill in the blank with the missing c, p, n, or i.

 n a p	 p a n	 p i g
--	--	--

➤ **work time**

Name each picture. Write the letter that spells the missing sound in each word. For the last one, spell the word.

1.  m a p	2.  s i t	3.  n u t
4.  c a p	5.  p o t	6.  f i n
7.  c u t	8.  m a n	9.  p i n

PHONICS AND SPELLING 5

## guide me

**High-Frequency Words** Have children point to the two words at the top of p. 6 of the Targeted Lessons Student Book. Remind them that there are some words that they can't sound out. *We use these words often, so if you remember what the words look like, you'll be able to read them.* Have them look at the first word on the page, *look*. *This word is look. What is the meaning of look?* (to turn your attention to) Have children repeat the word after you as they point to it. *The next word is the. We use this word a lot. Sometimes it is pronounced thee, but usually it is pronounced thuh.* Have children repeat the word after you as they point to it. Tell children that they will read the words *look* and *the* often as they read the story *Look at the Cat*.

## work time

**Decodable Text** Have children look at *Look at the Cat*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle and read the words with the sound /i/. (*it, sip, sit, Tim*) Have children point to and read the words with the sound /k/. (*cat, can*) Do the same for words with the sounds /p/ (*sip, nap*) and /n/. (*can, nap, on*)

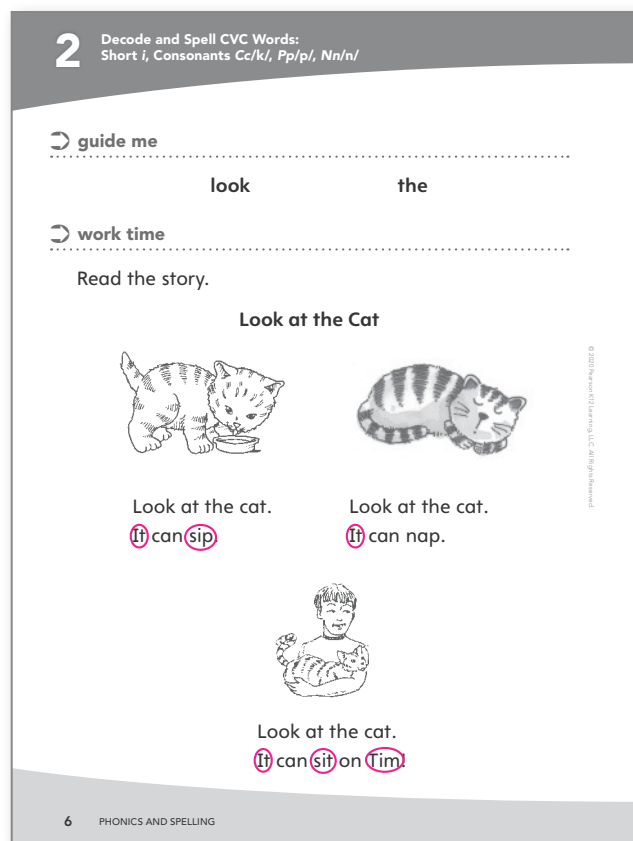
## check for understanding

Write the letter *i*. *What is the sound for this letter?* (/i/) Write the letter *n*. *What is the sound for this letter?* (/n/) Listen as I blend the sounds together: /i/ /n/, *in*. Blend the sounds with me: /i/ /n/, *in*. Blend the sounds without me. Add the letter *p* to the beginning of *in*. *What is the sound for this letter?* (/p/) Blend the sounds and say the word: *pin*. Write *nip*, blend the sounds, and then have children blend with you. Review the vowel sound *a/a/* and continue the activity with *can* and *pan* and then *cap* and *nap*. Make sure children identify the correct sounds for *c*, *p*, *n*, and *i*.

Let's spell words with the sounds and letters we've learned. The first word we will spell is *nip*. What sounds do you hear in *nip*? (/n/ /i/ /p/) What is the letter that spells the sound /n/? (*n*) Write the letter *n* on your sheet of paper. What is the letter for the sound /i/? (*i*) Write the letter *i*. What is the letter for the sound /p/? (*p*) Write the letter *p*. Let's read the word: /n/ /i/ /p/, *nip*. You spell the word *nip* *n-i-p*. Continue with *pin*, *cap*, and *can*.

## reflect

Have children think about what they have learned. *What new words can you read and spell? How does being able to read and spell these words help you?*



# Decode and Spell CVC Words: Short o, Consonants *Ff/f/, Bb/b/, Gg/g/*

# 3

## Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.

## Building Literacy

Research has shown that students who receive phonics instruction that is explicit and systematic become better readers than students who do not. Explicit instruction explains concepts clearly and models skills. Systematic instruction teaches sound-spellings in a logical sequence. In this lesson:

- Children learn the sound-spellings of *f*, *b*, and *g*, three commonly used consonants in English.
- Children learn short *o*. Combined with the three consonants and previously learned consonants, this vowel allows them to decode many CVC words.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

foot	hop
book	pig
game	bib
leaf	gas
crab	pot
frog	fan
ox	bug
hot	dog
bat	bag
mop	got
off	bop



### ENGLISH LANGUAGE LEARNERS

The English sound short *o* is similar to the sound represented by *a* in some languages, including Spanish. Consequently, there is negative transfer from Spanish to English with this sound-spelling. Give students extra practice in relating *o* to /*o*/ and in reading words with *o/o*.





## show me

Have children look at their Targeted Lessons Student Book, p. 7. Have them name the three letters that they see at the top of the page. Remind children that the uppercase and lowercase letters *Ff*, *Bb*, and *Gg* are consonants.

Next, have children name the letter in the bottom chart. Remind them that uppercase *O* and lowercase *o* are vowels. Today you will learn how to spell the sounds /f/, /b/, /g/, and /o/.

Uppercase and lowercase *Ff* spell the sound /f/. The first picture under *Ff* is a foot. What is the first sound in *foot*? (/f/) The letter *f* spells the sound /f/. Have children write *f* in front of the foot.

Continue the activity with *Bb/b/* and *Gg/g/*, having students identify the sound /b/ spelled *b* at the beginning of *book* and the sound /g/ spelled *g* at the beginning of *game*.

Now look at the leaf. What sound do you hear at the end of *leaf*? (/f/) What letter spells the sound /f/? (*f*) Point out that *foot* starts with the sound /f/ spelled *f* and *leaf* ends with the sound /f/ spelled *f*. Have children write *f* after the leaf.

Continue the activity with *Bb/b/*, having students identify the sound /b/ spelled *b* at the end of *crab*, and *Gg/g/*, having students identify the sound /g/ spelled *g* at the end of *frog*.

Upper- and lowercase *Oo* can spell the sound /o/ as in *ox*. We're going to learn more about the sound /o/. Point out that in the word *ox*, the sound /o/ is spelled *o* and is at the beginning of the word. Have children write *o* in front of the ox. Point out that the boy is hot, and segment the sounds in *hot*: /h/ /o/ /t/. The sound /o/ is in the middle of the word *hot*. Have children write *o* on the line.

### SPELLING PATTERNS

**f, ff/f/** The sound /f/ may be spelled *f* or *ph*. It can be spelled *ff* at the ends of some words.

**b/b/** The sound /b/ is always spelled *b*.




**g/g/** The sound /g/ is always spelled *g*. The sound /j/ may be spelled *g*.

**o/o/** The sound /o/ is usually spelled *o* at the beginning or in the middle of a word.




## Decode and Spell CVC Words: Short o, Consonants Ff/f/, Bb/b/, Gg/g/

### show me

Name each picture. Write the letter that spells the first sound in each word.

Ff	Bb	Gg
 <u>  </u>	 <u>  </u>	 <u>  </u>

Name each picture. Write the letter that spells the last sound in each word.

Ff	Bb	Gg
 <u>  </u>	 <u>  </u>	 <u>  </u>

Name each picture. Write the letter that spells the vowel sound.

Oo	Oo
 <u>  </u>	 <u>  </u>

## guide me

Have children look at their Targeted Lessons Student Book, p. 8. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the missing letter or letters in each word.)

The first picture is of a bat. Let's say the sounds in *bat*. I'll go first and then you can say the sounds after me: /b/ /a/ /t/, *bat*. Have children repeat the segmented sounds and then blend the sounds to say the word. The first letter is missing. What is the first sound in *bat*? (/b/) What letter spells the sound /b/? (b)

The next picture is of a mop. Let's say the sounds in *mop*. Say the segmented sounds in *mop* and then have children repeat the sounds after you: /m/ /o/ /p/, *mop*. Then have children blend the sounds to say the word. The middle letter is missing. What is the middle sound in *mop*? (/o/) What letter spells the sound /o/? (o)

The sound /f/ is usually spelled *f*. It can also be spelled *ff* when the sound /f/ comes at the end of a word. Here's an example. In the next picture, the woman turns off a light. The sound /f/ at the end of *off* is spelled with two *f*'s. Have children write *ff* in the blanks under the third picture.

## work time

Have children name the pictures: *hop*, *pig*, *bib*, *gas*, *pot*, *fan*, *bug*, *dog*, *bag*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letter that spells the missing sound. For the last item, have children write the letters to spell the whole word. (*bag*)

### 3

Decode and Spell CVC Words:  
Short o, Consonants Ff/f/, Bb/b/, Gg/g/

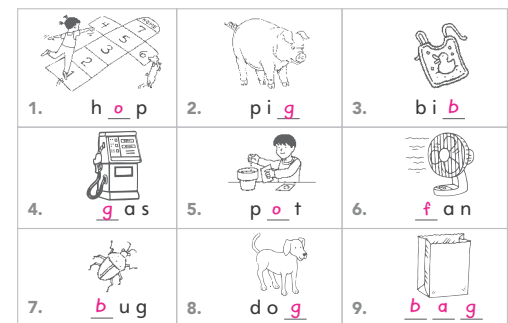
#### guide me

Name each picture. Fill in the blank or blanks with the missing *ff*, *b*, *g*, or *o*.



#### work time

Name each picture. Write the letter that spells the missing sound in each word. For the last one, spell the word.



## guide me

**High-Frequency Words** Have students turn to p. 9 in the Targeted Lessons Student Book. Explain to students that some words are common words that they will see often as they read. *We use these words often, so if you remember what the words look like, you'll be able to read them.* Have them look at the first word on the page, *play*. *This word is play. What does play mean?* (to take part in a game; to have fun) Have children repeat the word after you as they point to it. *The next word is good. Good begins with the sound /g/ spelled g. What does good mean?* (better than average) Have children repeat the word after you as they point to it. Tell children that they will read the words *play* and *good* as they read the story *Bob Can Play!*

## work time

**Decodable Text** Have children look at *Bob Can Play!* Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle and read the words with the sound /o/. (*Bob, got, Mom, bop*) Have children point to and read the word with the sound /f/. (*fan*) Continue for the sounds /b/ (*Bob, bat, big, bop, bam*) and /g/. (*got, big, good*)

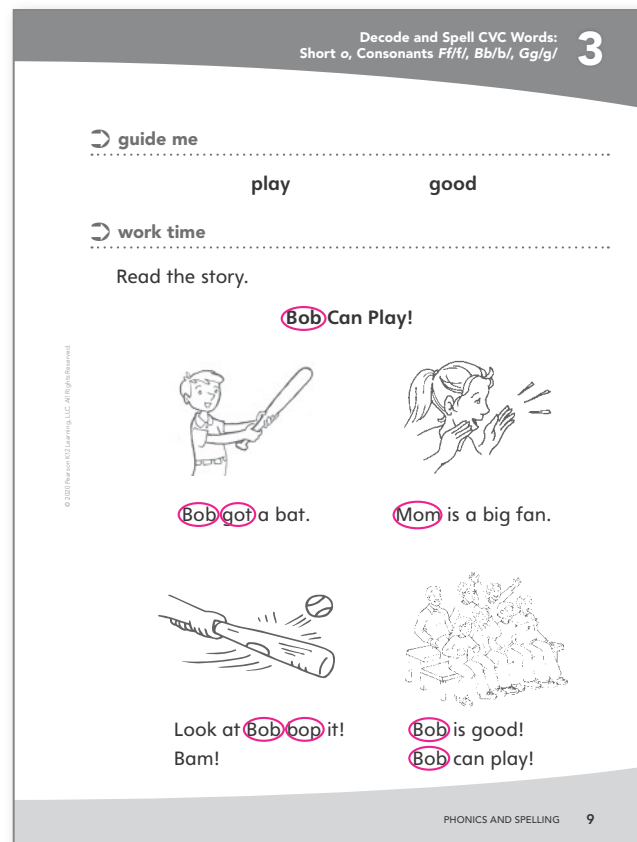
## check for understanding

Write the letter o. *What is the sound for this letter?* (/o/) Write the letter n. *What is the sound for this letter?* (/n/) Listen as I blend the sounds together: /o/ /n/, *on*. Blend the sounds with me: /o/ /n/, *on*. Blend the sounds without me. Write *fog*, blend the sounds, and then have children blend with you. Review the vowel sound /i/ and continue the activity with *big* and *bit*. Review the vowel sound /a/ and continue the activity with *gas* and *gap*. Make sure children identify the correct sounds for *f*, *b*, *g*, and *o*.

Let's spell words with the sounds and letters we've learned. The first word we will spell is *fog*. What sounds do you hear in *fog*? (/f/ /o/ /g/) What is the letter that spells the sound /f/? (*f*) Write the letter *f* on a sheet of paper. What is the letter for the sound /o/? (*o*) Write the letter *o*. What is the letter for the sound /g/? (*g*) Write the letter *g*. Let's read the word: /f/ /o/ /g/, *fog*. Continue with *big*, *got*, and *fan*.

## reflect

Have children think about what they have learned. *What new words can you read and spell? How does being able to read and spell these words help you?*



# Decode and Spell CVC Words: Short e, Consonants *Dd/d/, Ll/l/, Hh/h/*

# 4

## Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.

## Building Literacy

Segmenting can be used to build literacy. In segmenting, when children hear a word, they isolate the individual sounds in the word. Once children have learned sound-spelling relationships, they can identify each segmented sound with a letter. Segmenting fosters spelling. In this lesson:

- Children learn the sound-spellings of *d*, *l*, and *h*, three commonly used consonants in English.
- Children learn short *e*. Combined with the three consonants and previously learned consonants, this vowel allows them to decode many CVC words.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

deer	ten
lamp	hen
hand	seal
bread	ham
pool	pet
egg	log
net	bed
leg	dog
hill	bell
pad	hot



### ENGLISH LANGUAGE LEARNERS

In Spanish the letter *h* is silent; the letter *j* stands for the sound /h/. Consequently, there is negative transfer between Spanish and English with the sound-spelling *h/h/*. Give students extra practice in relating *h* to /h/ and in reading words with *h/h/*.



## show me

Have children look at their Targeted Lessons Student Book, p. 10. Have them name the three letters that they see at the top of the page. Remind children that the uppercase and lowercase letters *Dd*, *Ll*, and *Hh* are consonants.

Next, have children name the letter in the bottom chart. Remind them that uppercase *E* and lowercase *e* are vowels. **Today you will learn how to spell the sounds /d/, /l/, /h/, and /e/.**

**Upper- and lowercase *Dd* spell the sound /d/. The first picture under *Dd* is a deer. What is the first sound in *deer*? (/d/) The letter *d* spells the sound /d/. Have children write *d* in front of the deer.**

Continue the activity with *Ll/l/* and *Hh/h/*, having students identify the sound /l/ spelled *l* at the beginning of *lamp* and the sound /h/ spelled *h* at the beginning of *hand*.

**Now look at the bread. What sound do you hear at the end of *bread*? (/d/) What letter spells the sound /d/? (*d*)** Point out that *deer* starts with the sound /d/ spelled *d* and *bread* ends with the sound /d/ spelled *d*. Have children write *d* after the bread.

Continue the activity with *Ll/l/*, having students identify the sound /l/ spelled *l* at the end of *pool*.

**Upper- and lowercase *Ee* can spell the sound /e/ as in *egg*. We're going to learn more about the sound /e/. Point out that in the word *egg*, the sound /e/ is spelled *e* and is at the beginning of the word. Have children write *e* on the line. Point out the net and segment the sounds in *net*: /n/ /e/ /t/. The sound /e/ is in the middle of the word *net*. Have children write *e* on the line in the middle of the word.**

### SPELLING PATTERNS

**d/d/** The sound /d/ is always spelled *d*.

**l/l/** The sound /l/ is spelled *l* or *ll*.




**h/h/** The sound /h/ is always spelled *h*.

**e/e/** The sound /e/ is usually spelled *e* at the beginning or in the middle of a word. It may be spelled *ea* in the middle of a word.



## Decode and Spell CVC Words: Short e, Consonants Dd/d/, Ll/l/, Hh/h/

### show me



Name each picture. Write the letter that spells the first sound in each word.

Dd	Ll	Hh
 <u>  </u>	 <u>  </u>	 <u>  </u>

Write the letter that spells the last sound in each word.

Dd	Ll
 <u>  </u>	 <u>  </u>

Write the letter that spells the vowel sound.

Ee	Ee
 <u>  </u>	 <u>  </u>



## guide me

Have children turn to p. 11. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the missing letter or letters in each word.)

The first picture is a leg. Let's say the sounds in /eg/. I'll go first and then you can say the sounds after me: /l/ /e/ /g/, /eg/. Have children repeat the segmented sounds and then blend the sounds to say the word. The middle letter is missing. What is the middle sound in /eg/? (/e/) What letter spells the sound /e/? (e)

The sound /l/ is usually spelled l. But sometimes it is spelled ll when the sound /l/ comes at the end of a word. Here's an example. The second picture is a picture of a hill. The sound /l/ at the end of /hill/ is spelled with two l's. Have children write ll in the blanks under the second picture.

The next picture is of a notepad. Let's say the sounds in /pad/. Say the segmented sounds in /pad/ and then have children repeat the sounds after you: /p/ /a/ /d/, /pad/. Then have children blend the sounds to say the word. The last letter is missing. What is the final sound in /pad/? (/d/) What letter spells the sound /d/? (d)




## work time

Have children name the pictures: *ten, hen, seal, ham, pet, log, bed, dog, bell*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letter that spells the missing sound. For the last item, have children write the letters to spell the whole word. (*bell*) Remind them that final /l/ can be spelled ll.

Decode and Spell CVC Words: Short e, Consonants Dd/d/, Ll/l/, Hh/h/ 4










**guide me**

Name each picture. Fill in the blank or blanks with the missing d, ll, h, or e.

 l e g	 hi l l	 p a d
--	---	--

**work time**

Name each picture. Write the letter that spells the missing sound in each word. For the last one, spell the word.

 1. t e n	 2. h e n	 3. sea l
 4. h a m	 5. p e t	 6. l o g
 7. b e d	 8. d o g	 9. b e l l

PHONICS AND SPELLING 11

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 12. Remind children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *who*. **This word is *who*.** **When do we use the word *who*? We use it when we are asking a question about a person.** Have children repeat the word after you as they point to it. Do this several times. **The next word is *has*.** It begins with the sound /h/ spelled *h*. It has /a/ spelled *a* in the middle. But the letter *s* sounds like /z/. I'll use it in a sentence: *My cat has soft fur*. Have children repeat the word after you as they point to it. Tell children that they will read the words *who* and *has* as they read the story *Who Has a Pet?*

## work time

**Decodable Text** Have children look at *Who Has a Pet?* Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle and read the words with the sound /e/. (*pet, Ed, hen, Deb, Len*) Have children point to and read the words with the sound /d/. (*Ed, Deb, dog*) Do the same for the sounds /l/ (*Lil, Len*) and /h/ (*has, hen, hot*).

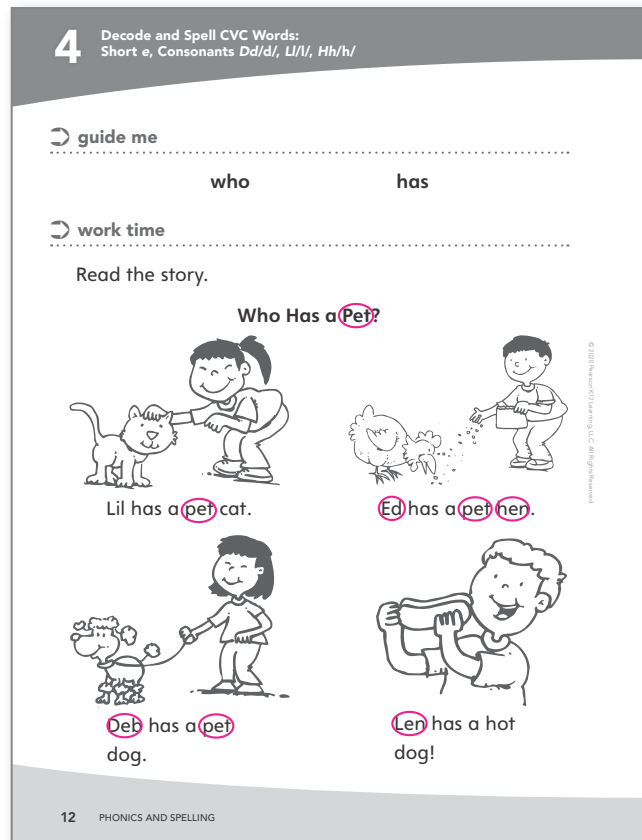
## check for understanding

Write the letter *l*. **What is the sound for this letter?** (/l/) Write the letter *e*. **What is the sound for this letter?** (/e/) Write the letter *g*. **What is the sound for this letter?** (/g/) Listen as I blend the sounds together: /l/ /e/ /g/, *leg*. Blend the sounds with me: /l/ /e/ /g/, *leg*. Blend the sounds without me. Repeat with the words *hem* and *den*. Make sure children identify the correct sounds for *d, l, h,* and *e*.

Let's spell words with the sounds and letters we've learned. The first word we will spell is *led*. What sounds do you hear in *led*? (/l/ /e/ /d/) What is the letter that spells the sound /l/? (*l*) Write the letter *l* on a sheet of paper. What is the letter for the sound /e/? (*e*) Write the letter *e*. What is the letter for the sound /d/? (*d*) Write the letter *d*. Let's read the word: /l/ /e/ /d/, *led*. You spell the word *led* l-e-d. Continue with *hen, dig, lot, and had*.

## reflect

Have children think about what they have learned. **What new words can you read and spell? How does being able to read and spell these words help you?**



# Decode and Spell CVC Words: Short *u*, Consonants *Rr/r*, *Ww/w*, *Jj/j*, *Kk/k*

# 5

## Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.

## Building Literacy

Blending uses phonics to build literacy. In blending, children learn the sounds associated with letters. When they see a word with sound-spellings they recognize, they blend the individual sounds of the letters from left to right to read the word. In this lesson:

- Children learn the sound-spellings of the consonants *r*, *w*, *j*, and *k*.
- Children learn short *u*. Combined with the four consonants and previously learned consonants, this vowel allows them to decode many CVC words.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

road	jet
wave	run
jacket	kid
kitten	wet
up	rod
cub	jug
wig	pup
kit	wag
rat	jump
jam	hug
bus	



### ENGLISH LANGUAGE LEARNERS

The letters taught in this lesson will have negative or no transfer from Spanish to English. In Spanish the letter *r* has a rolling /d/-like sound. The letters *w* and *k* are rare, appearing in borrowed words. The letter *j* has the sound /h/. The vowel *u* is pronounced /oo/. Give students extra practice in learning the sound-spellings, practicing the sounds, and reading words with these letters.



## show me

Have children look at their Targeted Lessons Student Book, p. 13. Have them name the four letters that they see in the first chart. Remind children that the uppercase and lowercase letters *Rr*, *Ww*, *Jj*, and *Kk* are consonants.

Next, have children name the letter in the bottom chart. Remind them that uppercase *U* and lowercase *u* are vowels. **Today you will learn how to spell the sounds /r/, /w/, /j/, /k/, and /u/.**

**Upper- and lowercase *Rr* spell the sound /r/. The first picture under *Rr* is a road. What is the first sound in *road*? (/r/) The letter *r* spells the sound /r/. Have children write *r* in front of the road.**

Continue the activity with *Ww/w/*, *Jj/j/*, and *Kk/k/*, having students identify the sound /w/ spelled *w* at the beginning of *wave*, the sound /j/ spelled *j* at the beginning of *jacket*, and the sound /k/ spelled *k* at the beginning of *kitten*.

You may want to point out that both *k* and *c* can spell the sound /k/.

**Upper- and lowercase *Uu* can spell the sound /u/ as in *up*.** Point out that in the word *up*, the sound /u/ is spelled *u* and is at the beginning of the word. Have children write *u* in front of the picture of the arrow pointing up. Segment the sounds in *cub*: /k/ /u/ /b/. **The sound /u/ is in the middle of the word *cub*.** Have children write *u* on the line to spell the word *cub*.

## SPELLING PATTERNS

**r/r/** The sound /r/ is always spelled *r*.

**w/w/** The sound /w/ is always spelled *w*.

**j/j/** The sound /j/ may be spelled *j*, *g*, *ge*, or *dge*.

**k/k/** The sound /k/ may be spelled *c*, *k*, or *ck*.

**u/u/** The sound /u/ is spelled *u* at the beginning or in the middle of a word.

# Decode and Spell CVC Words: Short u, Consonants Rr/r/, Ww/w/, Jj/j/, Kk/k/



## show me

Name each picture. Write the letter that spells the first sound in each word.

Rr	Ww	Jj
<u>  </u> 	<u>  </u> 	<u>  </u> 

Kk
<u>  </u> 

Name each picture. Write the letter that spells the vowel sound.

Uu	Uu
<u>  </u> 	 <u>  </u> <i>c</i> <u>  </u> <i>u</i> <u>  </u> <i>b</i>

## guide me

Have children look at their Targeted Lessons Student Book, p. 14. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letter that spells the first or middle sound in each word.)

The first picture is a wig. Let's say the sounds in *wig*. I'll go first and then you can say the sounds after me: /w/ /i/ /g/, *wig*. Have children repeat the segmented sounds and then blend the sounds to say the word. The first letter is missing. What is the first sound in *wig*? (/w/) What letter spells the sound /w/? (w) Continue the activity, guiding students to write the letters for the missing initial sound in *kit*, *rat*, and *jam* and the missing medial sound in *bus*.

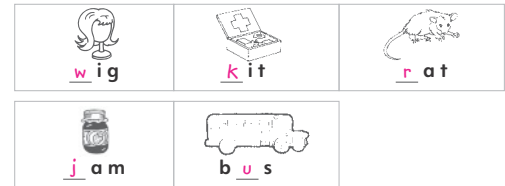
## work time

Have children name the pictures: *jet*, *run*, *kid*, *wet*, *rod*, *jug*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letter that spells the missing sound. For the last item, have children write the letters to spell the whole word, *jug*.

## 5 Decode and Spell CVC Words: Short u, Consonants Rr/r/, Ww/w/, Jj/j/, Kk/k/

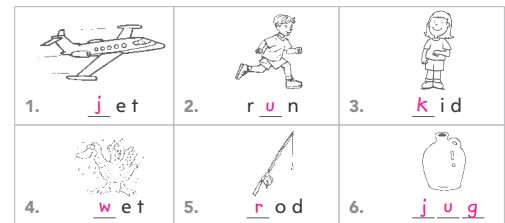
### guide me

Name each picture. Fill in the blank with the missing r, w, j, k, or u.



### work time

Name each picture. Write the letter that spells the missing sound in each word. For the last one, spell the word.





## guide me

**High-Frequency Words** Have children point to the two words at the top of p. 15 of the Targeted Lessons Student Book. Remind children that there are some words we use often when we read. *You can sound out some of these words, but many you cannot. If you remember what the words look like, you'll be able to read them.* Have them look at the first word on the page, *will*. *This word is will. It begins with the sound /w/ spelled w. What does it mean that something will happen? (It is going to happen.)* Have children repeat the word after you as they point to it. Point to *jump*. *You already know the letters and sounds in this word. It is jump. Can you show me what jump means?* Have children repeat the word after you as they point to it. Tell children that they will read the words *will* and *jump* as they read the story *The Pup*.

## work time

**Decodable Text** Have children look at *The Pup*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle and read the words with the sound /u/. (*pup, run, jump, hug*) Have children point to and read the words with the sound /r/ (*run*), /w/ (*wag, will*), /j/ (*jump*), and /k/ (*Kim*).

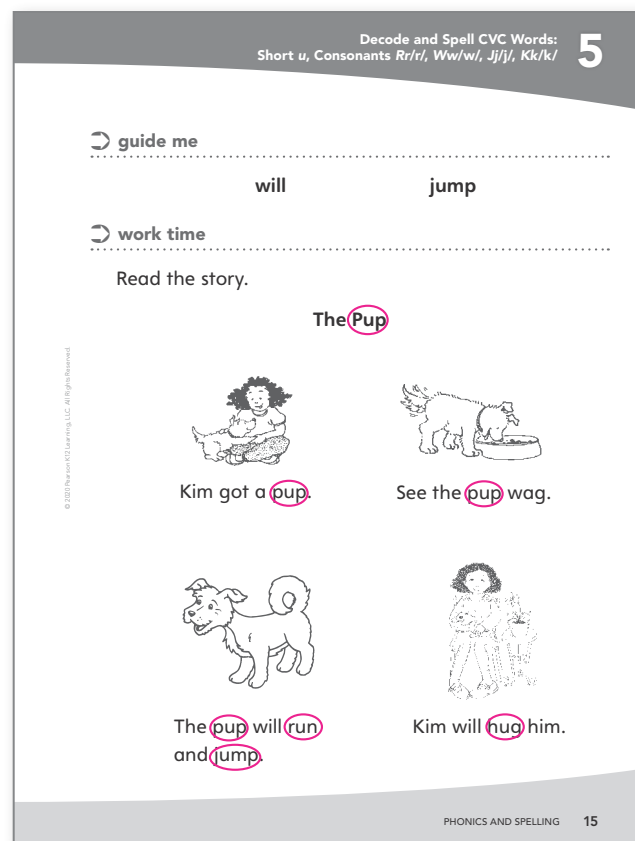
## check for understanding

Write the letter *r*. *What is the sound for this letter? (/r/)* Write the letter *u*. *What is the sound for this letter? (/u/)* Write the letter *g*. *What is the sound for this letter? (/g/)* Listen as I blend the sounds together: /r/ /u/ /g/, *rug*. Blend the sounds with me: /r/ /u/ /g/, *rug*. Blend the sounds without me. Write *jug*, blend the sounds, and then have children blend with you. Do the same with *win* and *kit*, reviewing the vowel sound /i/ if necessary. Make sure children identify the correct sounds for *r*, *w*, *j*, *k*, and *u*.

Let's spell words with the sounds and letters we've learned. The first word we will spell is *run*. What sounds do you hear in *run*? (/r/ /u/ /n/) What is the letter that spells the sound /r/? (*r*) Write the letter *r* on your sheet of paper. What is the letter for the sound /u/? (*u*) Write the letter *u*. What is the letter for the sound /n/? (*n*) Write the letter *n*. Let's read the word: /r/ /u/ /n/, *run*. You spell the word *run* *r-u-n*. Continue with *jug*, *web*, *kid*, and *fun*.

## reflect

Have children think about what they have learned. *What new words can you read and spell? How does being able to read and spell these words help you?*



# Decode and Spell CVC Words: Qq/kw/, Vv/v/, Yy/y/, Zz/z/

# 6

## Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.

## Building Literacy

The end goal of teaching phonics is for children to learn to read words. Children should be given extensive practice in reading words with the sound-spellings they have previously learned, reviewing as necessary. In this lesson:

- Children learn the sound-spellings of *qu*, *v*, *y*, and *z*.
- Children decode and spell CVC words with previously learned sound-spellings.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures or using gestures to make sure the English learners have each of these words in their vocabulary.

queen	men
violin	sun
yoyo	yam
zebra	quiz
can	doll
yell	fun
hug	up
zip	zig
ten	zag
van	tag
pot	nab



### ENGLISH LANGUAGE LEARNERS

In Spanish the letters *qu* spell the sound /k/; the sound /kw/ is spelled *cu* followed by a vowel. There is no Spanish sound /v/; the letter *v* is pronounced /b/. The letter *z* in Spanish spells the sound /s/. Give Spanish speakers extra practice in pronouncing and spelling words with *qu*, *v*, and *z*.



## show me

Have children look at their Targeted Lessons Student Book, p. 16. Have them name the letters that they see in the top chart. Remind children that the uppercase and lowercase letters *Qq*, *Vv*, *Yy*, and *Zz* are consonants.

The letters *q* and *u* together spell the sound /kw/. The picture under *Qq* is a queen. What is the first sound in *queen*? (/kw/) The letters *qu* spell the sound /kw/. Have children write *qu* in front of the queen.

Continue the activity with *Vv/v/*, *Yy/y/*, and *Zz/z/*, having students identify the sound /v/ spelled *v* at the beginning of *violin*, the sound /y/ spelled *y* at the beginning of *yoyo*, and the sound /z/ spelled *z* at the beginning of *zebra*.

Have children look at the three pictures at the bottom of the page. Each picture has three words. Tell children they have learned all the letters in these words and the sounds that go with them.

The first picture is a can. Let's read the words beside the picture of the can. I'll go first and then you can say the sounds after me: /k/ /a/ /t/, *cat*. Have children repeat the segmented sounds and then blend the sounds to say the word. Repeat with *cup* and *can*. Circle the word *can*. Continue this process with the pictures for *yell* and *hug*.

### SPELLING PATTERNS

***qu/kw/*** The letter *q* is almost always followed by *u*, and the two letters *qu* together represent the sound /kw/.

***v/v/*** The sound /v/ is almost always spelled *v*.




***y/y/*** The sound /y/ is usually spelled *y*.


***z/z/*** The sound /z/ is often spelled *z* or *zz*. The spelling *zz* usually appears at the end of a word or syllable, as in *jazz*.

## Decode and Spell CVC Words: *Qq/kw/, Vv/v/, Yy/y/, Zz/z/*

### show me

Name the picture. Write the letter or letters that spell the first sound in each word.

<b>Qq</b>	<b>Vv</b>	<b>Yy</b>
<u>q</u> <u>u</u> 	<u>v</u> 	<u>y</u> 

<b>Zz</b>
<u>z</u> 

Name the picture. Circle the picture name.

 cat cup can	 yell well fell	 hit hug bug
--	---	--

➤ **guide me** .....

Have children look at their Targeted Lessons Student Book, p. 17. Read the directions together. Ask children to tell you in their own words what they are to do. (They will read each word and draw a line to the picture that matches it.)

Let's say the sounds in the first word. I'll go first: /z/ /i/ /p/. Have children repeat the segmented sounds. Now let's blend the sounds and read the word together: /z/ /i/ /p/, zip. The first word is zip. Which picture shows something going zip? Draw a line from the word zip to the picture of the zipper going zip. Continue the activity, guiding students to blend the letters for ten and van to read each word and then match it with the picture that shows the meaning of the word.

➤ **work time** .....

Make sure children correctly name the pictures: pot, men, sun, yam, quiz, doll. Read the directions together. Remind children to say the sounds to determine the letter(s) that stand for each sound in a word. Have children complete each item by writing the word. If needed, remind children that the sound /l/ can be spelled with two l's when the sound is at the end of a word.

Decode and Spell CVC Words:  
Qq/kw/, Vv/v/, Yy/y/, Zz/z/ 6


➤ **guide me** .....


Read each word. Draw a line from the word to its picture.


zip

ten

van













➤ **work time** .....

Name each picture. Write the word for each picture.

		
1. <u>p o t</u>	2. <u>m e n</u>	3. <u>s u n</u>
		
4. <u>y a m</u>	5. <u>q u i z</u>	6. <u>d o l l</u>

PHONICS AND SPELLING 17

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 18. *Here are three words we use a lot. You will have to remember what these words look like.* Point to the word *have*. *This word is have.* Have children repeat the word after you as they point to it. *It begins with the sound /h/ spelled h. Can you use have in a sentence? The next word is they.* Have children repeat the word after you as they point to it. *When do we use the word they? Use they in a sentence.* Point to *down*. *This word is down.* Have children repeat the word after you as they point to it. *Point to show what down means.* Tell children that they will read the words *have*, *they*, and *down* as they read the story *The Fun Run*.

## work time

**Decodable Text** Have children look at *The Fun Run*. Read the story aloud and have children repeat after you. Have partners take turns reading the story aloud to each other. Have children point to the name with the sound /v/ spelled v. (Vic) Have children circle the words with the sound /z/ spelled z (*zig*, *zag*) and underline the word with the sound /y/ spelled y. (*yes*)

Say a vowel sound (/a/, /e/, /i/, /o/, /u/) and have children point to and read a word with that sound. Repeat for one or two vowel sounds.

## check for understanding

Write the letter a. *What is the sound for this letter?* (/a/) Write the letter n after the a. *What is the sound for this letter?* (/n/) *Blend these sounds.* (/a/ /n/, an) Add the letter v at the beginning. *What is the sound for this letter?* (/v/) *Blend the sounds and say the word.* (/v/ /a/ /n/, van)

Next, write the word *zig*. Have students identify the sounds of the letters and then blend them to read the word.

Now let's spell some words. The first word we will spell is *vet*. *What sounds do you hear in vet?* (/v/ /e/ /t/) *What is the letter that spells the sound /v/?* (v) Write the letter v on a sheet of paper. *What is the letter for the sound /e/?* (e) Write the letter e. *What is the letter for the sound /t/?* (t) Write the letter t. Let's read the word: /v/ /e/ /t/, *vet*. Continue with *yes*, *zap*, *fill*, *mess*, and *fuzz*.

## reflect

Have children think about what they have learned. *What words can you read and spell that you will use a lot? How does being able to read and spell these words help you?*

6

Decode and Spell CVC Words:  
Qq/kw/, Vv/v/, Yy/y/, Zz/z/


guide me

have they down


work time

Read the story.


The Fun Run




Jen and Vic have fun!  
They run up.



They run down.  
They zig and zag.



Will Jen tag Vic?  
No.



Will Vic nab Jen?  
Yes!

18

PHONICS AND SPELLING

# Decode and Spell CVC and CVCC Words: Final x/ks/, ck/k/

# 7

## Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.

## Building Literacy

Decoding is the process of reading an unfamiliar word by associating the printed letters with their sounds. In this lesson:

- Children learn the sound-spelling of the ending consonant *x* and the common spelling *ck* for /k/.
- Children decode CVC and CVCC words with *x/ks/*, *ck/k/*.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures or using gestures to make sure the English learners have these words in their vocabulary.

fox	fix
sack	pick
kick	rock
ax	six
neck	lock
sock	mix
ox	rack
duck	quick
box	(sit) back



### ENGLISH LANGUAGE LEARNERS

In Spanish, the letter *x* has different sounds, but the most common one corresponds to the English sound /ks/. The sound /k/ exists in both languages, but the letter pair *ck* does not exist as a spelling for /k/ in Spanish except in borrowed words. Spanish speakers may need extra practice in spelling words with the sound /k/ spelled *ck*.





## show me

Have children look at their Targeted Lessons Student Book, p. 19. Have them name the letters that they see at the top of the first chart. Tell children that the consonant *x* stands for the sound /ks/ and the consonants *ck* together stand for the sound /k/.

The picture under *x* is a fox. Where do you hear the sound /ks/—at the beginning of *fox* or at the end? (end) The letter *x* spells the sound /ks/. This sound never begins a word. Have children write *x* after the fox.

You've already learned that the letter *c* can spell the sound /k/ as in *cat* and the letter *k* can spell /k/ as in *kid*. The picture under *ck* is a sack. What sound do you hear at the end of *sack*? (/k/) The sound /k/ is usually spelled *ck* when it comes at the end of a word. Have children write *ck* after the sack.



### SPELLING PATTERNS

**x/ks/** When the letter *x* comes at the end of a word, it stands for /ks/.

**ck/k/** The sound /k/ may be spelled *c*, *k*, or *ck* when it comes at the end of a word.

## show me

Name each picture. Write the letter or letters that spell the last sound in each word.

x	ck
 <u>x</u>	 <u>c k</u>

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## guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letter or letters that spell the ending sound in each word.)




The first picture shows *kick*. Let's say the sounds in *kick*. I'll go first and then you can say the sounds after me: /k/ /i/ /k/, *kick*. Have children repeat the segmented sounds and then blend the sounds to say the word. The first sound /k/ is spelled *k*. The middle sound /i/ is spelled *i*. What is the last sound in *kick*? (/k/) What two letters together spell the last sound /k/? (*ck*) Continue the activity, guiding students to write the letters for the ending sounds in *ax* and *neck*.

## work time

Have children look at their Targeted Lessons Student Book, p. 20. Have children name the pictures: *sock*, *ox*, *duck*, *box*, *fix*, *pick*, *rock*, *six*, *lock*. Read the directions together. Remind children to say the sounds in each word to help determine the ending sound. Have children complete each item by writing the letter or letters that spell the ending sound and then write the word for the last item. (*lock*)

**guide me**

Name each picture. Write the letter or letters that stand for the last sound in each word.




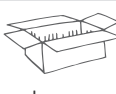





 ki <u>c</u> <u>k</u>	 a <u>x</u>	 ne <u>c</u> <u>k</u>
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PHONICS AND SPELLING 19

**7 Decode and Spell CVC and CVCC Words: Final x/ks/, ck/k/**

**work time**

Name each picture. Write the letter or letters that spell the missing sound in each word. For the last one, spell the word.

1.  s o <u>c</u> <u>k</u>	2.  o <u>x</u>	3.  d u <u>c</u> <u>k</u>
4.  b o <u>x</u>	5.  f i <u>x</u>	6.  p i <u>c</u> <u>k</u>
7.  r o <u>c</u> <u>k</u>	8.  s i <u>x</u>	9.  l o <u>c</u> <u>k</u>

20 PHONICS AND SPELLING

## guide me

**High-Frequency Words** Have children look at p. 21 in their Targeted Lessons Student Book. Remind children that there are some words we use often when we read. You may not be able to sound out these words. You must remember what the words look like. Point to the word *put*. This word is *put*. Show me what *put* means. Put your hand on your head. Have children repeat the word after you as you point to it. The next word is *eat*. Show me what *eat* means. Pretend you are eating. Have children repeat the word after you as you point to it. Tell children that they will read the words *put* and *eat* in the story *Eat at Six!*

## work time

**Decodable Text** Have children look at *Eat at Six!* Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle and read the words with the ending sound /ks/ spelled x. (*six*, *Lex*, *mix*) Have children underline and read the words with the ending sound /k/ spelled ck. (*Rick*, *rack*, *quick*, *back*)

## check for understanding

Write the letter o. What is the sound for this letter? (/o/) Write the letter x after the o. What is the sound for this letter? (/ks/) Listen as I blend the sounds together: /o/ /ks/, ox. Write the letter b in front of ox. What is the sound for this letter? (/b/) Listen as I blend the sounds together: /b/ /o/ /ks/, box. Blend the sounds with me: /b/ /o/ /ks/, box. Blend the sounds without me. Write *back*, blend the sounds, and then have children blend with you. Make sure children identify the correct sounds for the letters x and ck.

Let's spell words with the sounds and letters we've learned. The first word we will spell is *fix*. What sounds do you hear in *fix*? (/f/ /i/ /ks/) What letter spells the sound /f/? (f) Write the letter f on a sheet of paper. What letter spells the sound /i/? (i) Write the letter i. What letter spells the ending sound /ks/? (x) Write the letter x. Let's read the word: /f/ /i/ /ks/, *fix*. You spell the word *fix* f-i-x. Continue with *sax*, *sick*, and *luck*.

## reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

Decode and Spell CVC and CVCC Words: Final x/ks/, ck/k/ 7

guide me

put eat

work time

Read the story.

Eat at Six!

Lex will mix it up.

Rick will put it on the hot rack.

It is six. Quick! Come and get it!

Sit back and eat!

PHONICS AND SPELLING 21

# Decode and Spell CCVC and CVCC Words: Consonant Blends

# 8

## Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences, including initial and final blends.
- Spell words using sound-spelling patterns.

## Building Literacy

Blending consonant blends to read CCVC and CVCC words builds on what children have learned about blending letter sounds to read CVC words. Final blends are generally easier for children to understand, so they are usually taught before initial blends. In this lesson:

- Children learn the sound-spellings of initial and final consonant blends.
- Children decode CCVC and CVCC words with learned sound-spellings.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures or using gestures to make sure the English learners have these words in their vocabulary.

hand	belt	clap
lamp	desk	camp
toast	sled	swim
plate	truck	pond
bread	flag	fast
smile	block	track
tent	drum	jump
drip	grin	glad
milk	nest	
band	frog	



### ENGLISH LANGUAGE LEARNERS

Initial */l*-blends and */r*-blends occur in Spanish, although the Spanish sound */r/* is not exactly the same as the English sound */r/*; it has a trilling, */d/-*like sound. An *r*-blend may be difficult for speakers of some Asian languages. They may need more practice pronouncing these words. In Spanish a vowel always precedes an *s*-blend, so Spanish speakers may add the sound */e/* when they say words beginning with *s*-blends. Final consonant blends do not occur in Spanish.



## show me

Have children look at their Targeted Lessons Student Book, p. 22. Have them name the letter pairs that they see at the top of the first chart. Tell children that sometimes the sounds of two consonants at the end of a word are blended together. **These sounds are called a consonant blend.**

The first picture is a hand. The blended sounds you hear at the end of hand are /n/ /d/. The sounds /n/ and /d/ are spelled **nd**. Have children say /n/ /d/ several times as you point to **nd**. **Say hand**. Have them write **nd** after the picture of a hand. Follow the same procedure for the blends **mp** in *lamp* and **st** in *toast*.

Next, have children name the letter pairs that they see at the top of the second chart. Tell children that sometimes the sounds of two consonants at the beginning of a word are blended together. **The first picture is a plate. The blended sounds you hear at the beginning of plate are /p/ /l/. The sounds /p/ and /l/ are spelled pl.** Have children say /p/ /l/ several times as you point to **pl**. **Say plate**. Have them write **pl** before the picture of the plate. Follow the same procedure for the blends **br** in *bread* and **sm** in *smile*.

### TEACHING STRATEGIES




Here are common final blends with example CVCC words that may be used to provide practice: *ft* (raft), *lf* (self), *lk* (milk), *lp* (help), *lt* (quilt), *mp* (bump), *nd* (pond), *nt* (hint), *sk* (mask), *sp* (gasp), *st* (best).

Here are common initial blends with example CCVC words that may be used to provide practice: *l*-blends: *bl* (black), *cl* (clock), *fl* (flat), *gl* (glad), *pl* (plan), *sl* (slip); *r*-blends: *br* (brick), *cr* (crib), *dr* (drag), *fr* (frill), *gr* (grass), *pr* (press), *tr* (trick); *s*-blends: *sc* (scan), *sk* (skid), *sl* (slam), *sm* (smell), *sn* (snack), *sp* (spell), *st* (step), *sw* (swim).




## Decode and Spell CCVC and CVCC Words: Consonant Blends

### show me

Name each picture. Write the two letters that spell the sounds at the end of the word.

nd	mp	st
 <u>n</u> <u>d</u>	 <u>m</u> <u>p</u>	 <u>s</u> <u>t</u>

Name each picture. Write the two letters that spell the sounds at the beginning of the word.

pl	br	sm
<u>p</u> <u>l</u> 	<u>b</u> <u>r</u> 	<u>s</u> <u>m</u> 

## guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that spell the blend in each word.)

The first picture shows a tent. Let's say the sounds in *tent*. I'll go first and then you can say the sounds after me: /t/ /e/ /n/ /t/, *tent*. Have children repeat the segmented sounds and then blend all the sounds to say the word. What are the sounds of the ending consonant blend in *tent*? (/n/ /t/) What two letters together spell the sounds /n/ /t/? (*nt*) Have children write *nt* to complete the word *tent*.

Direct children's attention to the second picture. This picture shows a drip coming from a faucet. I'll say the sounds in *drip* and then you can say the sounds after me: /d/ /r/ /i/ /p/, *drip*. Have children repeat the segmented sounds and then blend all the sounds to say the word. What are the sounds of the beginning consonant blend in *drip*? (/d/ /r/) What two letters together spell the sounds /d/ /r/? (*dr*) Have children write *dr* to complete the word *drip*. Continue with the word *milk* in the last picture and the final consonant blend *lk*.

## work time

Have children look at their Targeted Lessons Student Book, p. 23. Have children name the pictures: *band, belt, desk, sled, truck, flag, block, drum, grin, nest, frog, clap*. Read the directions together. Remind children to say the sounds in each word to help them determine the missing consonant blend. Have children complete each item by writing the letters that spell the missing blend. For the last three items, have children write the letters to spell each word. (*nest, frog, clap*)

### guide me

Fill in the blanks with the missing letters.















22 PHONICS AND SPELLING

Decode and Spell CCVC and CVCC  
Words: Consonant Blends

8

### work time

Name each picture. Write the letters that spell the missing blend sound in each word. For the last row, spell the words.

 1. b a _ _ d	 2. b e _ _ t	 3. d e _ _ k
 4. _ _ s _ l _ e _ d	 5. _ _ t _ r _ u _ c _ k	 6. _ _ f _ l _ a _ g
 7. _ _ b _ l _ o _ c _ k	 8. _ _ d _ r _ u _ m	 9. _ _ g _ r _ i _ n
 10. _ _ n _ e _ s _ t	 11. _ _ f _ r _ o _ g	 12. _ _ c _ l _ a _ p

PHONICS AND SPELLING 23



## guide me

**High-Frequency Words** Have children look at p. 24 in their Targeted Lessons Student Book. Remind children that there are some words we use often that are useful to learn. *You can remember what those words look like.* Point to the word *blue*. *This word is blue.* It begins with the consonant blend /b/ /l/ spelled *bl*. Point to something that is *blue*. Have children repeat the word after you as you point to it. *The next word is like.* Have children repeat the word after you several times as you point to it. *If one thing is like another, it means they are the same in some way.* Tell children that they will read the words *blue* and *like* in the story *Fun Stuff to Do*.

## work time

**Decodable Text** Have children look at *Fun Stuff to Do*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle and read the words with final consonant blends. (*tent, camp, pond, fast, jump*) Have children underline and read the words with beginning consonant blends. (*stuff, swim, blue, track, glad, frog*)

## check for understanding

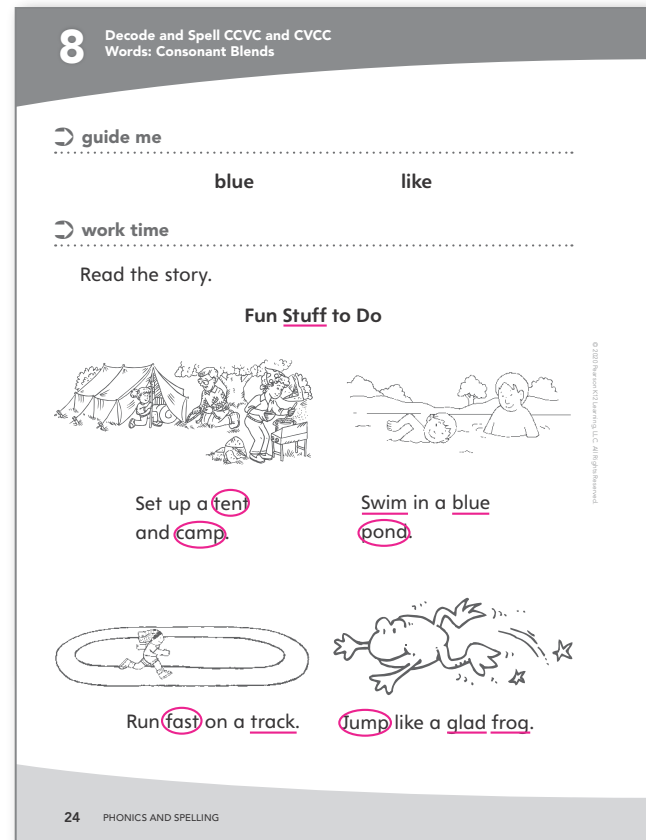
Write the letters *st*. What is the sound for the letter *s*? (/s/) What is the sound for the letter *t*? (/t/) What is the sound for the blend *st*? (/s/ /t/) Write the letters *mu* before *st*. Listen as I blend the sounds together: /m/ /u/ /s/ /t/, *must*. Blend the sounds with me: /m/ /u/ /s/ /t/, *must*. Blend the sounds without me. Repeat this procedure with *send* and *pant*.

Write the letters *pl*. What is the sound for the letter *p*? (/p/) What is the sound for the letter *l*? (/l/) What is the sound for the blend *pl*? (/p/ /l/) Write the letters *a* and *n* after *pl*. Listen as I blend the sounds together: /p/ /l/ /a/ /n/, *plan*. Blend the sounds with me: /p/ /l/ /a/ /n/, *plan*. Blend the sounds without me. Repeat this procedure with *grass* and *stack*.

Let's spell words with the consonant blends we've learned. The first word we will spell is *past*. What sounds do you hear in *past*? (/p/ /a/ /s/ /t/) What is the letter that spells the sound /p/? (*p*) Write the letter *p* on a sheet of paper. What is the letter for the sound /a/? (*a*) Write the letter *a*. What is the letter for the sound /s/? (*s*) Write the letter *s*. What is the letter for the sound /t/? (*t*) Write the letter *t*. Let's read the word: /p/ /a/ /s/ /t/, *past*. You spell the word *past* *p-a-s-t*. Continue with *land*, *stamp*, and *crust*. Ask children to identify the consonant blends in the words. Point out that *stamp* and *crust* each have two consonant blends.

## reflect

Have children think about what they have learned. *What are some consonant blends you have learned? What are some new words you can read and spell now that you know about these consonant blends?*



## Language Objectives

- Decode words using letter-sound relationships that include digraphs.
- Spell words with initial and final digraphs *sh* and *th*.

## Building Literacy

Phonics instruction teaches sound-spelling relationships so that students can decode words quickly and accurately. In this lesson:

- Children learn that sometimes two letters together, such as *sh* and *th*, represent a single sound.
- Children learn the spelling-sound correspondences for digraphs *sh/sh/* and *th/th/*.
- Children learn that combining digraphs *sh* and *th* with other consonants and vowels allows them to decode many CVCC and CCVC words.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures of each or discussing non-picturable words to make sure the English learners have these words in their vocabulary.

shoe	shell
thorn	think
dish	path
tooth	thumb
ship	fish
cloth	shop
trash	wish
shed	thin
brush	then
bath	them
bush	



### ENGLISH LANGUAGE LEARNERS

The English sound /sh/ may be difficult for speakers of other languages and may be confused with the sound /s/ or /ch/. English learners may also have difficulty hearing and pronouncing the sound /th/ heard in *path*. To help children, provide additional practice with listening to and repeating words with *sh* and *th*.



## show me

Have children look at their Targeted Lessons Student Book, p. 25. Have them name the letter pairs that they see at the top of the page. Remind children that each letter in each pair is a consonant. **Today you will learn about some special pairs of consonants.**

The letters *sh* together in a word stand for the sound /sh/. The first picture under *sh* is a shoe. What is the first sound in *shoe*? (/sh/) The letters *sh* spell the sound /sh/. Have children write *sh* in front of the shoe.

Continue the activity with *th/th*, having children identify the sound /th/ spelled *th* at the beginning of *thorn*.

Now look at the dish. What sound do you hear at the end of *dish*? (/sh/) What letters spell the sound /sh/? (*sh*) Point out that *shoe* starts with the sound /sh/ spelled *sh* and *dish* ends with the sound /sh/ spelled *sh*. Have children write *sh* after the dish.

Continue the activity with *th/th*, having children identify the sound /th/ spelled *th* at the end of *tooth*. Have children write *th* on the lines after the picture.

### SPELLING PATTERNS

**sh/sh/** The sound /sh/ is almost always spelled *sh* and can appear at the beginning, middle, or end of a word.

**th/th/** The sound /th/ is usually spelled *th* and can appear at the beginning, middle, or end of a word. It can have the voiceless sound /th/ as in *thin* or the voiced sound /TH/ as in *that*.

## Consonant Digraphs *sh, th*

9

### show me

Name each picture. Write the letters that spell the first sound in each word.

sh	th
<u>s</u> <u>h</u> 	<u>t</u> <u>h</u> 

Name each picture. Write the letters that spell the last sound in each word.

sh	th
 <u>s</u> <u>h</u>	 <u>t</u> <u>h</u>

## guide me

Have children look at their Targeted Lessons Student Book, p. 26. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that spell either the first or last sound in each word.)

The first picture is a ship. Let's say the sounds in *ship*. I'll go first and then you can say the sounds after me: /sh/ /i/ /p/, *ship*. Have children repeat the segmented sounds and blend the sounds to say the word. The first letters are missing. What is the first sound in *ship*? (/sh/) What letters spell the sound /sh/? (sh) Continue the activity, guiding students to write the letters for the missing final sound in *cloth* and the missing final sound in *trash*.

## work time

Have children name the pictures: *shed, brush, bath, bush, shell, think, path, thumb, fish*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letters that spell the missing sound. For the last item, have children write the letters to spell the whole word. (*fish*)

### TEACHING STRATEGIES

If children have difficulty recognizing the sounds /sh/ and /th/, say word pairs containing those sounds, such as: *shake/show; crash/push; thick/thump; moth/with*. For each pair have children identify the sound that is the same, where in the word they hear the sound, and what letters make that sound.

## 9 Consonant Digraphs sh, th

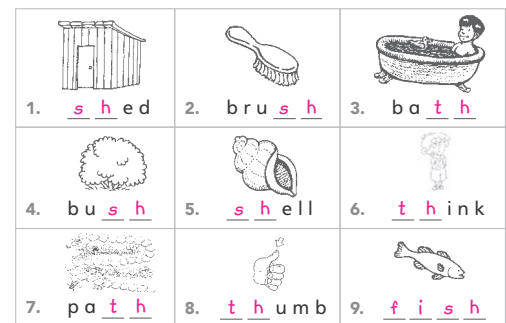
### guide me

Name each picture. Fill in the blanks with the missing sh or th.



### work time

Name each picture. Write the letters that spell the missing sound in each word. For the last one, spell the word.



## guide me

**High-Frequency Words** Have children look at the two words at the top of p. 27 in the Targeted Lessons Student Book. Tell them there are some words that they can't sound out. They'll have to remember what the words look like to be able to read them. Have children look at the first word on the page, *said*. *This word is said. It starts with the sound /s/ spelled s and ends with /ed/. It is not spelled the way you would expect. What does it mean when you see the word said in a story? (someone spoke) The next word is she. It starts with the sound /sh/ spelled sh. We use it when we are talking about a girl or woman.* Have children repeat each word after you as you point to it. Tell children that they will read the words *said* and *she* as they read the story *A Pet Shop Wish*.

## work time

**Decodable Text** Have children look at *A Pet Shop Wish*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Ask children to read the words with the sound /sh/ (*shop, wish, fish, she*) and circle the letters that spell that sound.

Have children find the words with the sound /th/ (*Beth, thin, the, then, them*) and underline the letters that spell that sound.

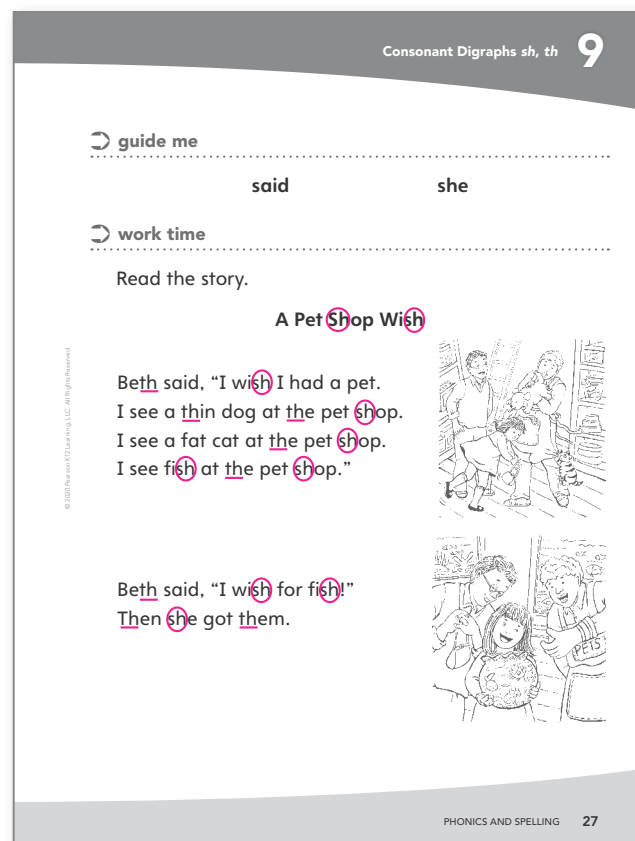
## check for understanding

Write the letters *sh*. *What is the sound for these letters? (/sh/)* Write the letter *o*. *What is the sound for this letter? (/o/)* Write the letter *p*. *What is the sound for this letter? (/p/)* Listen as I blend the sounds together: /sh/ /o/ /p/, *shop*. Blend the sounds with me: /sh/ /o/ /p/, *shop*. Blend the sounds without me and say the word: *shop*. Repeat with the word *wish*. Then continue the activity for *th*, using *them* and *Beth*. Make sure children identify the correct sounds for *sh* and *th*.

Let's spell words with the sounds and letters we have learned. The first word we will spell is *thin*. What sounds do you hear in *thin*? (/th/ /i/ /n/) What are the letters that spell the sound /th/? (*th*) Write the letters *th* on a sheet of paper. What is the letter for the sound /i/? (*i*) Write the letter *i*. What is the letter for the sound /n/? (*n*) Write the letter *n*. Let's read the word: /th/ /i/ /n/, *thin*. Continue with *Beth, shop, and wish*.

## reflect

Have children think about what they have learned. *What new words can you read and spell? How does being able to read and spell these words help you?*



# Consonant Digraphs *ch, wh, ph*

# 10

## Language Objectives

- Decode words using letter-sound relationships that include digraphs.
- Spell words with initial and final digraphs *ch, ph*, and initial *wh*.

## Building Literacy

Phonics instruction teaches sound-spelling relationships so that students can decode words quickly and accurately. In this lesson:

- Children learn that sometimes two consonants together, such as *ch, wh*, and *ph*, can represent a single sound.
- Children learn the spelling-sound correspondences for digraphs *ch/ch/*, *wh/hw/* and *ph/f/*.
- Children learn that combining digraphs *ch, wh*, and *ph* with other consonants and vowels allows them to decode many CVCC and CCVC words.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures of each or discussing non-picturable words to make sure the English learners have these words in their vocabulary.

chair	wheel
whistle	bench
phone	chest
beach	whale
graph	check
peach	inch
whisper	lunch
photo	munch
chop	crunch
whip	phoned
chin	chat



### ENGLISH LANGUAGE LEARNERS

Speakers of Hmong, Khmer, Korean, or Vietnamese may confuse /ch/ with /sh/ or /j/. The letter *w* is rarely used in Spanish, so Spanish speakers may spell *wh*- words with an initial *u*. To help children, provide additional practice with listening to and pronouncing *ch*- and *wh*- words.



## ➔ show me

Have children look at their Targeted Lessons Student Book, p. 28. Have them name the letter pairs they see at the top of the page. Remind children that the letters in each pair are consonants. We learned that *sh* and *th* are special pairs of consonants called digraphs. Digraphs are two letters that stand for just one sound when they are together in a word. Today we will learn about more digraphs.

When we see the letters *c* and *h* together in a word, they often stand for the sound /ch/. The first picture under *ch* is a chair. What is the first sound in *chair*? (/ch/) The letters *ch* spell the sound /ch/. Have children write *ch* in front of the chair.

Continue the activity with *wh/hw/*, having children identify the sound /hw/ spelled *wh* at the beginning of *whistle* and the sound /f/ spelled *ph* at the beginning of *phone*.

Now look at the beach. What sound do you hear at the end of *beach*? (/ch/) What letters spell the sound /ch/? (*ch*) Point out that *chair* starts with the sound /ch/ spelled *ch* and *beach* ends with the sound /ch/ spelled *ch*. Have children write *ch* after the picture of the beach.

Continue the activity with *ph/f/*, having children identify the sound /f/ spelled *ph* at the end of *graph*. Have children write *ph* on the lines after the picture.

Now look at the picture of the peach. Do you hear the /ch/ sound in *peach*? Is it the first or last sound you hear? (last) What letters spell the sound /ch/? (*ch*) Have children write *ch* after the picture for *peach*.

Continue the activity with *wh/hw/* and *ph/f/*. Have children name each picture (*whisper*, *photo*) and identify the first or last sound they hear in each word. Have them identify the letters that make that sound (*wh* or *ph*) and write the letters in front of or after the picture to reflect where they hear the sound.

### SPELLING PATTERNS

**ch/ch/** The sound /ch/ is usually spelled *ch* but can also stand for /k/ (*chorus*) or /sh/ (*machine*). The sound /ch/ spelled *ch* can appear at the beginning or end of a word.




**wh/hw/** The sound /hw/ is usually spelled *wh* and can appear at the beginning of a word. It is hard to distinguish because people frequently pronounce it as /w/. The digraph *wh* can also represent the sound /h/ as in *who* or *whole*.

**ph/f/** The digraph *ph* stands for the sound /f/ and can appear at the beginning or end of a word.

## 10 Consonant Digraphs *ch, wh, ph*

### ➔ show me

Name each picture. Write the letters that spell the first sound in each word.

ch	wh	ph
<u>c</u> <u>h</u> 	<u>w</u> <u>h</u> 	<u>p</u> <u>h</u> 

Name each picture. Write the letters that spell the last sound in each word.

ch	ph
 <u>c</u> <u>h</u>	 <u>p</u> <u>h</u>

Name each picture. Write the letters that spell the first or last sound in each word.

ch	wh	ph
 <u>c</u> <u>h</u>	<u>w</u> <u>h</u> 	<u>p</u> <u>h</u> 

➤

guide me

Have children turn to p. 29 in the Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that spell the missing sound in each word.)

The first picture shows the word *chop*. Let's say the sounds in *chop*. I'll go first and then you can say the sounds after me: /ch/ /o/ /p/, *chop*. Have children repeat the segmented sounds and blend the sounds to say the word. The first letters are missing. What is the first sound in *chop*? (/ch/) What letters spell the sound /ch/? (*ch*) Continue the activity, guiding children to write the letters for the initial sound in *whip* and the initial sound in *photo*.

➤

work time

Have children name the pictures: *chin, wheel, graph, bench, phone, chest, whale, check, inch*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letters that spell the missing sound. For the last item, have children write the letters to spell the whole word. (*inch*)

TEACHING STRATEGIES


If children have difficulty recognizing the sounds /ch/, /hw/, or /f/, provide additional practice by asking them to identify words with similar sounds. For example: Which words begin with the same sound: *chain, car, chase*? What is the sound? What letters make that sound?


Consonant Digraphs  
*ch, wh, ph*


10

➤ guide me

Name each picture. Fill in the blanks with the missing *ch, wh, or ph*.


  
*c h o p*


  
*w h i p*


  
*p h o t o*


➤ work time


Name each picture. Write the letters that spell the missing sound in each word. For the last one, spell the word.


  
1. *c h i n*


  
2. *w h e e l*


  
3. *g r a p h*


  
4. *b e n c h*

  
5. *p h o n e*

  
6. *c h e s t*

  
7. *w h a l e*

  
8. *c h e c k*

  
9. *i n c h*

PHONICS AND SPELLING 29

## guide me

**High-Frequency Words** Remind children that there are some words that they can't sound out. They have to remember what the words look like, so that they'll be able to read them. Have children look at the first word on page 30 of their Targeted Lessons Student Book, *what*. This word is *what*. It starts with the sound /hw/ spelled *wh*. We often use *what* when we ask questions about people or things. For example: *What is your name?* Have children repeat the word after you as they point to it.

The next word is *on*. We use it when we talk about where something is located. For example: *The book is on the table*. Have children repeat the word after you as they point to it. The last word is *do*. When you *do* something, you act or behave in some way. *Do* is often used in a question. For example: *Do you want to play a game?* Have children repeat the word after you as they point to it. Tell children that they will read the words *what*, *on*, and *do* as they read the story *On a Bench*.

## work time

**Decodable Text** Have children look at *On a Bench*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle and read the words with the sound /ch/. (*bench, Chad, lunch, munch, crunch, Chet, chat*) Have children point to and read the word with the sound /hw/ (*what*) and the word with the sound /f/. (*phoned*)

## check for understanding

Write the letters *ch*. What is the sound for these letters? (/ch/) Let's combine them with other letters to read some words. Write the letter *a*. What is the sound for this letter? (/a/) Write the letter *t*. What is the sound for this letter? (/t/) Listen as I blend the sounds together: /ch/ /a/ /t/, *chat*. Blend the sounds with me: /ch/ /a/ /t/, *chat*. Blend the sounds without me and say the word: *chat*. Repeat with the word *bench*. Then continue the activity for *wh*, using *when*, and for *ph*, using *graph*. Make sure children identify the correct sounds for *ch*, *wh*, and *ph*.

Let's spell words with the sounds and letters we have learned. The first word we will spell is *chum*. What sounds do you hear in *chum*? (/ch/ /u/ /m/) What are the letters that spell the sound /ch/? (*ch*) Write the letters *ch* on a sheet of paper. What is the letter for the sound /u/? (*u*) Write the letter *u*. What is the letter for the sound /m/? (*m*) Write the letter *m*. Let's read the word: /ch/ /u/ /m/, *chum*. Continue with *chop*, *bench*, *which*, *whip*, and *graph*.

## reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

10

Consonant Digraphs  
ch, wh, ph

guide me

what      on      do

work time

Read the story.

On a Bench

Chad sat on a bench.  
What did Chad do?

Chad had lunch.  
Munch, munch, crunch.

Chad phoned Chet.  
Chet sat on the bench with Chad.  
Chad and Chet had a chat.

30

PHONICS AND SPELLING

# Decode and Spell Words

## Plural and Inflected Endings -s and -es

### Language Objectives

- Decode words with inflectional endings.
- Read words with inflectional endings.

### Building Literacy

Learning about plurals and inflected endings is important in phonics instruction. Learning how to spell plural forms of nouns and present-tense forms of verbs helps children recognize and decode many words. In this lesson:

- Students learn to decode and spell plural nouns and verbs with inflectional endings.
- Students learn the rules for adding -s or -es to spell the plural and inflected forms of words.
- Students learn to add -s to most words and -es to words ending in *x*, *ch*, *sh*, and *ss*.

### Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

bugs	boxes	tricks
hops	pitches	hops
dishes	messes	rides
benches	wags	bike
mixes	lashes	crashes
glasses	watches	likes
nod	dresses	hugs
hats	sixes	kisses
jets	socks	



### ENGLISH LANGUAGE LEARNERS

In Spanish, plurals are formed by adding -s to words ending in a vowel and -es to words ending in a consonant. Spanish speakers may therefore add -es to any words ending in a consonant (*girles* instead of *girls*). In Chinese, Hmong, and Vietnamese, nouns do not have a plural form. Speakers of these languages may need additional practice with English plural word endings.

**show me**

Have children look at their Targeted Lessons Student Book, p. 31. Today you will learn how to make and read words with endings -s and -es. To make a word plural, you add the ending -s or -es. *Plural* means "more than one." To make an action word show that one person or animal is doing it, we add the ending -s or -es.

Have children name the first picture at the top of the chart. Point to the word *bug*. The word *bug* names one bug. When you add the ending *s*, it changes the word to mean "more than one bug." Segment and blend *bugs*: /b/ /u/ /g/ /z/. Sometimes the ending *s* stands for /z/ and sometimes it stands for /s/. We add -s to most words to mean more than one.

Have children name the picture in the second row. Point to the word *hop*. We add the ending -s to most action words to show that one person is doing the action. For example: *The girl hops*.

Have children name the first picture in the third row. For some words, we use the ending -es to mean more than one. Point to the word *dish*. The word *dish* names one dish. What sound do you hear at the end of *dish*? (/sh/) What letters make the sound /sh/ in *dish*? (*sh*) When a word ends with *sh*, add -es to make it plural. *Dishes* means more than one dish.

Have children name the first picture in the fourth row. Point to the word *bench*. The word *bench* names one bench. What sound do you hear at the end of *bench*? (/ch/) What letters make the sound /ch/ in *bench*? (*ch*) When a word ends with *ch*, add -es to make it plural. *Benches* means more than one bench.

Have children name the first picture in the fifth row. Point to the word *mix*. What letter do you see at the end of *mix*? (*x*) When an action word ends with *x*, add -es to show one person is doing the action. We add the ending -es to show that one person mixes.

Have children name the first picture in the last row. Point to the word. The word *glass* names one glass. What two letters do you see at the end of the word *glass*? (*ss*) When a word ends with *s* or *ss*, add -es to make it plural. *Glasses* means more than one glass.










**SPELLING PATTERNS**

**-s** The plural of most words is formed by adding -s. The inflectional ending -s is used for a present-tense verb with a singular subject.

**-es** When a word ends in *x*, *ch*, *sh*, or *ss*, add -es to form the plural or the inflectional ending.

**Decode and Spell Words: Plural and Inflected Endings -s and -es****show me**

Name the first picture. Read the word with the ending *s* or *es*.

	bug + s = bugs	
	hop + s = hops	
	dish + es = dishes	
	bench + es = benches	
	mix + es = mixes	
	glass + es = glasses	

## guide me

Have children look at p. 32 in the Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are to do. (They will add -s or -es to form the plural of each word or to show that one person is doing an action. Then they will read the new word that they formed.)

Read the first word. (*nod*) How would you change the word to show that one girl nods her head?

Guide students to write *s* to make *nods*. Now read the new word you formed. (*nods*)

Read the second word in the first row. (*box*) What is the ending letter in *box*? (*x*) How would you change the word *box* to show more than one? Guide students to write *es* to make *boxes*. When a word ends in *x*, *ch*, *sh*, or *ss*, use the ending -*es*. Now read the new word you formed. (*boxes*) Continue the activity, guiding students to add the ending -*s* to each word in the first column and -*es* to each word in the second column.

## work time

Have children name the pictures: *wags*, *lashes*, *watches*, *dresses*, *sixes*, *socks*. Read the directions together. Remind children that if a word ends in *x*, *ch*, *sh*, or *ss*, they should add -*es*. Have children complete each item by writing -*s* or -*es* to form the correct word.

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Decode and Spell Words: Plural and Inflected Endings -s and -es


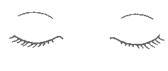




### guide me

Add *s* or *es* to show more than one. Add *s* or *es* to show that one person is doing something. Then read the new word.

add s	add es
nod <u>s</u>	box <u>e</u> <u>s</u>
hat <u>s</u>	pitch <u>e</u> <u>s</u>
jet <u>s</u>	mess <u>e</u> <u>s</u>

### work time

Name the picture and read the word. Write *s* or *es*.

 1. wag <u>s</u>	 2. lash <u>e</u> <u>s</u>	 3. watch <u>e</u> <u>s</u>
 4. dress <u>e</u> <u>s</u>	 5. six <u>e</u> <u>s</u>	 6. sock <u>s</u>



## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 33. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *rides*. **This word is *rides*.** What middle sound do you hear in the word *rides*? (/ɪ/) If a person *rides* something, he or she gets on it and makes it go. The next word is *never*. The word *never* means "not ever." Who can tell me something they will *never* do? Tell children that they will read the words *rides* and *never* as they read the story *My Cat*.

## work time

**Decodable Text** Have children look at the story *My Cat*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children underline the words that mean more than one. (*tricks*, *boxes*, *hugs*, *kisses*) Have children circle the words that tell that someone is doing something. (*hops*, *rides*, *crashes*, *likes*) Note: They may circle the words *hugs* and *kisses*.

## check for understanding

Write the word *trick*. What letter do you add to make the word mean more than one trick? (s) Write *tricks* next to *trick*.

Write the word *box*. What letters do you add to make the word mean more than one box? (es) Write *boxes* next to *box*.

Write the words *crash* and *crashes*. Why do we add -es to *crash*? (*Crash* ends with *sh* and it shows one person or animal is doing the action.)

Let's add -s or -es to some words to make them name more than one. Write the word *pet* on a sheet of paper. *Pet* names one pet. Say *pet*. How do we change the word to make it mean more than one pet? (add -s) Write *pets*. Continue with *frog*, *fox*, *wish*, and *fuss*. Let's add -s or -es to some words to make them tell someone is doing something. Write the word *fix*. Say *Mom fixes the broken toy*. How do we change *fix* to make the word *fixes*? (add -es) Write *fixes*. Continue with *pass*, *wish*, and *itch*.

## reflect

Have children think about what they have learned. What did you learn about spelling new words? How does being able to spell and read these words help you?

Decode and Spell Words: Plural and Inflected Endings -s and -es 11


guide me

*rides*                      *never*


work time

Read the story.


**My Cat**



My cat can do tricks.  
She hops on boxes.



She rides a bike.  
She never crashes!



She likes hugs and kisses.

PHONICS AND SPELLING 33

# Short Vowels and Long Vowels

# 12

## Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.

## Building Literacy

The systematic teaching of phonics is a key to literacy. Learning to distinguish long and short vowel sounds is an essential part of learning to read and spell. In this lesson:

- Students learn to distinguish long and short vowel sounds.
- Students are introduced to the CVCe spelling pattern.
- Students learn how adding e to some CVC words can change the vowel sound from short to long.

## Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

can	not
cane	note
cub	kit
cube	kite
man	pin
mane	pine
tub	cut
tube	cute
cap	take
cape	bike
pan	time
pane	ride



### ENGLISH LANGUAGE LEARNERS

While silent letters exist in many languages, some children may want to pronounce the silent e at the end of CVCe words. Give them extra practice with pronouncing these words correctly.

## ➔ show me

Have children look at their Targeted Lessons Student Book, p. 34. Today you will learn about the spellings of words with short vowel sounds and with long vowel sounds.

Look at the two words at the top of the page. Name the first picture. (*can*) What do you know about the vowel sound in *can*? (It has a short sound.) It is short *a* spelled *a*. Read the word above the picture: /k/ /a/ /n/, *can*. Name the second picture. (*cane*) What do you know about the vowel sound in *cane*? (It has a long sound.) It is long *a*. It can be spelled *a\_e*. Read the word above the picture: /k/ /ā/ /n/, *cane*.

## ➔ guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the word from the box that names each picture.)

The first picture is a cube. Let's say the sounds in *cube*. I'll go first and then you say the sounds after me: /k/ /ū/ /b/, *cube*. Have children repeat the segmented sounds and blend the sounds to say the word. Does *cube* have the sound short *u*, /u/, or long *u*, /ū/? (long *u*, /ū/) Find the word *cube* in the box. Remember, the letter *e* gives the vowel its long sound. Write the word *cube* on the line. Continue the activity, guiding students to write the word that names each picture.



### SPELLING PATTERNS

**CVC** Words with this spelling pattern usually have a short vowel sound.

**CVCe** Words with this spelling pattern usually have a long vowel sound. Some words, such as *have*, *live*, *give*, *come*, and *some*, do not follow this rule.

## 12 Short Vowels and Long Vowels




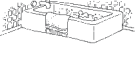


➔ show me

can	cane
	

➔ guide me

Read the words in the box. Name the pictures.  
Write the correct word for each picture.

cub	man	tub
cube	mane	tube

 cube	 man	 cub
 tub	 tube	 mane

34 PHONICS AND SPELLING



## work time

Have children look at their Targeted Lessons Student Book, p. 35. Read the directions together. Ask children to tell you in their own words what they are to do. (They will circle the word that names each picture.)

Have children name the pictures: *cape*, *pan*, *note*, *kite*, *pin*, *cut*. Guide children to determine whether each vowel sound is short or long. Remind children that a long vowel sound can be spelled CVCe. Have children complete each item by circling the word that names each picture.







### TEACHING STRATEGIES

To help children blend, point to each letter as you say its sound. Then swipe your finger from left to right under the letters as you blend the sounds to say the word.

Short Vowels and Long Vowels 12

work time

Name the picture. Read the words. Circle the word that matches the picture.

1.  cap <u>cape</u>	2.  <u>pan</u> pane
3.  not <u>note</u>	4.  kit <u>kite</u>
5.  <u>pin</u> pine	6.  <u>cut</u> cute

PHONICS AND SPELLING 35

## guide me

**High-Frequency Words** Have children look at the two words at the top of their Targeted Lessons Student Book, p. 36. Remind children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *and*. **This word is *and*. The word *and* begins with the short vowel sound /a/. The next word is *fast*. Who can show us what *fast* means?** Tell children that they will read the words *and* and *fast* as they read the story *Tim and Sam Take a Ride*.

## work time

**Decodable Text** Have children look at the story *Tim and Sam Take a Ride*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children underline the names with short vowel sounds. (*Tim*, *Sam*) Have children circle the words with long vowel sounds. (*take*, *ride*, *bike*, *same*, *time*) **How do you know the vowel sound is long in these words?** (They all end with an e.)

## check for understanding

Write the word *cap*. Read this word. What is the vowel sound in this word? (/a/) Is that vowel sound short or long? (short) Add the letter e to the end of *cap*. Read this word. What is the vowel sound for this word? (/ā/) Is the vowel sound short or long? (long) Continue the activity with the words *dim/dime*, *tap/tape*, and *rob/robe*. Make sure children recognize that e changes the vowel sound from short to long.

Let's spell words with the sounds and letters we learned. The first word we will spell is *can*. What sounds do you hear in *can*? (/k/ /a/ /n/) What is the letter that spells the sound /k/? (c) Write the letter c on a sheet of paper. What letter stands for the sound /a/? (a) Write the letter a. What is the letter for the sound /n/? (n) Write the letter n. Let's read the word: (/k/ /a/ /n/). *Can*. Now, let's think about how to spell the word *cane*. What sounds do you hear in *cane*? (/k/ /ā/ /n/) What letters stand for the sound /ā/ in *cane*? (a\_e) Add the letter e to the end of *can* to change the vowel sound /a/ to /ā/. Let's read the word: (/k/ /ā/ /n/). *Cane*. Continue with *man/mane*, *cut/cute*, *not/note*.

## reflect

Have children think about what they have learned. **What new words can you read and spell? How does being able to read and spell these words help you?**

## 12 Short Vowels and Long Vowels

### guide me

and

fast

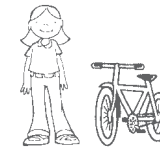
### work time

Read the story.

**Tim and Sam Take a Ride**



Tim has a bike



Sam has the same bike



It is time to ride

Tim and Sam ride fast!

## Language Objectives

- Decode words with VCe syllables.
- Know final e conventions for representing long vowel sounds.

## Building Literacy

Although not all CVCe words have a long vowel sound, children benefit from learning that the CVCe spelling pattern generally produces a long vowel sound. Once children have mastered this rule, they can go on to learn the exceptions to it. In this lesson:

- Students learn to use the CVCe pattern to spell one-syllable words with long vowel sounds.
- Students will recognize and read words with the CVCe pattern and a long vowel sound.

## Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

rake	bite	bake
five	game	white
bone	rope	stove
mule	cone	made
cute	bike	these
snake	flute	cakes
whale	rose	hope
robe	likes	those



### ENGLISH LANGUAGE LEARNERS

Spanish speakers and others may want to pronounce the silent e at the end of CVCe words. Give them extra practice pronouncing these words correctly.

## ➔ show me .....

Have children look at their Targeted Lessons Student Book, p. 37. Today you will learn more about the spelling of words with long vowel sounds.

Have children look at the first picture at the top of the page. This is a rake. What do you know about the vowel sound in this word? (It has a long sound.) The letter e gives the vowel its long sound. It makes it say its name. Point to a\_e. The sound long a can be spelled a\_e. Have children say /ā/ several times as you point to a\_e. Segment and blend rake. Then have children blend with you: /r/ /ā/ /k/.

Repeat the process with the words for the remaining pictures: five, bone, mule, and the name Pete.






### SPELLING PATTERNS

**CVCe** Words with this spelling pattern usually have a long vowel sound. Some words, such as *have*, *live*, *give*, *come*, and *some*, do not follow this rule.

13

Long Vowels CVCe

➔ show me .....

				
a_e	i_e	o_e	u_e	e_e








## guide me

Have children look at the bottom of p. 37 in the Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are to do. (They will name each picture and circle the word that names the picture.)

The first picture is a cute kitten. What vowel sound do you hear in cute? (/ū/) Remember, the sound /ū/ can be spelled *u\_e*. Read the two words above the picture. Which word spells *cute*? Have children circle the word *cute*. Continue the activity, guiding children to read each pair of words and to circle the one with the long vowel sound.

guide me

Name each picture. Circle the word that names the picture.

cut <u>cute</u>	snake snack	whale whack
		
robe rob	bit <u>bite</u>	
		

PHONICS AND SPELLING 37







## work time

Have children look at their Targeted Lessons Student Book, p. 38. Have children name the pictures: *game, rope, cone, bike, flute, rose*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letters that spell the missing sound.

13 Long Vowels CVCe

work time

Name each picture. Write the missing letters in each word.

1. g <u>a</u> m <u>e</u> 	2. r <u>o</u> p <u>e</u> 	3. c <u>o</u> n <u>e</u> 
4. b <u>i</u> k <u>e</u> 	5. fl <u>u</u> t <u>e</u> 	6. r <u>o</u> s <u>e</u> 

38 PHONICS AND SPELLING

## ➤ guide me

**High-Frequency Words** Have children look at the two words at the top of p. 39 in their Targeted Lessons Student Book. Explain that some words are common words that they will see often as they read. *We use these words often, so if you remember what the words look like, you'll be able to read them.* Have them look at the first word on the page, *big*. *This word is big. It starts with the sound /b/ and ends with the sound /g/. What is the vowel sound in big? (/i/) What does big mean? (large in size) The next word is try. What does it mean to try a food? (to taste the food to see if you like it) Tell children that they will read the words *big* and *try* as they read the story *Steve and His Cakes*.*

## ➤ work time

**Decodable Text** Have children look at the story *Steve and His Cakes*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle each word with a long vowel sound spelled with the pattern CVCe. (*Steve, cakes, likes, bake, white, stove, made, these, hope, those*)

## ➤ check for understanding

Write *phone*. *What is this word? (phone) What letters spell the sound /ō/? (o\_e) What letters spell the sound /ā/? (a\_e) What letters spell the sound /ē/? (e\_e) What letters spell the sound /ī/? (i\_e) What letters spell the sound /ū/? (u\_e)*

Let's spell words with the spelling pattern we learned. The first word we will spell is *pile*. What sounds do you hear in *pile*? (/p/ /ī/ /l/) What is the letter that spells the sound /p/? (*p*) Write the letter *p* on your sheet of paper. What letters spell the sound /ī/? (*i\_e*) First, write the letter *i*. What is the letter for the sound /l/? (*l*) Write the letter *l*. What letter gives the vowel *i* its long sound? (*e*) Write the letter *e*. Let's read the word: /p/ /ī/ /l/, *pile*. Continue with *slime, lake, time, rule, and smoke*.

## ➤ reflect

Have children think about what they have learned. *What new words can you read and spell? How does being able to read and spell these words help you?*

Long Vowels CVCe 13


➤ guide me

big try


➤ work time

Read the story.

Steve and His Cakes



Steve likes to bake. Steve has a big white stove.



Steve made these cakes I hope we can try those cakes.

PHONICS AND SPELLING 39

**Language Objectives**

- Decode one-syllable words with long vowels.
- Spell one-syllable words with open syllables.

**Building Literacy**

The systematic teaching of phonics can help children become fluent decoders. Decoding is a key element leading to reading success. In this lesson:

- Children learn sound-spellings of some of the most commonly used short words in English, such as *he*, *no*, *so*, and *go*.
- Children learn that one-syllable words with the CV spelling pattern usually have a long vowel sound.

**Focus on Language**

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

no	be
we	so
hi	she
he	pro
go	me

**ENGLISH LANGUAGE LEARNERS**

Some long vowel sounds in English are similar to the sounds made by different vowels in Spanish. As a result, Spanish speakers may spell long *a* words with an *e*, long *e* words with an *i*, or long *i* words with *ai*. Spellings like these indicate that children are hearing vowel sounds correctly but are writing them using Spanish conventions. Help children practice English spelling conventions for long vowels.

## ➔ show me

Have children look at their Targeted Lessons Student Book, p. 40. Today you will learn about spelling long vowel sounds.

Have children name the letters in the first word at the top of the page. This is the word *no*. The sound you hear at the end of *no* is /ō/. The sound /ō/ can be spelled *o*. Point to the *o* in *no*. Let's say the word together: *no*. The *o* in this word says its name. When a word ends with one vowel, the vowel sound is usually long.

Repeat the process for the word *we*.

## ➔ guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the word with the long vowel sound.)

Read the first sentence. Have children repeat after you. What word has a long vowel sound? (*hi*) The sound you hear at the end of *hi* is /ī/. The sound /ī/ can be spelled *i*. Write *hi* on the line.

Read the next sentence. Have children repeat after you. What word has a long vowel sound? (*He*) The sound you hear at the end of *He* is /ē/. The sound /ē/ can be spelled *e*. Write *He* on the line.

### SPELLING PATTERNS

**Long e Spelled e** The sound long e may be spelled with the letter e at the end of a word or syllable.

**Long i Spelled i** The sound long i may be spelled with the letter i at the end of a word or syllable.

**Long o Spelled o** The sound long o may be spelled with the letter o at the end of a word or syllable.

14


Long Vowels CV

➔ show me

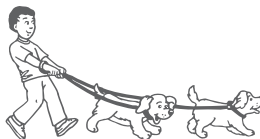
no we

➔ guide me

Look at the picture. Listen to the sentence. Then write the word with the long vowel sound on the line.



Max says hi! hi



He has two dogs. He

40 PHONICS AND SPELLING

work time

Have children look at their Targeted Lessons Student Book, p. 41. Read the directions together. Guide children to read each pair of words and choose the word with the long vowel sound. Encourage them to read the sentence with the word to make sure it makes sense. Have children complete each item by circling and then writing the word that completes the sentence.

TEACHING STRATEGIES

For additional practice, have children hunt for words with the CV spelling pattern in their books and other reading material. Discuss the words they find, pointing out sounds and spelling patterns in the words. Write the words on index cards and display them in the classroom.


Long Vowels CV 14

work time

Circle a word to finish each sentence. Then write the word on the line.


go good

1. The jets go fast.




Wet We

2. We play in the sand.




be bet

3. The pup will be big.



see so

4. The plant is so tall!



PHONICS AND SPELLING 41

## ➤ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 42. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *how*. This word is *how*: *h-o-w*. Have children repeat the word after you as they point to it, spell it, and say it again. Can you use *how* in a sentence? The next word is *to*. Have children repeat the word after you as they point to it, spell it, and say it again. The words *how* and *to* both have the letter *o*. But the *o* stands for a different sound in each word. Say *how* and *to* with me: *how, to*. As you read the story, remember how to say these words. Tell children that they will read the words *how* and *to* as they read the story *My Pal Flo*.

## ➤ work time

**Decodable Text** Have children look at the story *My Pal Flo*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the name and the words that end with a vowel that says its name. (*Flo, she, pro, me, so, we, go*)

## ➤ check for understanding

Write the word *be*. What do you know about reading a word that ends with one vowel? (The vowel says its name.) What is the sound of the first letter in *be*? (/b/) What is the sound of the second letter? (/ē/) Listen as I blend the sounds together: /b/ /ē/, *be*. Blend the sounds with me: /b/ /ē/, *be*. Blend the sounds without me. Continue with the name *Jo*.

Let's spell words with the sounds and letters we learned. The first word we will spell is *hi*. What sounds do you hear in *hi*? (/h/ /ī/) What is the letter that spells the sound /h/? (*h*) Write the letter *h* on your sheet of paper. What is the letter for the sound /ī/? (*i*) Write the letter *i*. Let's read the word: /h/ /ī/, *hi*. Continue with *no, she, so, and he*.

## ➤ reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

14 Long Vowels CV

➤ guide me

how to

➤ work time

Read the story.

My Pal Flo

My pal Flo can dive. She is a pro! She is very good.

Flo shows me how to dive, so we can go together.

42 PHONICS AND SPELLING

**Language Objectives**

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.
- Spell one-syllable and multisyllabic words with closed syllables and open syllables.
- Decode regularly spelled two-syllable words with long vowels.

**Building Literacy**

We teach sound-spelling relationships so that students can decode words. Decoding is a key element leading to reading success. In this lesson:

- Students learn sound-spellings of one of the most commonly used vowels in English: y.
- Students learn the vowel sounds of y: /ē/ and /ī/. This vowel allows them to decode many one- and two-syllable words.

**Focus on Language**

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

fry	sky
bunny	sunny
fly	my
happy	silly
kitty	puppy
cry	wet
windy	muddy
try	dry
furry	

**ENGLISH LANGUAGE LEARNERS**

In Spanish, the letter y is pronounced like the long e in English, so the sound /ē/ of y in words such as *funny* and *happy* may be familiar to Spanish speakers. The sound /ī/ of y in words such as *dry* and *fly* may need additional practice.





### show me

Have children look at their Targeted Lessons Student Book, p. 43. Today you will learn how to spell and read words with vowel sounds of y.

Point to the word *fry*. This word is *fry*. What vowel sound do you hear in *fry*? (/ī/) The sound /ī/ can be spelled y.

Point to the word *bunny*. This word is *bunny*. What vowel sound do you hear at the end of *bunny*? (/ē/) The sound /ē/ can be spelled y.

The word *bunny* has two parts called syllables. The first syllable is *bun*. It has the sound /u/. The second syllable is *ny*. It has the sound /ē/. Listen to the syllables in *bunny*: bun • ny. When y is at the end of a word with two syllables, it usually has the long vowel sound /ē/.

### SPELLING PATTERNS

**Long e Spelled y** The sound /ē/ may be spelled y at the end of a word that has two or more syllables, as in *funny* and *happy*.

**Long i Spelled y** The sound /ī/ may be spelled y at the end of a syllable or at the end of a single-syllable word, as in *fly*.

15

Vowel Sounds of y

show me

fry

bunny

## guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will read the word and circle the sound of the y.)





The first word is *fly*. Let's say the sounds in *fly*. I'll go first and then you can say the sounds after me: /f/ /l/ /ī/, *fly*. Have children repeat the segmented sounds and blend the sounds to say the word. What sound does the letter y have in this word? (long i) Draw a circle around the words *long i*. Continue the activity, guiding students to read the words and identify and circle the sound of y in each. Have children identify the words with two syllables. (*happy*, *kitty*) Remind them that when y ends a word with two syllables, it usually has the sound /ē/.

## work time

Have children look at their Targeted Lessons Student Book, p. 44. Read the directions together. Have children read the words in the box. Encourage children to use each picture for clues to the missing word. Have children complete each item by writing the word that best completes each sentence.

guide me

Name the picture. What sound does the letter y have? Circle long i or long e.

<p>fly</p>  <p>long i long e</p>	<p>happy</p>  <p>long i long e</p>
<p>kitty</p>  <p>long i long e</p>	<p>cry</p>  <p>long i long e</p>






PHONICS AND SPELLING 43

15 Vowel Sounds of y

work time

Read the words in the box. Read each sentence. Write the word that finishes the sentence.

windy	try	furry	sky	sunny
-------	-----	-------	-----	-------

- The dog is furry . 
- The plane is in the sky . 
- It is a sunny day. 
- They try to lift the box. 
- It is windy . 

44 PHONICS AND SPELLING

## ➤ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 45. Tell children that there are some common words that they will see often as they read. *We use these words often, so if you remember what the words look like, you'll be able to read them.* Have them look at the first word on the page, *is*. *This word is is. Who can use is in a sentence? The next word is him. If I say that something belongs to him, does it belong to a boy or a girl?* Tell children that they will read the words *is* and *him* as they read the story *My Silly Puppy*.

## ➤ work time

**Decodable Text** Have children look at the story *My Silly Puppy*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words that end with the letter y. (*my, silly, puppy, muddy, dry, happy*) Have children identify the sound of y in each word. (/ē/: *silly, puppy, muddy, happy*; /ī/: *my, dry*)

## ➤ check for understanding

Write the words *silly* and *sky*. *How many syllables do you hear in silly?* (two) *What sound does the letter y stand for in silly?* (/ē/) *What sound does the letter y stand for in sky?* (/ī/) Continue the activity with *fly* and *sunny*. Make sure children identify the correct sound of y in each word.

Let's spell words with the sounds and letters we learned. The first word we will spell is *windy*. What sounds do you hear in *windy*? (/w/ /i/ /n/ /d/ /ē/) What is the letter that spells the sound /w/? (*w*) Write the letter *w* on a sheet of paper. What is the letter that spells the sound /i/? (*i*) Write the letter *i*. What is the letter that spells the sound /n/? (*n*) Write the letter *n*. What is the letter that spells the sound /d/? (*d*) Write the letter *d*. What is the letter that spells the sound /ē/? (*y*) Write the letter *y*. Let's read the word: /w/ /i/ /n/ /d/ /ē/, *windy*. Continue with *spy, shy, rusty, sandy*.

## ➤ reflect

Have children think about what they have learned. *What new words can you read and spell? How does being able to read and spell these words help you?*



Vowel Sounds of y **15**

➤ guide me

is                      him

➤ work time


Read the story.

My silly puppy

My puppy is silly                      He gets muddy

He gets wet.



I give my puppy a bath

Then I dry him.

He is happy!

PHONICS AND SPELLING 45

## Language Objectives

- Decode words with common vowel teams, including vowel digraphs.
- Spell words using sound-spelling patterns, including common vowel teams.

## Building Literacy

A digraph is two letters that represent one sound. There are several vowel digraphs, or vowel pairs, that represent the long vowel sounds. In this lesson:

- Children learn two vowel digraphs, or letter teams, that represent the sound /ā/: *ai* and *ay*.

## Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or creating simple example sentences with the words to make sure English learners have these words in their vocabulary.

rain	play
hay	pain
nail	day
ray	tail
train	stay
clay	snail
mail	brain
say	may



### ENGLISH LANGUAGE LEARNERS

Because vowels in Spanish are rarely silent, Spanish speakers may pronounce vowel digraphs in English with two vowel sounds. Have children repeat the words in this lesson chorally to reinforce the connection between *ai* and *ay* and the sound long *a*.



## show me

Have children look at their Targeted Lessons Student Book, p. 46. Tell children that sometimes two letters together are said as one vowel sound. **Today you will learn to read and spell words with the sound /ā/ spelled with the letters ai or the letters ay.**

Point to the vowel teams *ai* and *ay* at the top of the page. The letters *ai* and *ay* spell the sound /ā/.

Point to the *ai* box. **This is a picture of rain. The sound /ā/ in *rain* is spelled with the letters *ai*.** Have children write *ai* to complete the word *rain*. Segment the sounds in *rain*: /r/ /ā/ /n/. Point out that the sound /ā/ in *rain* is in the middle of the word.

Point to the *ay* box. **This is a picture of hay. The sound /ā/ in *hay* is spelled with the letters *ay*.** Have children write *ay* after the letter *h* to complete the word *hay*. Segment the sounds in *hay*: /h/ /ā/. Point out that the sound /ā/ in *hay* is at the end of the word.

### SPELLING PATTERNS

- In general, when two vowels appear together in a word or syllable, the first vowel usually represents its long sound and the second vowel is silent.
- Other digraphs that spell the sound /ā/ include *ea* (*great*) and *ei* (*eight*).

# 16

## Long a Digraphs ai, ay

### show me

Name the pictures. Write the letters that spell the sound long *a* in each word.

ai	ay
 r <u>a</u> <u>i</u> n	 h <u>a</u> <u>y</u>

➤

guide me

Have children look at the at the bottom of p. 46 in the Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the two letters that spell the sound /ā/ in each word.)

The first picture is a nail. Let's say the sounds in *nail*: /n/ /ā/ /l/, *nail*. Have children repeat the segmented sounds and blend the sounds to say the word. What letters do we need to spell the sound /ā/ in *nail*? (ai) Continue the activity in the same way, guiding children to write *ai* or *ay* to complete the words *ray*, *train*, and *clay*.

➤

work time





Have children look at their Targeted Lessons Student Book, p. 47. Read the words in the word bank and have children repeat each one after you. Ask volunteers to provide example sentences to clarify meaning and make sure everyone knows what all the words mean. Then read the directions together. Tell children that they will write each word from the word bank in the *ai* list or the *ay* list, depending on the letters that spell the sound /ā/.

TEACHING STRATEGIES

Teach children the old saying, “When two vowels go walking, the first one does the talking.” There are many exceptions to this generalization, but it can be a useful tool for remembering the sound-spelling patterns for common vowel-team spellings of long vowel sounds.

➤ guide me

Name each picture. Fill in the blanks with the missing letters *ai* or *ay*.

<div>ai</div> <div>n <u>  </u> <u>  </u> i l</div> 	<div>ay</div> <div>r <u>  </u> <u>  </u> y</div> 
<div>t r <u>  </u> <u>  </u> i n</div> 	<div>c l <u>  </u> <u>  </u> y</div> 

46 PHONICS AND SPELLING

Long a Digraphs ai, ay 16

➤ work time

Read each word. Sort the words.

mail	say	play	pain	day
tail	stay	snail	brain	may

<div>ai</div> <div>1. <u>  </u> <u>  </u> mail</div> <div>2. <u>  </u> <u>  </u> pain</div> <div>3. <u>  </u> <u>  </u> tail</div> <div>4. <u>  </u> <u>  </u> snail</div> <div>5. <u>  </u> <u>  </u> brain</div>	<div>ay</div> <div>6. <u>  </u> <u>  </u> say</div> <div>7. <u>  </u> <u>  </u> play</div> <div>8. <u>  </u> <u>  </u> day</div> <div>9. <u>  </u> <u>  </u> stay</div> <div>10. <u>  </u> <u>  </u> may</div>
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PHONICS AND SPELLING 47

## ➔ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 48. Point out the high-frequency words *wants* and *come* at the top of the page. Remind children that there are some words that they can't sound out. They have to remember what the words look like. Point out the parts of the words that they can decode. Use the words in example sentences relevant to children's experiences, pointing to each word as you say it. For example, Who *wants* to (go outside for recess)? Tell children that they will read the words *wants* and *come* as they read the story *Play in the Rain*.

## ➔ work time

**Decodable Text** Have children look at *Play in the Rain*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children point to the words with the sound /ā/ (*Gail*, *play*, *rain*, *may*, *stay*) and circle the letters that spell the sound in each word.

## ➔ check for understanding

Write the letter *r*. What is the sound for this letter? (/r/) Write the letters *ai*. What is the sound for these letters? (/ā/) Write the letter *n*. What is the sound for this letter? (/n/) Listen as I blend the sounds together: /r/ /ā/ /n/, *rain*. Blend the sounds with me: /r/ /ā/ /n/, *rain*. Blend the sounds without me. Write the letter *p*. What is the sound for this letter? (/p/) Write the letter *l*. What is the sound for this letter? (/l/) Write the letters *ay*. What is the sound for these letters? (/ā/) Listen as I blend the sounds together: /p/ /l/ /ā/, *play*. Blend the sounds with me: /p/ /l/ /ā/, *play*. Blend the sounds without me. Continue the activity for *ai*, using *Gail*, and for *ay*, using *stay* and *may*.

Let's spell words with the sound and letters we learned. The first word we will spell is *nail*. What sounds do you hear in *nail*? (/n/ /ā/ /l/) What letter spells the /n/ sound at the beginning of *nail*? (*n*) Write the letter *n* on your sheet of paper. What two letters spell the sound /ā/ in *nail*? (*ai*) Write the letters *ai*. What is the letter for the sound /l/ at the end of *nail*? (*l*) Write the letter *l*. Let's read the word: /n/ /ā/ /l/, *nail*. Continue with *hay*.

## ➔ reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

16 Long a Digraphs ai, ay

➔ guide me

wants come

➔ work time

Read the story.

Play in the Rain

Gail wants to play.  
She sees the rain.  
Gail may have to stay in.

Come on, Gail!  
We can play in the rain!

48 PHONICS AND SPELLING



# Long e Digraphs ee, ea

# 17

## Language Objectives

- Decode words with common vowel teams, including vowel digraphs.
- Spell words using sound-spelling patterns, including common vowel teams.

## Building Literacy

A digraph is two letters that represent one sound. There are several vowel digraphs, or vowel pairs, that represent the long vowel sounds. In this lesson:

- Children learn two vowel digraphs, or letter teams, that represent the sound /ē/: ee and ea.

## Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or creating simple example sentences with the words to make sure the English learners have these words in their vocabulary.

tree	team
seal	peach
feet	peel
leaf	queen
sheep	easy
beach	cleanup
need	see
seed	beak
bean	clean
mean	week
cheek	



### ENGLISH LANGUAGE LEARNERS

Spanish speakers may pronounce vowel digraphs in English with two vowel sounds because there are no silent vowels in Spanish. Have children repeat the words in this lesson multiple times to reinforce the connection between the digraphs and the sound long e.



## show me

Have children look at their Targeted Lessons Student Book, p. 49. Tell children that sometimes two letters together are said as one vowel sound. **Today you will learn how to spell words with the sound /ē/ by using the letters ee and ea.**

**Remember, long e sounds like /ē/ in *me* and *we*.** Ask for volunteers to name a few other words with long e. Then point to the digraphs ee and ea at the top of the page. **The letters ee and ea spell the sound /ē/.**

Point to the ee box. **This is a picture of a tree. The letters ee stand for the sound /ē/ in *tree*.** Have children write ee in front of the picture for *tree*. Segment the sounds in *tree*: /t/ /r/ /ē/.

Point to the ea box. **This is a picture of a seal. The letters ea stand for the sound /ē/ in *seal*.** Segment the sounds in *seal*: /s/ /ē/ /l/.

### SPELLING PATTERNS

- In general, when two vowels appear together in a word or syllable, the first vowel usually represents its long sound and the second vowel is silent. (When two vowels go walking, the first one does the talking.) This generalization can be a useful tool for remembering the sound-spelling patterns for common vowel-team spellings of long vowel sounds.
- While this generalization is true for words with the vowel team ee, in some words, the vowel team ea spells the sound long a (*great*) or short e (*bread*).

17

### Long e Digraphs ee, ea

➞ show me

Name the pictures. Write the letters that spell the sound long e in each word.

ee	ea
<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 10px;"> <u>e</u> <u>e</u> </div> </div>	<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 10px;"> <u>e</u> <u>a</u> </div> </div>

## guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that spell the sound /ē/ in each word.)





The first picture shows feet. Let's say the sounds in *feet*: /f/ /ē/ /t/, *feet*. Have children repeat the segmented sounds and blend the sounds to say the word. **What letters do we need to spell the sound /ē/ in *feet*?** (ee) Continue the activity in the same way, guiding children to write ee or ea to complete the words *leaf*, *sheep*, and *beach*.

## work time

Have children look at their Targeted Lessons Student Book, p. 50. Read the words in the word bank and have children repeat each one after you. Ask volunteers to provide example sentences to clarify meaning and make sure everyone knows what all the words mean. Then read the directions together. Tell children that they will write each word from the word bank in the ee list or the ea list, depending on the letters that spell its sound /ē/. Model sorting the first few words, if necessary.

### guide me

Name each picture. Fill in the blanks with the missing letters ee or ea.

ee	ea
 f <u>ee</u> t	 l <u>ea</u> f
 s h <u>ee</u> p	 b <u>ea</u> c h

PHONICS AND SPELLING 49

## 17 Long e Digraphs ee, ea

### work time

Read each word. Sort the words.

need	seed	bean	mean	cheek
team	peach	peel	queen	easy

ee	ea
1. <u>need</u>	6. <u>bean</u>
2. <u>seed</u>	7. <u>mean</u>
3. <u>cheek</u>	8. <u>team</u>
4. <u>peel</u>	9. <u>peach</u>
5. <u>queen</u>	10. <u>easy</u>

50 PHONICS AND SPELLING

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 51. Remind them that there are some words that they can't sound out. They have to remember what these words look like. Have them look at the first word on the page, *its*. **This word is *its*. You use it to talk about the things that belong to an object or an animal: Look at that dog. I really like *its* collar!** Then point to the word *today*. **This word is *today*. Who can use it in a sentence?** Tell children that they will read the words *its* and *today* as they read the story *Beach Cleanup*.

## work time

**Decodable Text** Have children look at *Beach Cleanup*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children point to the words with the sound /ē/ (*beach, cleanup, Lee, Bea, see, beak, need, clean, week, team*) and circle the letters that spell the sound.

## check for understanding

Write the vowel teams ee and ea. **In this lesson we learned that the letters ee and ea spell the sound /ē/.** Ask volunteers to name words from the story *Beach Cleanup*, that have long e. Write them under the headings ee and ea. Then read the lists chorally with children.

**Let's spell words with the sounds and letters we have learned. The first word we will spell is *bean*. What sounds do you hear in *bean*? (/b/ /ē/ /n/) What letter spells the sound /b/ at the beginning of *bean*? (b) Write the letter *b*. What letters spell the sound /ē/ in *bean*? (ea) Write the letters *ea*. What is the letter for the sound /n/? (n) Write the letter *n*. Let's read the word: /b/ /ē/ /n/, *bean*.** Continue with other examples from the lesson.

## reflect

Have children talk with a partner about what they have learned. **What new words can you read and spell? How does being able to read and spell these words help you?**

Long e Digraphs ee, ea 17

guide me

its                      today

work time

Read the story.

**Beach Cleanup**

Lee and Bea go to the beach.


They see trash on the beach.

They see a bird with trash in its beak.

They say, "We need to clean up the beach!"

Next week they go back with a team.

They say, "Today let's clean up the beach!"



PHONICS AND SPELLING 51

**Language Objectives**

- Decode words with common vowel teams, including vowel digraphs.
- Spell words using sound-spelling patterns, including common vowel teams.

**Building Literacy**

A digraph is made up of two or more letters that represent one sound. There are several vowel digraphs, or vowel teams, that represent the long vowel sounds. In this lesson:

- Children learn a common vowel digraph, or vowel team, that spells the sound long /i/: *ie*.

**Focus on Language**

These English words are used in this lesson. Consider using gestures, displaying pictures, or creating simple example sentences with the words to make sure the English learners have these words in their vocabulary.

pie	fries
tie	tried
lie	replied
flies	cried

**ENGLISH LANGUAGE LEARNERS**

Make sure children can pronounce the sound /i/ and recognize that the *e* is not pronounced in words such as *pie* and *tie*. Because vowels in Spanish are never silent, Spanish speakers may pronounce vowel digraphs in English as two distinct vowel sounds. Have children practice pronouncing words such as *tie* and *lie*.



## show me

Have children look at their Targeted Lessons Student Book, p. 52. Have them name the underlined letters in the word at the top of the page. **Today you will learn how to spell and read words with long i spelled with the letters ie.**

The letters *i* and *e* together in a word can spell the sound /i/. The *e* is silent. Silent letters are the letters in the word that are not pronounced. Listen as I read the word at the top of the page: *pie*. What is the vowel sound in *pie*? (/i/) The letters *ie* spell the sound /i/. Which letter is silent? (*e*)

Direct children's attention to the first picture on the page. Listen as I read the sentence. *Mom made a pie.* What is the first sound in *pie*? (/p/) What is the vowel sound in *pie*? (/i/) The letters *ie* spell the sound /i/. Have children underline the letters *ie* in the word *pie*.

Look at the next picture and listen as I read the sentence. *This is a tie.* Repeat the word *tie*, emphasizing the ending sound. What is the first sound in *tie*? (/t/) What is the vowel sound in *tie*? (/i/) What letters spell the sound /i/? (*ie*) Have children underline the letters *ie* in the word *tie*.

### SPELLING PATTERNS

/i/ The sound /i/ can have many different spellings. It can be spelled *y* in words such as *fly*, *ie* in words such as *tie*, *i\_e* in words such as *time*, and *igh* in words such as *night*.

*ie/i* The long *i* spelling pattern *ie* can be found at the end of words such as *tie*, *pie*, and *die* and in the middle of words such as *flies*, *died*, *dies*, *cried*, and *cries*.

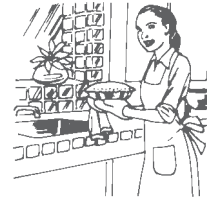
# 18

## Long i Digraph ie

### show me

**pie**

Look at the picture. Listen to the sentence. Underline the letters that spell the sound long *i*.



Mom made a pie.



This is a tie.

➤ **guide me** .....

Have children look at their Targeted Lessons Student Book, p. 53. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that spell the sound /i/ in each word.)

In the first picture, a girl is lying on the sofa. The word is *lie*. Let's say the sounds in *lie*. I'll go first and then you can say the sounds after me: /l/ /i/, *lie*. Have children repeat the segmented sounds and blend the sounds to say the word. **What letters spell the sound /i/?** (*ie*) Have children write the letters *ie* to complete the word *lie*. Continue the activity, guiding children to write the letters *ie* in *flies*.


➤ **work time** .....


Have children name the pictures: *fries*, *tie*, *pie*, *cried*. Read the directions together. Tell children that for items 1 and 2, they will write the missing letters that spell the sound /i/. For items 3 and 4, they will circle the correct word. Remind children to say the sounds in each word to help determine the missing sound.

Long i Digraph ie 18

➤ **guide me** .....


Name each picture. Write the letters that spell the sound long i in each word.


  
l i e


  
f l i e s


➤ **work time** .....

Name each picture. Write the letters that spell the sound long i. For the last two, circle the correct word.

  
1. f r i e s

  
2. t i e

  
3. py pie

  
4. cried cride

PHONICS AND SPELLING 53

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## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 54. Remind children that there are some words that they can't sound out. They must remember what the words look like. Have them look at the first word on the page, *give*. **This word is *give*. What does it mean to *give* someone something?** (to hand it over to them; to let them have it to use or to keep, like a gift) **Who can use *give* in a sentence? The next word is *know*.** The word *know* can be tricky to read because it starts with a silent *k*. The *k* is not pronounced. **What is something you *know*?** Tell children that they will read the words *give* and *know* as they read the story *A Pie for Dad*.

## work time

**Decodable Text** Have children look at *A Pie for Dad*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /i/. (*pie, tried, tie, ties, cried, replied*)

## check for understanding

Write the letter *t*. **What is the sound for this letter?** (/t/) Write the letters *ie*. **What is the sound for these letters?** (/i/) Listen as I blend the sounds together: /t/ /i/, *tie*. Blend the sounds with me: /t/ /i/, *tie*. Blend the sounds without me. Add the letter *d* to the end of *tie*. **What is the sound for this letter?** (/d/) Blend the sounds and say the word: *tied*.

Let's spell words with the sounds and letters we learned. Have students take out a piece of paper. The first word we will spell is *pie*. What sounds do you hear in *pie*? (/p/ /i/) What is the letter that spells the sound /p/? (*p*) Write the letter *p*. What are the letters for the sound /i/? (*ie*) Write the letters *ie*. Let's read the word: /p/ /i/, *pie*. Continue with *lie, flies, and cried*.

## reflect

Have children think about what they have learned. **What new words can you read and spell? How does being able to read and spell these words help you?**

18 Long i Digraph ie

guide me

give know

work time

Read the story.


A Pie for Dad

Kate and Tom **tried** to think of a gift for Dad.

Tom said, "We can give him a **tie**."

"No. He has a lot of **ties**," **replied** Kate.

"I know!" **cried** Tom. "We can give Dad a **pie**!"



54 PHONICS AND SPELLING

## Language Objectives

- Decode words with common vowel teams, including vowel digraphs.
- Spell words using sound-spelling patterns, including common vowel teams.

## Building Literacy

A digraph is two letters that represent one sound. There are several vowel digraphs, or vowel teams, that represent the long vowel sounds. In this lesson:

- Children learn two vowel digraphs, or letter teams, that represent the sound /ō/: oa and ow.

## Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or creating simple example sentences with the words to make sure English learners have these words in their vocabulary.

coat	low
snow	loaf
soap	float
bow	toaster
road	arrow
crow	goal
glow	row
toad	boat
goat	knows
own	shows
bowl	



### ENGLISH LANGUAGE LEARNERS

Vowels are never silent in Spanish. As a result, Spanish speakers may pronounce oa with two vowel sounds. Point out this difference between Spanish and English and provide additional practice by having students pronounce words with oa after you. Then have them work in pairs and read the words aloud to each other, focusing on pronouncing oa as /ō/.

## ➔ show me .....

Have children look at their Targeted Lessons Student Book, p. 55. Tell children that sometimes two letters together are said as one vowel sound. **Today you will learn to read and spell words with the sound /ō/ spelled with the letters oa or ow.**

Point to the vowel teams oa and ow at the top of the page. **The letters oa and ow spell the sound /ō/.**

**The first picture is a coat. What is the vowel sound that you hear in coat? (/ō/) The letters oa spell the sound /ō/ in coat.** Have children write oa to complete the word coat. Point out that the sound /ō/ in coat is in the middle of the word.

Continue the activity with snow, explaining that in this word the letters ow stand for the sound /ō/. Have children write ow to complete the word snow. Point out that the sound /ō/ in snow is at the end of the word.

### SPELLING PATTERNS



- In general, when two vowels appear together in a word or syllable, the first vowel usually represents its long sound and the second vowel is silent. (When two vowels go walking, the first one does the talking.) There are many exceptions to this generalization, but it can be a useful tool for remembering the sound-spelling patterns for common vowel-team spellings of long vowel sounds.
- The sound /ō/ may be spelled oa within a word or syllable or ow at the end of a word or syllable.
- Other spellings for the sound /ō/ include o (go), oe (toe), and o\_e (note).

19

## Long o Digraphs oa, ow

➔ show me .....

Name each picture. Write the letters that spell the sound long o in each word.

oa	ow
 c o a t	 s n o w

guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that spell the sound /ō/ in each word.)





The first picture shows a bar of soap. Let’s say the sounds in soap: /s/ /ō/ /p/, soap. Have children repeat the segmented sounds and blend the sounds to say the word. What letters do we need to spell the sound /ō/ in soap? (oa) Continue the activity in the same way, guiding children to write oa or ow to complete the words bow, road, and crow.

work time

Have children look at their Targeted Lessons Student Book, p. 56. Read the words in the word bank and have children repeat each one after you. Ask volunteers to provide example sentences to clarify meaning and make sure everyone knows what all the words mean. Then read the directions together. Tell children that they will write each word from the word bank in the oa list or the ow list, depending on the spelling of the sound /ō/. Model sorting the first few words if necessary.

guide me

Name each picture. Write the letters that spell the sound long o in each word.

<b>oa</b>  s _ o _ a p	<b>ow</b>  b _ o _ w
 r _ o _ a d	 c r _ o _ w

PHONICS AND SPELLING 55

19 Long o Digraphs oa, ow

work time

Read each word. Sort the words.

glow	toad	goat	own	bowl
low	loaf	float	toaster	arrow

<b>oa</b>	<b>ow</b>
1. <u>toad</u>	6. <u>glow</u>
2. <u>goat</u>	7. <u>own</u>
3. <u>loaf</u>	8. <u>bowl</u>
4. <u>float</u>	9. <u>low</u>
5. <u>toaster</u>	10. <u>arrow</u>

56 PHONICS AND SPELLING

## ➞ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 57. Remind children that some words are common words that they will see often as they read. *We use these words often, so if you remember what the words look like, you'll be able to read them.* Have them look at the first word on the page, *so*. This word is *so*. The word *so* has the sound long o. What letter spells the sound /ō/ in *so*? Who can say a sentence that uses the word *so*? The next word is *soon*. *Soon* is a word that tells about time. Can someone use the word *soon* in a sentence? Tell children that they will read the words *so* and *soon* in the story *Joan Rows a Boat*.

## ➞ work time

**Decodable Text** Have children look at the story *Joan Rows a Boat*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children point to the words with the sound /ō/ (*Joan, rows, boat, goal, row, boat, knows, so, shows, own*) and circle the letters that spell the sound in each word.

## ➞ check for understanding

Write the letter *b*. What is the sound for this letter? (/b/) Write the letters *oa*. What is the sound for these letters? (/ō/) Write the letter *t*. What is the sound for this letter? (/t/) Listen as I blend the sounds together: /b/ /ō/ /t/, *boat*. Blend the sounds with me: /b/ /ō/ /t/, *boat*. Blend the sounds without me. Write the letter *r*. What is the sound for this letter? (/r/) Write the letters *ow*. What is the sound for these letters? (/ō/) Listen as I blend the sounds together: /r/ /ō/, *row*. Blend the sounds with me: /r/ /ō/, *row*. Blend the sounds without me. Continue the activity using *Joan* and *goal* for *oa* and *own* for *ow*. If you feel like children won't be overwhelmed by the silent *k*, you can also use the word *know*.

Let's spell words with the sound and letters we learned. The first word we will spell is *coat*. What sounds do you hear in *coat*? (/k/ /ō/ /t/) What letter spells the sound /k/ at the beginning of *coat*? (*c*) Write the letter *c* on your sheet of paper. What two letters spell the sound /ō/? (*oa*) Write the letters *oa*. What is the letter for the sound /t/ at the end of *coat*? (*t*) Write the letter *t*. Let's read the word: /c/ /ō/ /t/, *coat*. Continue with *snow*.

## ➞ reflect

Have children think about what they have learned. What new words can you read and spell? How do you think being able to read and spell these words will help you?

Long o Digraphs oa, ow 19

➞ guide me

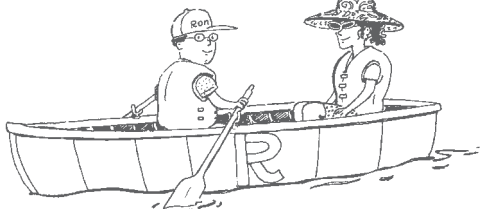
so                      soon

➞ work time

Read the story.

**Joan Rows a Boat**

Joan has a goal. She wants to row a boat.  
 Ron has a boat. Ron knows what to do.  
 So he shows Joan how to row.  
 Soon Joan can row the boat on her own.



PHONICS AND SPELLING 57

## Language Objectives

- Decode words with common vowel teams, including vowel digraphs.
- Spell words using sound-spelling patterns, including common vowel teams.

## Building Literacy

Vowel digraphs, or vowel teams, are common, so it is important that children learn that two vowels can make one sound. Learning about digraphs will help children read and spell many words. In this lesson:

- Children learn three vowel digraphs, or letter teams, that represent the sound long *u*: *ue, ew, ui*.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

glue	true
screw	due
suit	flew
clue	cruise
news	stew
fruit	Tuesday
blue	threw
grew	bruise
juice	swimsuit
chew	new



### ENGLISH LANGUAGE LEARNERS

Spanish speakers may pronounce words with *ui* as they are pronounced in Spanish. Thus, *fruit* and *juice* may be pronounced with two distinct vowel sounds: *froo-eet, joo-ees*. Help children recognize this difference between English and Spanish pronunciations.



## show me

Have children look at their Targeted Lessons Student Book, p. 58. Tell or remind children that sometimes two letters together are said as one vowel sound. **Today you will learn how to read and spell words with the sound /ü/ using the letters *ue, ew, and ui*.**

Point to the vowel teams *ue, ew, and ui* at the top of the page. **The letters *ue, ew, and ui* all spell the sound /ü/.**

Point to the *ue* box. **This is a picture of glue. The letters *ue* spell the sound /ü/ in *glue*.** Have children write *ue* on the lines. Segment the sounds in *glue*: /g/ /l/ /ü/.

Point to the *ew* box. **This is a picture of a screw. The letters *ew* spell the sound /ü/ in *screw*.** Have children write *ew* on the lines. Segment the sounds in *screw*: /s/ /k/ /r/ /ü/.

Point to the *ui* box. **This is a picture of a suit. The letters *ui* spell the sound /ü/ in *suit*.** Have children write *ui* on the lines. Segment the sounds in *suit*: /s/ /ü/ /t/.

### SPELLING PATTERNS




***ue/ü/*** The sound /ü/ spelled *ue*, as in *glue*, can appear in the middle or at the end of a word.

***ew/ü/*** The sound /ü/ spelled *ew*, as in *screw*, can appear in the middle or at the end of a word.

***ui/ü/*** The sound /ü/ spelled *ui*, as in *juice*, can appear in the middle of a word.

## show me

Name each picture. Write the letters that spell the sound long u in each word.

ue	ew	ui
		
g l <u>u</u> e	s c r <u>e</u> w	s <u>u</u> i t



➤

guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that that spell the sound /ü/ in each word.)

The first picture is for the word *clue*. Let's say the sounds in *clue*: /k/ /l/ /ü/, *clue*. Have children repeat the segmented sounds and blend the sounds to say the word. **What letters do we need to spell the sound /ü/ in *clue*?** (*ue*) Continue the activity in the same way, guiding children to write *ue*, *ew* or *ui* to complete the words *news*, *fruit*, *blue*, *grew*, and *juice*.







➤

work time

Have children turn to p. 59 in their Targeted Lessons Student Book. Read the words in the word bank and have children repeat each one after you. Ask volunteers to provide example sentences to clarify meanings and make sure everyone knows what all the words mean. Then read the directions together. Tell children that they will write each word from the word bank in the *ue*, *ew*, or *ui* list, depending on the spelling of the sound /ü/. Model sorting the first few words, if necessary.

➤ guide me

Name each picture. Write the letters that spell the sound long u in each word.

 c l <u>ue</u>	 n <u>ew</u> s	 f r <u>ui</u> t
 b l <u>ue</u>	 g r <u>ew</u>	 j <u>ui</u> ce

58 PHONICS AND SPELLING

Long u Digraphs ue, ew, ui

20

➤ work time

Read each word. Sort the words.

chew	true	due	juice
flew	cruise	stew	glue
Tuesday	threw	bruise	swimsuit

ue

1. true

2. due

3. glue

4. Tuesday

ew

5. chew

6. flew

7. stew

8. threw

ui

9. juice

10. cruise

11. bruise

12. swimsuit

PHONICS AND SPELLING 59

## guide me

**High-Frequency Words** Have children look at p. 60 of their Targeted Lessons Student Book. Remind children that there are some words that they can't sound out. They have to remember what these words look like. Have them look at the words *out* and *of*. Point to *out*. **This word is out.** Point to *of*. **This word is of.** The words *out* and *of* are often used together. Who can tell me a sentence using the words *out* and *of*? Tell children that they will read the words *out* and *of* as they read the story *Sue Gets Ready*.

## work time

**Decodable Text** Have children look at the story *Sue Gets Ready*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children point to the words with the sound /ü/ (*Sue, blue, suit, juice, fruit, news, new*) and circle the letters that spell the sound in each word.

## check for understanding

Write the vowel teams *ue, ew, and ui*. In this lesson we learned that the letters *ue, ew, and ui* spell the sound /ü/. Ask volunteers to name words from the story *Sue Gets Ready* that have the sound /ü/. Write them under the headings *ue, ew* and *ui*. Then read the lists chorally with children.

Let's spell words with the sounds and letters we learned. The first word we will spell is *blue*. What sounds do you hear in *blue*? (/b/ /l/ /ü/) What letter spells the sound /b/ at the beginning of *blue*? (*b*) Write the letter *b* on your sheet of paper. What letter spells the sound /l/ in *blue*? (*l*) Write the letter *l*. What letters spell the sound /ü/ in *blue*? (*ue*) Write the letters *ue*. Let's read the word: /b/ /l/ /ü/, *blue*. Continue with other words from the lesson, such as *stew* and *fruit*.

## reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

### guide me

out

of

### work time

Read the story.

#### Sue Gets Ready

Sue gets out of bed.

She puts on her blue suit.

She drinks a glass of juice. She eats some fruit.

She reads the news.

Now Sue is ready to go to her new job.



## Language Objectives

- Decode words using letter-sound relationships that include consonant patterns.
- Spell words with the consonant patterns *ng* and *nk*.

## Building Literacy

Phonics instruction teaches sound-spelling relationships so that children can decode words quickly and accurately. In this lesson:

- Children learn the spelling-sound correspondences for consonant patterns *ng/ng/* and *nk/ngk/*.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

ring	think
skunk	monkey
finger	singer
drinks	hanger
sing	something
bank	stingrays
wing	link
swing	stinger
sink	



### ENGLISH LANGUAGE LEARNERS

Differentiating between the sounds /ng/ (*ng*) and /ngk/ (*nk*) can be difficult for some English language learners. Pronunciation can also be a challenge. Use word pairs such as *sing/sink*, *wing/wink*, and *bang/bank* to help children hear and pronounce the two sounds.



## show me

Have children look at their Targeted Lessons Student Book, p. 61. Have them name the letter pairs that they see at the top of the page. Remind children that each letter in the pair is a consonant. **Today you will learn about some special pairs of consonants.**

Point to the consonant pattern *ng*. The letters *ng* together in a word stand for the sound /ng/. The first picture under *ng* is a ring. The last sound in *ring* is /ng/. The letters *ng* spell the sound /ng/. Have children write *ng* on the lines. **Let's read the word together: /r/ /i/ /ng/, ring.**

Point to the consonant pattern *nk*. The letters *nk* together in a word stand for the sound /ngk/. The first picture under *nk* is a skunk. The last sound in *skunk* is /ngk/. The letters *nk* spell the sound /ngk/. Have children write *nk* on the lines. **Let's read the word together: /s/ /k/ /u/ /ngk/, skunk.**

Now look at the finger. The sound /ng/ is in the middle of this word. What letters spell the sound /ng/ in the middle of *finger*? (*ng*) Have children write *ng* on the lines. **Let's read the word together: /f/ /i/ /ng/ /èr/, finger.**

Continue the activity with *nk/ngk*, having children name the letters that spell the sound /ngk/ in *drinks*. Have children write *nk* on the lines. Read the word together.

### SPELLING PATTERNS

**ng/ng/** The sound /ng/ is spelled *ng* and can appear in the middle or at the end of a word.

**nk/ngk/** The sound /ngk/ is spelled *nk* and can appear in the middle or at the end of a word.

## Consonant Patterns *ng, nk*

### show me

Name each picture. Write the letters that spell the last sound in each word.

ng	nk
ri <u>  </u> <u>  </u> 	sku <u>  </u> <u>  </u> 

Name each picture. Write the letters that spell the missing sound in each word.

ng	nk
fi <u>  </u> <u>  </u> er 	dri <u>  </u> <u>  </u> s 

## guide me

Have children look at their Targeted Lessons Student Book, p. 62. Read the directions together. Ask children to tell you in their own words what they are to do. (They will circle the word that names each picture.)

The people in the first picture can sing. There are two words under the picture. Let's read them: *sing, sink*. Repeat the words, emphasizing the sounds /ng/ and /ngk/. Can you see the difference between the two words? The word *sing* ends with the letters *ng* and the word *sink* ends with the letters *nk*. Does the picture show *sing* or *sink*? (*sing*) Circle the word *sing*. Repeat the routine with *bang/bank* and *wing/wink*.

## work time

Have children name the pictures: *swing, sink, think, monkey, singer, hanger*. Read the directions together. Remind children to say the sounds in each word to help determine the missing letters. Have children complete each item by writing the letters that spell the missing sound or sounds. For the last item, have children write the letters to spell the whole word. (*hanger*)

21

Consonant Patterns ng, nk

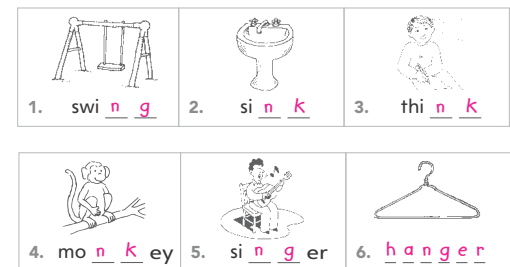
### guide me

Circle the word that names the picture.



### work time

Name each picture. Write the letters that spell the missing sound in each word. For the last one, spell the word.



62 PHONICS AND SPELLING

## ➞ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 63. Remind children that there are some words that they can't sound out. They have to remember what the words look like. Have children look at the first word on the page, *about*. This word is *about*. Who can use the word *about* in a sentence? The next word is *their*. This is a tricky word because it sounds like two other words, *there* and *they're*, that are spelled differently and have different meanings. If necessary, point out the differences in these spellings and meanings. The word *their*, spelled *t-h-e-i-r*, tells us that something belongs to someone. For example, Ms. [Name]'s class is next door. That is *their* classroom. Have children repeat each word after you as you point to it. Tell children that they will read the words *about* and *their* as they read the story *Franklin Learns Something New*.

## ➞ work time

**Decodable Text** Have children look at the story *Franklin Learns Something New*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children point to and read the words with the sound /ng/ (*something, stingrays, finger, stinger*) and circle the letters that spell that sound. Have children point to and read the words with the sound /ngk/ (*Franklin, thinks, link*) and underline the letters that spell that sound.

## ➞ check for understanding

Write the letters *ng*. What is the sound for these letters? (/ng/) What is a word we have learned with the sound /ng/ in it? Write examples the children share and work together to segment and blend the sounds to read the words. Repeat with the letters *nk*.

Let's spell words with the sounds and letters we learned. The first word we will spell is *thing*. What sounds do you hear in *thing*? (/th/ /i/ /ng/) What are the letters that spell the sound /th/? (*th*) Write the letters *th* on a sheet of paper. What is the letter for the sound /i/? (*i*) Write the letter *i*. What are the letters for the sound /ng/? (*ng*) Write the letters *ng*. Let's read the word: /th/ /i/ /ng/, *thing*. Continue with *bank*, *singer*, and *skunk*.

## ➞ reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

Consonant Patterns *ng, nk* 21

➞ guide me

about their

➞ work time


Read the story.

Franklin Learns Something New

Franklin likes stingrays.  
He wants to learn about them.

Franklin thinks about what to do.  
He gets his tablet.  
He taps a link with his finger.

Franklin learns something new.  
He learns that stingrays have a stinger in their tail.



PHONICS AND SPELLING 63

**Language Objectives**

- Decode common compound words using knowledge of base words.
- Use knowledge of base words to spell common compound words.

**Building Literacy**

Longer words can be intimidating for emerging readers. Pointing out that many longer words are made up of shorter words children can already decode gives them the tools and confidence they need to tackle many of the longer words they encounter when reading and writing. In this lesson:

- Children apply the sound-spellings they have learned to decode longer words made up of two shorter words.

**Focus on Language**

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

popcorn	fishbowl
football	backyard
rowboat	birthday
bedroom	weekend
beehive	classmates
snowman	hamburgers
notebook	cupcakes
rainbow	everyone
airplane	

**ENGLISH LANGUAGE LEARNERS**

Speakers of languages such as Cantonese, Hmong, and Vietnamese, where words consist of one syllable, may need extra practice with the concept of compound words. For Spanish speakers, offer examples of compound words in Spanish, such as *rascacielos* (*skyscraper*), *abrelatas* (*can opener*), and *espantapájaros* (*scarecrow*).





## show me

Have children look at their Targeted Lessons Student Book, p. 64. Today you will learn about compound words. A compound word is a word made up of two shorter words. The meaning of the compound word often comes from the meanings of the two shorter words.

Have children look at the first picture on the page. Point to the word *popcorn*. The word *popcorn* is a compound word. The word *popcorn* is made up of two shorter words: *pop* and *corn*. Listen to the sounds in the word *pop*: /p/ /o/ /p/. Now listen to the sounds in *corn*: /k/ /ôr/ /n/. Now put the two words together: /p/ /o/ /p/ /k/ /ôr/ /n/, *popcorn*. Have children circle the two smaller words that make the compound word *popcorn*.

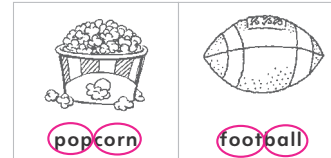
Together with children, segment and blend the sounds in the words *foot*, *ball*, *football*. Have them circle the two smaller words that make the compound word *football*.

### SPELLING PATTERNS

A compound word is a word made up of two or more shorter words. Compound words can be represented in several different ways. Many compound words are spelled as one word, like the word *notebook*. Some compound words are hyphenated, like the word *merry-go-round*, and some compound words are written as two words, like *school bus* or *living room*. This lesson focuses only on closed compounds, which are compound words written as one word.

## show me

Name the picture. Circle the two shorter words that make each compound word. Then read the whole word.



## ➤ guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will choose the word from the word bank that completes each compound word and write it on the line.)

The first picture is a rowboat. Let's read the first word in the compound word *rowboat*: /r/ /ō/, *row*. What is the second word in the compound word *rowboat*? (*boat*) The word *boat* starts with the sound /b/. What letter makes the sound /b/? (*b*) *Point to the word in the box that starts with the letter b*. Segment and blend the sounds to read the word /b/ /ō/ /t/, *boat*. Then have children complete the compound word *rowboat* by writing *boat* in the blank. Repeat the routine for *bedroom* and *beehive*.




## ➤ work time

Have children look at their Targeted Lessons Student Book, p. 65. Read the directions together. Have children name the pictures: *snowman*, *notebook*, *rainbow*, *airplane*, *fishbowl*. Then have them segment and blend the sounds to read the shorter words that make up each compound word. Finally, have children write the complete compound word to name each picture.

➤ guide me

Name each picture. Then pick the word from the box to finish each compound word. Write the word on the line.

hive	boat	room
------	------	------






 row <u>boat</u>	 bed <u>room</u>	 bee <u>hive</u>
--	--	--

64 PHONICS AND SPELLING

Compound Words **22**

➤ work time

Name each picture. Read the shorter words that make the compound word. Then write the compound word.

	snow + man	1. <u>snowman</u>
	note + book	2. <u>notebook</u>
	rain + bow	3. <u>rainbow</u>
	air + plane	4. <u>airplane</u>
	fish + bowl	5. <u>fishbowl</u>

PHONICS AND SPELLING 65

### ➔ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 66. Remind children that there are some words that they can't sound out. They have to remember what the words look like. Have children look at the first word at the top of the page. **This word is *our*.** The word *our* tells about something that belongs to us. This is *our* classroom. It is in *our* school. Who can use *our* in another sentence? The next word is *opens*. What is something that *opens*? Tell children that they will read the words *our* and *opens* as they read the story *Sara's Backyard Party*.

### ➔ work time

**Decodable Text** Have children look at the story *Sara's Backyard Party*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children find seven compound words in the story. (*backyard, birthday, weekend, classmates, hamburgers, cupcakes, everyone*) Ask them to circle the shorter words that make up each compound word.

### ➔ check for understanding

What is a compound word? (a longer word made up of two shorter words) ***Birthday* is a compound word. What two words make up the word *birthday*? (*birth* and *day*)** What are some examples of compound words? Write the examples children name. Then work together to first segment and blend the sounds in the shorter words and then blend together the two shorter words to form the compound word.

Let's spell some of the compound words we learned. The first word we will spell is *popcorn*. What are the two shorter words in *popcorn*? (*pop* and *corn*) What sounds do you hear in *pop*? (/p/ /o/ /p/) What is the letter that spells the sound /p/? (*p*) Write the letter *p* on your sheet of paper. What is the letter for the sound /o/? (*o*) Write the letter *o*. What is the letter for the sound /p/? (*p*) Write the letter *p*. Repeat with the word *corn* and then read the full compound word: *popcorn*. Continue with *bathtub, snowman, and raincoat*.

### ➔ reflect

Have children think about what they have learned. What do you know about reading compound words? How can this help you when you are reading and writing?

22

Compound Words

➔ guide me

our

opens

➔ work time

Read the story.

Sara's Backyard Party

Sara's birthday is next weekend.

"What do you want to do?" asks Mom.

"I want to have a party in our backyard," says Sara.

Sara and Mom make plans.

They invite Sara's classmates.

On the day of the party, they eat hamburgers and cupcakes.

Sara opens her gifts.

Everyone has a great time.

66 PHONICS AND SPELLING

Language Objectives

- Decode words with initial consonant blends.
- Spell words with initial consonant blends.

Building Literacy

Through phonics instruction, children learn about the letter-by-letter structure of syllables and words they encounter in reading. In this lesson:

- Children learn sound-spellings of some common three-letter consonant blends.
- Children learn that recognizing three-letter consonant blends as they appear with other consonants and vowels allows them to decode many words.

Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

spread	three
throat	scream
split	strong
screw	street
stripe	thrill
shrug	stride
string	split
screen	stream
spray	splash
shrub	



ENGLISH LANGUAGE LEARNERS

Spanish speakers may add the sound short e to words with three-letter consonant blends such as *splash* and *spring*. Help children practice blending the sounds in words with three-letter consonant blends.



## show me

Have children look at their Targeted Lessons Student Book, p. 67. Today you will learn to read and spell words with three-letter consonant blends.

Have children look at the first picture. This picture shows a girl using a knife to spread jam on bread. Point to the word *spread*. Listen as I read the word: *spread*. Point to the letters *spr*. When the letters *spr* appear together, they form a three-letter consonant blend. They stand for the sound /s/ /p/ /r/. Have children underline the letters *spr* in *spread*. Segment and blend *spread*. Then have children blend with you: /s/ /p/ /r/ /e/ /d/.

Have children look at the next picture. In this picture, a boy is touching his throat. Point to the word *throat*. Listen as I read the word: *throat*. Point to the letters *thr*. When the letters *thr* appear together, they stand for the sound /th/ /r/. Have children underline the letters *thr* in *throat*. Segment and blend *throat*. Then have children blend with you: /th/ /r/ /ō/ /t/.

Have children look at the last picture. In this picture, the sandwich is split into two pieces. Point to the word *split*. Listen as I read the word: *split*. Point to the letters *spl*. When the letters *spl* appear together, they stand for the sound /s/ /p/ /l/. Have children underline the letters *spl* in *split*. Segment and blend *split*. Then have children blend with you: /s/ /p/ /l/ /i/ /t/.




### SPELLING PATTERNS

**Three-Letter Consonant Blends** When two or more different consonants appear together in a word, the sound of each consonant is usually heard. Some blends are made up of three consonants (*spl*, *scr*), and others are made up of a digraph and a consonant (*shr*, *thr*).

23

### Three-Letter Consonant Blends

➞ show me

<u>s</u> pread	<u>th</u> roat	<u>spl</u> it
		

➤

guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (Use the letters in the box to complete the words.) Have children name the pictures: *screw, stripe, shrug*.

Point to the consonant blends in the box. Segment and blend the sounds for each and have children repeat. **Now look at the first picture. The first picture shows a screw. The word *screw* begins with the sounds /s/ /k/ /r/. Find the letters in the box that spell the sound /s/ /k/ /r/. Write them on the lines.** Continue the activity, guiding children to write the initial blend for each word.

➤


work time


Have children look at their Targeted Lessons Student Book, p. 68. Have children name the pictures: *string, screen, spray, shrub, three, scream, strong, street*. Read the directions together. Have children complete each item by circling the word that names each picture.


➤ guide me

Pick the letters from the box to finish each word. Write the letters on the lines.

scr   str   shr

  
  s  c  r  ew

  
  s  t  r  ipe









  
  s  h  r  ug

PHONICS AND SPELLING 67

23 Three-Letter Consonant Blends

➤ work time

Name the picture. Circle the word that names the picture.

1.  <u>string</u> sting	2.  seen <u>screen</u>
3.  <u>spray</u> stay	4.  <u>shrub</u> scrub
5.  tree <u>three</u>	6.  stream <u>scream</u>
7.  <u>strong</u> song	8.  sheet <u>street</u>

68 PHONICS AND SPELLING

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 69. Tell children that there are some common words that they will see often as they read. Have them look at the first word on the page, *sit*. This word is *sit*. Where are some places you can sit? The next word is *makes*. Remember, the silent e means the letter a says its name. Who can use *makes* in a sentence? Tell children that they will read the words *sit* and *makes* as they read the story *What a Thrill!*

## work time

**Decodable Text** Have children look at the story *What a Thrill!* Explain that a *thrill* is an exciting event. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children point to the words with three-letter consonant blends. (*thrill*, *stride*, *split*, *stream*, *splash*) Have children underline the three-letter consonant blends.

## check for understanding

Write the consonant blend *str*. What sounds do these letters stand for? (/s/ /t/ /r/) Listen as I blend the sounds together: /s/ /t/ /r/. Blend the sounds with me: /s/ /t/ /r/. Blend the sounds without me. Add the letters *eam* to the end of *str*. What are the sounds for these letters? (/ē/ /m/) Blend the sounds and say the word: /s/ /t/ /r/ /ē/ /m/, *stream*. Continue the activity with *screw*, *split*, and *three*.

Let's spell words with the sounds and letters we learned. The first word we will spell is *splat*. What sounds do you hear in *splat*? (/s/ /p/ /l/ /a/ /t/) What is the letter that spells the sound /s/? (s) Write the letter *s* on your paper. What is the letter for the sound /p/? (p) Write the letter *p*. What is the letter for the sound /l/? (l) Write the letter *l*. What is the letter for the sound /a/? (a) Write the letter *a*. What is the letter for the sound /t/? (t) Write the letter *t*. Let's read the word: /s/ /p/ /l/ /a/ /t/, *splat*. Continue with *shrink*, *scrap*, *strap*, *throw*, and *spring*.

## reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

Three-Letter Consonant Blends **23**


guide me

sit                      makes

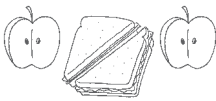
work time

Read the story.


**What a Thrill!**



We stride up the path.



We sit down to rest and split a snack.



There is a stream. A fish makes a big splash.  
What a thrill!

PHONICS AND SPELLING 69



## Language Objectives

- Decode words with final consonant trigraphs *dge* and *tch*.
- Spell words with final consonant trigraphs *dge* and *tch*.

## Building Literacy

In order to become proficient readers, children must learn to decode words quickly. Phonics instruction provides exposure to and practice with common letter teams known as trigraphs. A trigraph is three letters that represent one sound. In this lesson:

- Children learn that sometimes three letters together, such as *dge* and *tch*, represent a single sound.
- Children learn the spelling-sound correspondences for trigraphs *dge* /j/ and *tch* /ch/.

## Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

bridge	pledge
match	patch
stitch	catch
badge	batch
stopwatch	fudge
hatch	fetch
edge	watch
hopscotch	fridge
judge	snatch
stretch	smudge
hedge	



### ENGLISH LANGUAGE LEARNERS

The sound of the spelling *ch* is the same in English and Spanish, but Spanish speakers will need to learn when to use the variant spelling *tch*. Speakers of Hmong, Khmer, Korean, or Vietnamese may confuse /ch/ with /sh/ or initial *j*.

French, Hmong, and Spanish do not have the /j/ sound heard in words like *edge* and *fudge*. Provide additional practice saying and writing words with *dge*.

Many students may have difficulty distinguishing the final sounds /j/ and /ch/. Help children practice distinguishing the sounds in word pairs such as *edge/etch*, *badge/batch*, and *lodge/notch*.



## show me

Have children look at their Targeted Lessons Student Book, p. 70. Have them name the letters that they see at the top of the page. Remind children that the letter *e* can be silent. **Today you will learn about some special groups of letters.**

Sometimes three letters together are said as one sound. The letters *dge* together in a word stand for the sound /j/. The picture under *dge* is a bridge. What is the last sound in *bridge*? (/j/) The letters *dge* spell the sound /j/. The letter *e* is silent. Have children write the letters *dge* on the lines.

Continue the activity with *tch/ch*, having children identify the sound /ch/ spelled *-tch* at the end of *match* and writing the letters *tch* on the lines.

### SPELLING PATTERNS



***tch/ch***/ The sound /ch/ can be spelled *ch* or *tch*.

***dge/j***/ The sound /j/ can be spelled *g, j*, or *dge*.

## Consonant Trigraphs *dge, tch*

show me

Name the picture. Write the letters that spell the last sound in each word.

dge	tch
	
bri <u>d</u> <u>g</u> <u>e</u>	m a <u>t</u> <u>c</u> <u>h</u>

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## guide me

Have children look at the bottom part of p. 70 in their Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that spell the last sound in each word.)

The first picture shows a girl using a needle to stitch. Let's say the sounds in *stitch*. I'll go first and then you can say the sounds after me: /s/ /t/ /i/ /ch/, *stitch*. Have children repeat the segmented sounds and blend the sounds to say the word. The last letters are missing. What is the last sound in *stitch*? (/ch/) What letters spell the sound /ch/? (*tch*) Write the letters *tch* to complete the word *stitch*. Continue the activity, guiding children to write the letters for the missing final sounds in *badge* and *stopwatch*.

## work time

Have children look at their Targeted Lessons Student Book, p. 71. Have children name the pictures: *hatch*, *edge*, *hopscotch*, *judge*, *stretch*, *hedge*, *pledge*, *patch*, *catch*. Read the directions together. Remind children to say the sounds in each word to determine the missing sound. Have children complete each of the first eight items by writing *dge* or *tch* to spell the missing sound. For the last item, have children write the letters to spell the whole word.

### guide me

Name each picture. Fill in the blanks with *dge* or *tch*.

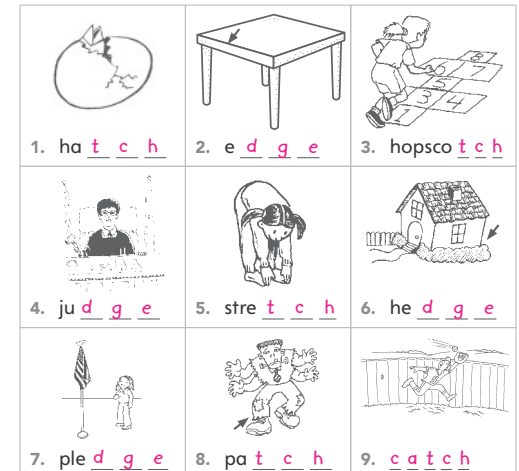


70 PHONICS AND SPELLING

### Consonant Trigraphs *dge, tch* 24

### work time

Name each picture. Write the letters that spell the missing sound in each word. For the last one, spell the word.



PHONICS AND SPELLING 71

## ➤ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 72. Tell children that there are some common words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *done*. This word is *done*. We use this word sometimes when we cook something, like soup. What does it mean when we say that the soup is *done*? The next word is *laughs*. In this word, the letters *gh* stand for the sound /f/. Who can show us what *laughs* means? Tell children that they will read the words *done* and *laughs* as they read the story *A Batch of Fudge*.

## ➤ work time

**Decodable Text** Have children look at the story *A Batch of Fudge*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children read the words with the sound /j/ (*fudge, fridge, smudge*) and circle the letters that spell that sound. Have children read the words with the sound /ch/ (*batch, fetch, watch, snatch*) and circle the letters that spell that sound.

## ➤ check for understanding

Write the letter *p*. What is the sound for this letter? (/p/) Write the letter *i*. What is the sound for this letter? (/i/) Write the letters *tch*. What is the sound for these letters? (/ch/) This is how I blend the word: /p/ /i/ /ch/, *pitch*. Blend the sounds with me: /p/ /i/ /ch/, *pitch*. Blend the sounds without me and say the word: *pitch*. Repeat with the word *badge*. Make sure children identify the correct sounds for *tch* and *dge*.

Let's spell words with the sounds and letters we learned. The first word we will spell is *pledge*. What sounds do you hear in *pledge*? (/p/ /l/ /e/ /j/) What is the letter for the sound /p/? (*p*) Write the letter *p*. What is the letter for the sound /l/? (*l*) Write the letter *l*. What is the letter for the sound /e/? (*e*) Write the letter *e*. What are the letters that spell the sound /j/? (*dge*) Write the letters *dge*. Let's read the word: /p/ /l/ /e/ /j/, *pledge*. Continue with *patch, badge, and stretch*.

## ➤ reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

### ➤ guide me

done

laughs

### ➤ work time

Read the story.

#### A Batch of Fudge

Dad says, "Let's make a batch of fudge."

I fetch a bowl for dad.

Then I watch him work.

When the fudge is done, we will put it in the fridge.

But first we snatch a bite. Yum!

Oh, no! I drop some fudge.

Dad laughs.

He says, "We can clean this smudge of fudge."



# Silent Consonants *kn, gn, wr, mb*

# 25

## Language Objectives

- Decode words with silent letters, such as *knife* and *gnat*.
- Spell words with silent letters.

## Building Literacy

Phonics instruction teaches sound-spelling relationships so that children can decode words quickly and accurately. In this lesson:

- Children learn the spelling-sound correspondences of the consonant teams *kn, gn, wr, and mb*.
- Students learn that the consonant team *gn* may appear at the beginning or end of a one-syllable word.
- Students will recognize and read words with silent consonants.

## Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

knot	knuckle
gnu	climb
wrench	wrist
thumb	lamb
sign	knob
comb	wrecks
gnats	crumb
limb	wrong
write	know
knee	



### ENGLISH LANGUAGE LEARNERS

Children who are literate in their home languages may be familiar with the concept of silent letters. In Spanish, the letter *h* is always silent, and the letter *u* is silent when it follows a *q*. In French, the letter *s* at the end of a word is often silent. You might discuss children's awareness of silent letters in their home languages before introducing *kn, gn, wr, and mb*.



## show me

Have children look at their Targeted Lessons Student Book, p. 73. Today you will learn about some special pairs of consonants. In these pairs of consonants, one of the letters is silent.

Point to the first pair of consonants and picture at the top of the page. I see a **knot**. Have children say *knot* with you. The letters **kn** stand for the sound /n/. The letter **k** is silent. Have children write the letters **kn** on the lines.

Write the word *knot*. The word *knot* has four letters, but it has three sounds. The letter **k** is silent. When the letter **k** comes before the letter **n**, the **k** is silent. This is how I blend the word: /n/ /o/ /t/, *knot*.

Point to the next pair of letters and picture. I see an animal called a **gnu**. Have children say *gnu* with you. The letters **gn** stand for the sound /n/. The letter **g** is silent. Have children write the letters **gn** on the lines.

Write the word *gnu*. The word *gnu* has three letters, but it has two sounds. The letter **g** is silent. When the letter **g** comes before the letter **n**, the **g** is silent. This is how I blend the word: /n/ /ü/, *gnu*.

Repeat the process with **wr/r/**, having children identify the sound /r/ spelled **wr** at the beginning of *wrench*.

Sometimes silent consonants appear at the end of a word. Point to the consonant pair **mb** and the picture of a thumb. This is a **thumb**. Have children say *thumb* with you. The letters **mb** stand for the sound /m/. The letter **b** is silent. Have children write the letters **mb** on the lines.

Write the word *thumb*. The word *thumb* has five letters, but it has three sounds. The letter **b** is silent. When the letter **b** comes after the letter **m**, the **b** is silent. This is how I blend the word: /th/ /u/ /m/, *thumb*.

Repeat the process with **gn/n/**, having children identify the sound /n/ spelled **gn** at the end of *sign*. Point out to children that **gn** can appear at the beginning of a word or the end of a word.

### SPELLING PATTERNS

**kn/n/**, **gn/n/** The sound /n/ can be spelled **n**, **kn**, or **gn**.

**wr/r/** The sound /r/ can be spelled **r** or **wr**.




**mb/m/** The sound /m/ can be spelled **m** or **mb**.

25



### Silent Consonants *kn, gn, wr, mb*

➔ show me

Write the letters that spell the first sound in each word.

<b>kn</b>	<b>gn</b>	<b>wr</b>
		
<u>k</u> <u>n</u> ot	<u>g</u> <u>n</u> u	<u>w</u> <u>r</u> ench

Write the letters that spell the last sound in each word.

<b>mb</b>	<b>gn</b>
	
thu <u>m</u> <u>b</u>	si <u>g</u> <u>n</u>

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## guide me

Have children look at the bottom part of p. 73 in their Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are to do. (They will circle the word that names each picture.)


The first picture shows a **comb**. Have children say *comb* with you. Now read the words next to the picture. Remember, when the letter *b* appears after the letter *m*, the letter *b* is silent. Guide children to identify and circle the word *comb*. Continue the activity, guiding children to circle the word that names the picture (*gnats*) and recognize the silent letter.

**guide me**

Circle the word that names the picture.



**comb**  
cob



gets  
**gnats**

PHONICS AND SPELLING 73

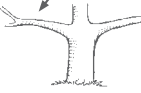
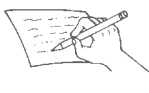







## work time

Have children look at their Targeted Lessons Student Book, p. 74. Have children name the pictures: *limb, write, knee, knuckle, climb, wrist, lamb, sign, knob*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letters that spell the missing sound. For the last item, have children write the letters to spell the whole word.

**25** Silent Consonants *kn, gn, wr, mb*

**work time**

Name each picture. Write the missing letters in each word. For the last one, spell the word.

 1. li <u>m</u> <u>b</u>	 2. <u>w</u> <u>r</u> ite	 3. <u>k</u> <u>n</u> ee
 4. <u>k</u> <u>n</u> uckle	 5. cli <u>m</u> <u>b</u>	 6. <u>w</u> <u>r</u> ist
 7. la <u>m</u> <u>b</u>	 8. si <u>g</u> <u>n</u>	 9. <u>k</u> <u>n</u> <u>o</u> <u>b</u>

PHONICS AND SPELLING 74



## ➤ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 75. Explain that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. *We use these words often, so if you remember what the words look like, you'll be able to read them.* Have them look at the first word on the page, *my*. *This word is my. It ends with the sound long i spelled y.* Have them look at the next word, *me*. *This word is me. It ends with the sound long e, spelled e. Who can use the words my and me in a sentence?* Tell children that they will read the words *my* and *me* as they read the story *My Little Sis*.

## ➤ work time

**Decodable Text** Have children look at the story *My Little Sis*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words that have a silent *w* (*wrecks, wrong*), a silent *b* (*crumb*), and a silent *k* (*know*).

## ➤ check for understanding

Write the letters *kn*. *When the letter k appears before the letter n, which letter is silent? (k) What sound does kn stand for? (/n/)* Write the letters *gn*. *When the letter g appears before the letter n, which letter is silent? (g) What sound does gn stand for? (/n/)* Repeat the process with *wr* and *mb*.

Let's spell words with the sounds and letters we learned. The first word we will spell is *knob*. What sounds do you hear in *knob*? (/n/ /o/ /b/) What two letters together can spell the sound /n/? (*kn*) Write the letters *kn*. What is the letter for the sound /o/? (*o*) Write the letter *o*. What is the letter for the sound /b/? (*b*) Write the letter *b*. Let's read the word: /n/ /o/ /b/, *knob*. Continue with *lamb, write, gnat, and knit*.

## ➤ reflect

Have children think about what they have learned. *What new words can you read and spell? How does being able to read and spell these words help you?*

Silent Consonants *kn, gn, wr, mb* **25**

➤ guide me

*my                      me*


➤ work time

Read the story.

**My Little Sis**

My little sis can be a pest.  
 She rides my bike. And wrecks it!  
 She eats all the chips. She never gives me a crumb.  
 She always says, "You are wrong, and I am right!"

But I know she likes me.  
 I like her, too!



PHONICS AND SPELLING 75

**Language Objectives**

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.

**Building Literacy**

Learning about phonics is an essential part of learning to read. We teach sound-spelling relationships so that students can decode words. Decoding is a key element leading to reading success. In this lesson:

- Students learn that sometimes words have silent letters and that the sound /ī /can be spelled *igh*.
- Students learn that the *igh* spelling pattern is usually found in the middle of a word. Recognizing this spelling pattern allows them to decode many words.

**Focus on Language**

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

sigh	knight
high	fight
tight	right
thigh	sight
fright	night
light	bright
flight	

**ENGLISH LANGUAGE LEARNERS**

Children may be tempted to pronounce the *g* in the *igh* spelling pattern. Remind children of the silent letters they encountered in Lesson 25. Point out that a vowel sound can be spelled with silent letters as well. Have them practice words with the *igh* spelling pattern along with other long *i* words such as *tie* and *by*.



## show me

Have children look at their Targeted Lessons Student Book, p. 76. Have them name the underlined letters in the word at the top of the page. Today you will learn about a special group of letters that spell the sound /i/. Some of the letters in the group are silent. Silent letters are the letters in a word that are not pronounced.

When we see the letters *i*, *g*, and *h* together in a word, they spell the sound /i/. The *g* and *h* are silent. Listen as I read the word at the top of the page: *sigh*. What is the vowel sound in *sigh*? (/i/) The letters *igh* spell the sound /i/. Which letters are silent? (*g*, *h*)

Direct children's attention to the first picture on the page. Listen as I read the sentence. *The kite can go high*. What is the vowel sound in *high*? (/i/) The letters *igh* spell the sound /i/. Have children underline the letters *igh* in the word *high*.

Look at the next picture and listen as I read the sentence. *It is too tight*. Repeat the word *tight*, emphasizing the vowel sound. What is the first sound in *tight*? (/t/) What is the middle sound in *tight*? (/i/) What is the last sound in *tight*? (/t/) What letters spell the /i/ sound? (*igh*) Have children underline the letters *igh* in the word *tight*. The spelling pattern *igh* is usually found in the middle of a word. In the word *tight*, you hear the sound /t/ at the beginning and at the end of the word. The sound /i/ is in the middle of the word.

### SPELLING PATTERNS

**/i/** The sound /i/ has many different spellings. It can be spelled *y* in words such as *fly*, *ie* in words such as *tie*, and *iCe* in words such as *time*, as well as *igh* in words such as *high*.

**igh/i/** The long *i* spelling pattern *igh* is usually found in the middle of words. The letters *igh* are usually preceded and followed by one or more consonants, as in the words *night* and *bright*.

### show me

### sigh

Look at the picture. Listen to the sentence. Underline the letters that spell the sound long *i* in the last word.



## guide me

Have children look at their Targeted Lessons Student Book, p. 77. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that spell the sound /i/ in each word.)

The first picture shows a leg. The arrow is pointing to the thigh. Let's say the sounds in *thigh*. I'll go first and then you can say the sounds after me: /th/ /i/, *thigh*. Have children repeat the segmented sounds and blend the sounds to say the word. What letters spell the sound /i/? (*igh*) Have children write the letters *igh* to complete the word *thigh*. Continue the activity, guiding children to write the letters *igh* in *fright* and *light*.

## work time




**Task 1:** Have children name the pictures: *flight*, *knight*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letters that spell the missing sound.

**Task 2:** Have children name the pictures: *fight*, *right*. Read the directions together. Have children complete each item by circling the word that names each picture.

Long i: igh 26



guide me

Name each picture. Write the letters that spell the sound long i in each word.


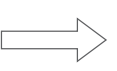
 th <u>i</u> g h	 fr <u>i</u> g h t	 l <u>i</u> g h t
--	--	---

work time

Name each picture. Write the missing letters.

 1. fl <u>i</u> g h t	 2. kn <u>i</u> g h t
---	---

Name each picture. Circle the word that names the picture.

 3. <u>fight</u> fit	 4. rig <u>right</u>
--	--

PHONICS AND SPELLING 77

## ➤ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 78. Explain that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. We use these words often, so if you remember what the words look like, you'll be able to read them. Have them look at the first word on the page, *we*. This word is *we*. It starts with the sound /w/ spelled *w* and ends with the sound /ē/ spelled *e*. What does *we* mean? The next word is *up*. It starts with the sound /u/ spelled *u* and ends with the sound /p/ spelled *p*. What direction is *up*? Tell children that they will read the words *we* and *up* as they read the story *A Sight at Night*.

## ➤ work time

**Decodable Text** Have children look at *A Sight at Night*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /ī/. (*sight, night, high, bright*)

## ➤ check for understanding

Write the letter *s*. What is the sound for this letter? (/s/) Write the letters *igh*. What is the sound for these letters? (/ī/) Listen as I blend the sounds together: /s/ /ī/, *sigh*. Blend the sounds with me: /s/ /ī/, *sigh*. Blend the sounds without me. Add the letter *t* to the end of *sigh*. What is the sound for this letter? (/t/) Blend the sounds and say the word: *sight*.

Let's spell words with the sounds and letters we learned. Have students take out a piece of paper. The first word we will spell is *right*. What sounds do you hear in *right*? (/r/ /ī/ /t/) What is the letter that spells the sound /r/? (*r*) Write the letter *r*. What are the letters we learned for the sound /ī/? (*igh*) Write the letters *igh*. What is the letter for the sound /t/? (*t*) Write the letter *t*. Let's read the word: /r/ /ī/ /t/, *right*. Continue with *high, bright, and flight*.

## ➤ reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

26 Long i: igh


➤ guide me

we up


➤ work time

Read the story.

A Sight at Night



It is night. We look up high.



It is bright. What a sight!

78 PHONICS AND SPELLING

**Language Objectives**

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.
- Decode words with long vowels and consonant blends.

**Building Literacy**

Learning about common spelling patterns is important in phonics instruction. Learning to recognize and decode common spelling patterns will help children read and spell many words. In this lesson:

- Children learn two spelling patterns in which the letter *i* has the sound long *i*, as in *mild* and *kind*.
- Children learn two spelling patterns in which the letter *o* has the sound long *o*, as in *bold* and *host*.

**Focus on Language**

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

child	wild
rind	hold
cold	behind
post	kind
mild	most
grind	old
told	scold
host	find
folds	

**ENGLISH LANGUAGE LEARNERS**

In Spanish, each vowel has only one sound. Spanish speakers may find it difficult to pronounce and spell words with variant vowel sounds in English. Let children practice saying and writing groups of words that have the sound long *i*, as in *mild* and *blind*, and the sound long *o*, as in *bold* and *host*.



## show me

Have children look at their Targeted Lessons Student Book, p. 79. Remind children that when there is a long vowel sound, the vowel says its name. **Today you will learn spelling patterns with the sound long *i* and with the sound long *o*.**

Point to the picture and the word *child*. This picture shows a child. This is the word *child*. Listen to the sounds in the word *child*: /ch/ /ī/ /l/ /d/. Say the word *child* with me: *child*. What vowel sound do you hear in the middle of the word *child*? (/ī/) What sound comes next in the word *child*? (/l/) What is the last sound in the word *child*? (/d/) Have children underline the letters *ild*. When a word has the *-ild* spelling pattern, the letter *i* often has the sound /ī/. Repeat the process with the word *rind*.

Point to the picture and the word *cold*. The girl is cold. This is the word *cold*. Listen to the sounds in the word *cold*: /k/ /ō/ /l/ /d/. Say the word *cold* with me: *cold*. What vowel sound do you hear in the middle of the word *cold*? (/ō/) What sound comes next in the word *cold*? (/l/) What is the last sound in the word *cold*? (/d/) Have children underline the letters *old*. When a word has the *-old* spelling pattern, the letter *o* often has the sound /ō/. Repeat the process with the word *post*.

### SPELLING PATTERNS

***ild*** When a word has the *-ild* spelling pattern, the letter *i* often has the sound long *i*.

***ind*** When a word has the *-ind* spelling pattern, the letter *i* often has the sound long *i*.

***old*** When a word has the *-old* spelling pattern, the letter *o* often has the sound long *o*.




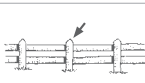
***ost*** When a word has the *-ost* spelling pattern, the letter *o* often has the sound long *o*.

27

### Long *i*: *i* and Long *o*: *o*

show me

Name the picture. Underline the letters that spell the last three sounds in the word.

<i>child</i> 	<i>rind</i> 
<i>cold</i> 	<i>post</i> 

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➤ **guide me**

Have children look at the bottom part of p. 79 in their Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write each word from the word bank under the heading *-ild*, *-ind*, *-old*, or *-ost*, depending on the last three sounds in the word.)

Read the words in the word bank and have children repeat each one after you. Remind children to pay attention to the last three sounds in each word. Ask volunteers to provide example sentences to clarify meaning and make sure everyone knows what all the words mean. Guide children to write each word under the appropriate heading. Model sorting the first few words, if necessary.

➤ **guide me**

Read each word. Sort the words.

told	grind	mild	host
-ild	-ind	-old	-ost
mild	grind	told	host

PHONICS AND SPELLING 79





➤ **work time**

Have children look at their Targeted Lessons Student Book, p. 80. Read the directions together. Guide children to read each pair of words and choose the correct word. Encourage them to read the sentence with the word to make sure it makes sense. Have children complete each item by circling and then writing the word that completes the sentence.

27 Long i: i and Long o: o

➤ **work time**

Circle a word to finish each sentence. Then write the word on the line.

<b>folds</b> fills	
1. She <u>folds</u> the paper to make a plane.	
<b>wild</b> will	
2. The <u>wild</u> tiger hides in the grass.	
hole <b>hold</b>	
3. This box can <u>hold</u> a lot of fruit.	
<b>behind</b> being	
4. The deer is <u>behind</u> the tree.	

80 PHONICS AND SPELLING

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## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 81. Explain that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. We use these words often, so if you remember what the words look like, you'll be able to read them. Have them look at the words *don't* and *ate*. Point to *don't*. This word is *don't*. Point out the apostrophe. *Don't* is a special kind of word made up of two words put together. *Don't* means *do not*. Who can use *don't* in a sentence? Point to *ate*. This word is *ate*. It's related to the word *eat*. Today I eat. Yesterday I ate. Tell children that they will read the words *don't* and *ate* as they read the story *Jojo the Wild Dog*.

## work time

**Decodable Text** Have children look at the story *Jojo the Wild Dog*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the spelling patterns *-ild*, *-ind*, *-old*, and *-ost* (*wild*, *kind*, *mild*, *most*, *old*, *sold*, *told*, *find*) and identify the long vowel sound in each word.

## check for understanding

Write the letters *old*. When a word has the spelling pattern *-old*, what sound does the letter *o* stand for? (/ō/) Write the letters *ind*. When a word has the *-ind* spelling pattern, what sound does the letter *i* stand for? (/ī/) Repeat the process with the spelling patterns *-ost* and *-ild*.

Let's spell words with the sounds and letters we learned. The first word we will spell is *grind*. What sounds do you hear in *grind*? (/g/ /r/ /ī/ /n/ /d/) What letter spells the sound /g/ at the beginning of *grind*? (g) Write the letter *g*. What letter spells the sound /r/? (r) Write the letter *r*. What letter spells the sound /ī/? (i) Write the letter *i*. What letter spells the sound /n/? (n) Write the letter *n*. What letter spells the sound /d/? (d) Write the letter *d*. Let's read the word: /g/ /r/ /ī/ /n/ /d/, *grind*. Continue with the words *mold*, *host*, *rind*, and *child*.

## reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

Long i: i and Long o: o 27

guide me

don't ate

work time

Read the story.

Jojo the Wild Dog

This is my dog Jojo.

I don't know what kind of dog she is.

But she is never mild.

She is always wild.

Most dogs play with sticks.

Not Jojo! She plays with old socks.

One day, she ate my new socks.

I had to scold her.

I told her, "Go find a bone to eat!"

PHONICS AND SPELLING 81

**Language Objectives**

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.
- Learn sound-spelling correspondences for common vowel teams.

**Building Literacy**

Phonics is a means to an end. We teach sound-spelling relationships so that children can decode words. Decoding is a key element leading to reading success. In this lesson:

- Children learn sound-spellings of the common vowel teams *oo* and *ou*.
- Children learn that *oo* can have the sound in *moon* or *book*: /ü/ or /ù/.
- Children learn that *ou* can have the sound /ü/.

**Focus on Language**

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

boot	moon	rooster
soup	baboon	noon
book	hook	wooden
soon	group	roof
good	hood	goose
took	broom	swoops
you	cook	food
room	foot	scoots
look	spoon	scoops

**ENGLISH LANGUAGE LEARNERS**

Because vowels in Spanish are never silent, Spanish speakers may pronounce vowel digraphs in English with two vowel sounds. Have children practice saying and writing words with long and short vowel digraphs.

Speakers of Chinese, French, Italian, Korean, Spanish, and Urdu may have difficulty distinguishing the different vowel sounds in *book* and *moon*. Help them practice saying and writing word pairs such as the following: *took/tool*, *shook/shoot*, *cook/cool*.

## ➞ show me

Have children look at their Targeted Lessons Student Book, p. 82. Have them name the pairs of letters that they see at the top of the page. Remind children that *o* and *u* are vowels. **Today you will learn about the sounds of the letters *oo* and *ou*.**

Point to the vowel team *oo* in the first box. **I see a boot. In the word *boot*, the letters *oo* stand for the sound /ü/. Point to *oo* as children say /ü/. Have children write the letters *oo* on the lines.**

Point to the vowel team *ou* in the second box. **I see soup. The letters *ou* can stand for the sound /ü/. Point to *ou* as children say /ü/. Have children write the letters *ou* on the lines.**

Point to the vowel team *oo* in the last box. **I see a book. The letters *oo* can stand for the sound /ü/. Point to *oo* as children say /ü/. Have children write the letters *oo* on the lines.**

## ➞ guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will name the pictures and read the words. Then they will write the words with the sound /ü/ in the first column and the words with the sound /ü/ in the second column.)

Point to the first picture. **What vowel sound do you hear in *book*? (/ü/)** Point to the second picture. **What vowel sound do you hear in *boot*? (/ü/)** **Now let's read the words in the box. Remember, the letters *oo* can stand for two different sounds: the sound /ü/ and the sound /ü/. I will read the first word. Point to the word *soon*. I will try the sound /ü/: /s/ /ü/ /n/. That does not sound right. Now I will try the sound /ü/: /s/ /ü/ /n/. That sounds right. In the word *soon*, the letters *oo* have the sound /ü/. I will write the word *soon* under the picture of the boot because *soon* and *boot* have the same vowel sound: /ü/. Guide children to read the rest of the words and write them in the appropriate column.**

### SPELLING PATTERNS




In some words, *ou* spells the sound /ü/ (*group*) or the sound /ou/ (*about*).  
In some words, *oo* spells the sound /ü/ (*troop*) or the sound /ü/ (*book*).

28

Vowel Teams oo, ou

➞ show me



Write the letters that spell the vowel sound.

oo	ou	oo
 b _ o _ t	 s _ o _ u _ p	 b _ o _ o _ k

➞ guide me

Read the words. Name the pictures. Write the words that have the same vowel sound under the pictures.

soon	good	took	you	room	look
------	------	------	-----	------	------

 book	 boot
good	soon
took	you
look	room

82 PHONICS AND SPELLING

work time

Have children look at their Targeted Lessons Student Book, p. 83. Read the directions together. Tell children to pay attention to the vowel sounds in each word to help determine which words match.

Have children complete each item by reading the word in the first column and then circling the word in the same row that has the same vowel sound.

TEACHING STRATEGIES







Help children learn how to decode an unknown word with a vowel that can be pronounced two different ways.

- When you come to an unknown word, say the word, sound by sound. Blend the whole word.
- If the vowel can be pronounced two different ways, try both ways. For example, if you see the word *t-o-o-k*, you know the *o-o* can be pronounced /ü/ (like *boot*) or /ü/ (like *book*).
- Use context to determine the meaning. For example, try /t/ /ü/ /k/ in the sentence. Does it make sense? No! So try /t/ /ü/ /k/. That makes sense!

Vowel Teams oo, ou28

work time

Read the word. Name the pictures. Circle the word that has the same vowel sound.

1. moon	 baboon	 hook
2. group	 hood	 broom
3. cook	 foot	 spoon

PHONICS AND SPELLING83

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 84. Explain that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. We use these words often, so if you remember what the words look like, you'll be able to read them. Have them look at the first word on the page, *starts*. This word is *starts*. *Starts* has the same meaning as *begins*. Who can use the word *starts* in a sentence? The next word is *over*. We often use it with the word *scoot*. Who can show us how to scoot over? Tell children that they will read the words *starts* and *over* as they read the story *Rooster Cooks Soup*.

## work time

**Decodable Text** Have children look at the story *Rooster Cooks Soup*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. [Note: the vowel sound in the word *roof* may differ by region. It can be pronounced /ü/ or /ù/.] Have children circle the words with the sound /ü/. (*Rooster*, *soup*, *noon*, *spoon*, *soon*, *Goose*, *swoops*, *food*, *scoots*, *you*, *scoops*, and possibly *roof*) Have children underline the words with the sound /ù/. (*cooks*, *wooden*, *cook*, *look*, *good*, and possibly *roof*)

## check for understanding

Write the vowel team *ou*. What sound do these letters spell? (/ü/) Write the vowel team *oo*. What two sounds do these letters spell? (/ü/ and /ù/) Write the words *troop*, *youth*, and *brook*. Have children sound the words out, trying both vowel sounds to identify the correct one.

Let's spell words with the sounds and letters we learned. The first word we will spell is *shook*. What sounds do you hear in *shook*? (/sh/ /ü/ /k/) What letters spell the /sh/ sound at the beginning of *shook*? (*sh*) Write the letters *sh*. What letters spell the /ü/ sound in *shook*? (*oo*) Write the letters *oo*. What is the letter for the sound /k/? (*k*) Write the letter *k*. Let's read the word: /sh/ /ü/ /k/, *shook*. Continue with *tooth*, *group*, *bedroom*, *hood*, and *foot*.

## reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

28

Vowel Teams oo, ou

guide me

starts over

work time

Read the story.

Rooster Cooks Soup

It's noon, and Rooster wants to eat. He picks up his wooden spoon and starts to cook some soup. Soon the soup is done. Rooster goes up to the roof to eat.

Goose flies by. She swoops down to have a look. "Is that food?" she asks.

Rooster scoots over so Goose can sit. He asks, "Do you want to try my soup?" Goose scoops soup with a spoon. "It's good!" she says.

84

PHONICS AND SPELLING

## Language Objectives

- Decode words with the inflected ending *-ing*.
- Spell words with the inflected ending *-ing*.

## Building Literacy

The systematic teaching of inflected endings such as *-ing* is an important part of literacy instruction. As children become more comfortable using inflected endings in their speaking and writing, they will be able to articulate and construct more complex thoughts and sentences. In this lesson:

- Children learn that adding *-ing* to a verb shows that an action is happening now.
- Children recognize, read, and write words with the inflected ending *-ing* with no spelling change to base words.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

flying	climbing
reaching	teaching
yelling	growing
splashing	sending
rowing	cooking
raining	cleaning
going	sweeping
finishing	dusting
mixing	washing
bringing	fixing



### ENGLISH LANGUAGE LEARNERS

Speakers of Cantonese, Khmer, and Korean will be familiar with the sound of *-ng* in the inflected ending *-ing*. Other English language learners may need to practice pronouncing words with this ending. Help those children practice saying these *-ing* words: *going, eating, talking*.





### show me

Have children look at their Targeted Lessons Student Book, p. 85. Explain that today they will be adding *-ing* at the end of verbs to show that the action is happening now. Today you will be adding *-ing* at the end of words that are verbs. When you do that, it shows that the action is happening now.

Look at the first picture. The word is *fly*. When you add the ending *-ing* to *fly*, you show that the action is happening now. Say the following sentences, emphasizing the words *fly* and *flying*. The bird can *fly*. It is *flying* now. Have children write the letters *ing* on the lines.

Continue the activity with *reach*, asking children to add the ending *-ing* to form *reaching*. Have a volunteer make up a sentence with *reaching* that shows the action is happening now. Continue with *yell*, *splash*, *row*, and *rain*. Point out that in all the words they are working with today, there are no spelling changes in the base word when the ending *-ing* is added.

### SPELLING PATTERNS







Base word spellings don't change when the ending *-ing* is added to CVCC and CVVC patterns, as well as words that end in *x*. Some words that end in *ay*, such as *play* and *stay*, do not change their base word spellings, as well as some words that end in *ow*, such as *snow* and *show*.

29

Inflected Ending -ing

show me

Name the picture. Add the ending *-ing* to each word by writing the letters on the lines.

<div>-ing</div>  <div>fly <u>i</u> <u>n</u> <u>g</u></div>	<div>-ing</div>  <div>reach <u>i</u> <u>n</u> <u>g</u></div>	<div>-ing</div>  <div>yell <u>i</u> <u>n</u> <u>g</u></div>
<div>-ing</div>  <div>splash <u>i</u> <u>n</u> <u>g</u></div>	<div>-ing</div>  <div>row <u>i</u> <u>n</u> <u>g</u></div>	<div>-ing</div>  <div>rain <u>i</u> <u>n</u> <u>g</u></div>

## ➤ guide me

Have children look at the bottom part of p. 85 in their Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will add the ending *-ing* to each word and write the new word.)

Let's read the first word, *go*. When we add the ending *-ing*, what is the new word? (*going*) Let's write the word *going* on the line. Who can make up a sentence using *going* that shows that the action is happening now? Continue the activity with *finish*, *mix*, and *bring*.

## ➤ work time

Have children look at their Targeted Lessons Student Book, p. 86. Read the words in the box and have children repeat each one after you. Point out that each base word has the ending *-ing*, which shows the action is happening now. Then read the directions together. Tell children that they will choose a word from the box to complete each sentence and write it on the line.

➤ guide me

Add the ending *-ing* to each word and write the new word.

go + ing = going      mix + ing = mixing

finish + ing = finishing      bring + ing = bringing

PHONICS AND SPELLING 85

**29** Inflected Ending *-ing*

➤ work time

Say each word in the box. Then write the words to complete the sentences.

sending   cooking   teaching   climbing   growing

- The cat is climbing up the tree.
- Dale is teaching her dog to sit.
- The plants in the red pot are growing fast.
- Jeff and Sam are sending a card to Gran.
- The beans are cooking in the pan.

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## ➞ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 87. Tell children that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. We use these words often, so if you remember what the words look like, you'll be able to read them. Have them look at the first word on the page, *are*. This word is *are*. It sounds like the letter *r*. Who can use the word *are* in a sentence? The next word is *them*. We use the word *them* to refer to people or things. If I say, "Pick up the books and put them away," what does *them* mean? Tell children that they will read the words *are* and *them* as they read the story *Cleaning Up*.

## ➞ work time

**Decodable Text** Have children look at the story *Cleaning Up*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the ending -ing. (*cleaning, sweeping, dusting, bringing, washing, fixing*)

## ➞ check for understanding

Write the word *cleaning* on the board and underline the ending -ing. When you add -ing to the base word *clean*, how does the word change? (The word *cleaning* shows that the action is happening now.) Pronounce *cleaning* and have children repeat. Write the word *fixing* on the board, underlining the ending -ing. Let's read this word together: *fixing*. What is the base word in *fixing*? (*fix*) What ending has been added? (-ing) Who can use the word *fixing* in a sentence? Continue with *sweeping, dusting, and washing*.

Now let's spell words with the ending -ing. The first word we will spell is *flying*. What is the base word in *flying*? (*fly*) Write it first. What is the ending in *flying*? (-ing) Add the ending -ing to *fly*. What word do you see? (*flying*) Continue with *reaching, splashing, raining, and going*.

## ➞ reflect

Have children turn and talk to a partner about what they have learned. What new words can you read and spell now? How does being able to read and spell these words help you?

Inflected Ending -ing 29

➞ guide me

are                  them


➞ work time

Read the story.

**Cleaning Up**


The kids are cleaning up. They all have a job to do.

Jan is sweeping the rug,  
and Rob is dusting.




Sue is bringing the cups and plates  
to Dan.

Dan is washing them.



Dad is fixing lunch.

When the work is done, they will all  
eat together.



PHONICS AND SPELLING 87

# Inflected Ending *-ing* with Spelling Changes

# 30

## Language Objectives

- Decode words with the inflected ending *-ing* (with spelling changes).
- Spell words with the inflected ending *-ing* (with spelling changes).

## Building Literacy

The systematic teaching of inflected endings such as *-ing* is an important part of literacy instruction. As children become more comfortable using inflected endings in their speaking and writing, they will be able to articulate and construct more complex thoughts and sentences. In this lesson:

- Children recognize that adding *-ing* to a verb shows that an action is happening now.
- Children recognize, read, and write words with the inflected ending *-ing* with spelling changes to base words.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

clapping	flapping
smiling	scraping
petting	shaking
snapping	moving
biting	digging
making	hopping
sharing	running
diving	making
sitting	hiding



### ENGLISH LANGUAGE LEARNERS

Children of various language backgrounds may not hear the difference between *-ing* and *-in*, so they may say *readin* and *sleepin* instead of *reading* and *sleeping*. Help children practice saying words that end with *-ing*: *walk/walking, eat/eating, plan/planning*.



## show me

Have children look at their Targeted Lessons Student Book, p. 88. Remind them that they have already learned that adding *-ing* at the end of a verb shows the action is happening now. In their last lesson, they added *-ing* to words whose spellings did not change. Explain to children that today they will be adding *-ing* to words whose spellings do change. **Today you will be learning that some words change their spellings when the ending *-ing* is added.**

Read the rule and the example in the first box. **The word *clap* has the sound short a followed by a single consonant, *p*. Notice how the consonant *p* is doubled when the *-ing* ending is added. Let's read the word together: *clapping*.**

Then read the rule and the example in the second box. **The word *smile* has the sound long *i* and ends in silent *e*. What happens to the silent *e* when the ending *-ing* is added? (The silent *e* is dropped.) Let's read the word together: *smiling*.**

### SPELLING PATTERNS

When the ending *-ing* is added to **CVC** words, the final consonant is doubled: *tap/tapping*.

When the ending *-ing* is added to **CVCe** words, the final silent *e* is dropped: *hopel/hoping*.

## Inflected Ending *-ing* with Spelling Changes

### show me

Some words change their spellings when the ending *-ing* is added. Look at each box to see how different words can change.

When a word has a short vowel followed by a consonant, you double the consonant when adding the ending *-ing*.

**clap + ing = clapping**

When a word has a long vowel and a silent *e*, you drop the silent *e* when adding the ending *-ing*.

**smile + ing = smiling**

## guide me

Have children look at their Targeted Lessons Student Book, p. 89. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will think about how to change the spelling to add the ending *-ing* to each word. Then they will write the new word.)

Let's read the first word: *pet*. Since *pet* has a short *e* followed by a consonant, how does the spelling change? (The consonant *t* is doubled when the ending *-ing* is added.) Let's write the word *petting* on the line. Who can make up a sentence using *petting* that shows the action is happening now? Continue the activity with *snap*, *bite*, and *make*, pointing out how the spelling of each word changes.

## work time

Point to the first word in the box. The base word is *flap*. The ending is *-ing*. When I come to a word that ends with *-ing*, I look to see if it has a base word and an ending. I read the base word and ending: *flap*, *-ing*. Then I read the two parts together as one word: *flapping*. Read the remaining words in the box and have children repeat each one after you. Remind children that the ending *-ing* shows the action is happening now. Have children identify the base word for each word in the box and tell how the spelling changed when *-ing* was added. Then read the directions together. Explain that children will choose a word from the box to complete each sentence and write it on the line.

### guide me

Add the ending *-ing* to each word and write the new word.

pet + ing = petting    bite + ing = biting  
snap + ing = snapping    make + ing = making

### work time

Say each word in the box. Then write the words to complete the sentences.

flapping    diving    scraping    sharing    sitting

- Dave is sharing his snack with Gail.
- Kate is diving into the swimming pool.
- The boxes are sitting in the truck.
- The flags are flapping in the wind.
- Dad is scraping the old paint off the house.

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 90. Explain that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. We use these words often, so if you remember what the words look like, you'll be able to read them. Have them look at the first word on the page, *why*. This word is *why*. We use the word *why* when we ask questions. Who can make up a question starting with *why*? The next word is *that*. We use the word *that* when we point something out. Point to a nearby chair. For example, we say *that chair* to point out one chair. Tell children that they will read the words *why* and *that* as they read the story *Look at That Bush*.

## work time

**Decodable Text** Have children look at the story *Look at That Bush*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the ending -ing. (*shaking, moving, digging, hopping, running, making, hiding*)

## check for understanding

Write the word *shaking* on the board and underline the ending -ing. Let's read this word together: *shaking*. What is the base word in *shaking*? (*shake*) Write *shake* on the board beside *shaking*. How did the spelling change? (The silent e was dropped when the ending -ing was added.) Then write the word *hopping* on the board, underlining the ending -ing. Let's read this word together: *hopping*. What is the base word in *hopping*? (*hop*) Write *hop* on the board beside *hopping*. How did the spelling change? (The consonant *p* was doubled.) Continue with *digging, moving, and hiding*.

Now let's spell words with the ending -ing. The first word we will spell is *sitting*. What is the base word in *sitting*? (*sit*) Write it first. The word *sit* has a short *i* followed by a consonant, *t*. How does the spelling change when we add the ending -ing? (The consonant *t* is doubled.) That's right. Double the consonant *t* and add the ending -ing to *sit*. What word do you see? (*sitting*) Continue with *snapping, biting, shopping, and diving*.

## reflect

Have children turn and talk to a partner about what they have learned. What new words can you read and spell now? How does being able to read and spell these words help you?

30

Inflected Ending -ing with  
Spelling Changes

guide me

why that

work time

Read the story.

Look at That Bush

Look at that bush! The branches are shaking. Why are they moving?


Is there a dog digging a hole?

Is there a bird hopping from branch to branch?

Maybe some baby foxes are running into their den.

Or maybe the wind is making the branches shake.

Oh! It is just my pal Jon. "I was hiding from you," he says.



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PHONICS AND SPELLING



## Language Objectives

- Decode words with the inflected ending *-ed*.
- Spell words with the inflected ending *-ed*.

## Building Literacy

Learning how to use the inflected ending *-ed* is an important part of literacy instruction. As children become more comfortable using words with the inflected ending *-ed* in their speaking and writing, they will be able to articulate and construct more complex thoughts and sentences. In this lesson:

- Children learn that adding *-ed* to a verb shows that an action happened in the past.
- Children recognize, read, and write words with the inflected ending *-ed* with no spelling change to base words.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

jumped	helped
played	packed
cooked	smelled
mailed	licked
kicked	rained
mixed	stayed
kissed	moaned
planted	groaned
cleaned	asked
fixed	enjoyed
reached	



### ENGLISH LANGUAGE LEARNERS

Languages such as Chinese, Hmong, and Vietnamese do not use inflected endings to form verb tenses. Help children understand that adding *-ed* to a verb indicates that the action happened in the past. Then give them practice in adding the inflected ending *-ed* to a variety of verbs as well as pronouncing the past-tense verbs.



## show me

Have children look at their Targeted Lessons Student Book, p. 91. Explain that today they will be adding *-ed* at the end of verbs to show that the action has already happened.

Today you will be adding *-ed* at the end of words that are verbs. When you do that, it shows that the action happened in the past.

Look at the first picture. The word is *jump*. When you add the ending *-ed* to *jump*, you show that the action has already happened. Say the following sentences, emphasizing the words *jump* and *jumped*. *We jump now. We jumped five minutes ago.* Have children write the letters *ed* on the lines.







Continue the activity with *play*, asking children to add the ending *-ed* to form *played*. Have a volunteer make up a sentence with *played* that shows the action happened in the past. Continue with *cook*, *mail*, *kick*, and *mix*. Point out that in all the words they are working with today, there are no spelling changes in the base word when the ending *-ed* is added.

### SPELLING PATTERNS

Base word spellings don't change when the ending *-ed* is added in the following cases: words with **CVCC** and **CVVC** patterns, words that end in **x**, words that end in **ay**, such as *play* and *stay*, and words that end in **ow**, such as *snow* and *show*.

## show me

Name the picture. Add the ending *-ed* to each word by writing the letters on the lines.

-ed	-ed	-ed
 jump <u>e</u> <u>d</u>	 play <u>e</u> <u>d</u>	 cook <u>e</u> <u>d</u>
-ed	-ed	-ed
 mail <u>e</u> <u>d</u>	 kick <u>e</u> <u>d</u>	 mix <u>e</u> <u>d</u>

## guide me

Have children look at the bottom part of p. 91 in their Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will add the ending *-ed* to each word and write the new word.)

Let's read the first word *kiss*. When we add the ending *-ed*, what is the new word? (*kissed*) Let's write the word *kissed* on the line. Who can make up a sentence using *kissed* that shows that the action has already happened?

Continue the activity with *plant*, *clean*, and *fix*. You may want to point out that the *-ed* ending makes the sound /t/ at the end of *kissed* and *fixed*, /d/ at the end of *cleaned*, and /id/ at the end of *planted*.

## work time

Have children look at their Targeted Lessons Student Book, p. 92. Read the words in the box and have children repeat each one after you. Point out that each base word has the ending *-ed* to show the action has already happened. Then read the directions together. Explain that children will choose a word from the box to complete each sentence and write it on the line.

### guide me

Add the ending *-ed* to each word and write the new word.

kiss + ed = kissed      clean + ed = cleaned  
plant + ed = planted      fix + ed = fixed

91 PHONICS AND SPELLING

Inflected Ending -ed 31

### work time

Say each word in the box. Then write the words to complete the sentences.

smelled    packed    helped    licked    reached

- I reached for the book on the top shelf.
- Kate and Pat helped Dad paint the fence.
- Jon packed his bag for the big trip.
- The red roses smelled so good!
- When I got home, my dog licked my face.

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PHONICS AND SPELLING 92

## ➞ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 93. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *all*. **This word is *all*. It begins with the sound /ô/, which is neither short nor long. What does the word *all* mean?** (everything or the whole amount) **The next word is *many*. Who can use the word *many* in a sentence?** Tell children that they will read the words *all* and *many* as they read the story *It Rained All Day*.

## ➞ work time

**Decodable Text** Have children look at the story *It Rained All Day*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the ending -ed. (*rained, stayed, moaned, groaned, asked, played, cooked, enjoyed*)

## ➞ check for understanding

Write the word *rained* on the board and underline the ending -ed. **When you add -ed to the base word *rain*, how does the word change?** (The word *rained* shows that the action happened in the past.) Pronounce *rained* and have children repeat. Write the word *stayed* on the board, underlining the ending -ed. **Let's read this word together: *stayed*. What is the base word in *stayed*? (*stay*) What ending has been added? (-ed) Who can use the word *stayed* in a sentence?** Continue with *moaned, groaned, asked, and cooked*.

Now let's spell words with the ending -ed. The first word we will spell is *jumped*. **What is the base word in *jumped*? (*jump*) Write it first. What is the ending? (-ed) Add the ending -ed to *jump*. What word do you see? (*jumped*)** Continue with *asked, cooked, mailed, fixed, and planted*.

## ➞ reflect

Have children turn and talk to a partner about what they have learned. **What new words can you read and spell now? How does being able to read and spell these words help you?**

31

Inflected Ending -ed

➞ guide me

all      many

➞ work time

Read the story.

It Rained All Day

It rained and rained and did not stop. So we stayed inside all day.

I moaned and groaned.

"What will we do?" I asked.

But Mom and Dad came up with many fun things.

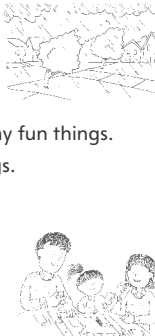
Mom played music and we sang songs.

We played all kinds of games, too.

Then we cooked fish sticks and ate ice cream.

A rainy day can be lots of fun!

We enjoyed it very much.



93 PHONICS AND SPELLING

# Inflected Ending -ed with Spelling Changes

# 32

## Language Objectives

- Decode words with the inflected ending -ed (with spelling changes).
- Spell words with the inflected ending -ed (with spelling changes).

## Building Literacy

Learning how to use the inflected ending -ed is an essential part of literacy instruction. As children become more comfortable using the inflected form -ed in their speech and writing, they will be able to articulate and construct more complex thoughts and sentences. In this lesson:

- Children recognize that adding -ed to a verb shows that an action happened in the past.
- Children recognize, read, and write words with the inflected ending -ed with spelling changes to base words.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

stopped	fried
liked	closed
tried	chopped
jogged	raced
hurried	wagged
saved	petted
ripped	hugged
joked	wanted
studied	smiled
hiked	replied
grinned	



### ENGLISH LANGUAGE LEARNERS

English language learners may wonder which pronunciation is correct for a verb ending with -ed. Point out the following patterns:

- -ed sounds like /d/ when added to a verb ending in *b, g, m, n, or w*: *robbed, begged, seemed, rained, snowed*.
- -ed sounds like /id/ when added to a verb ending in *t or d*: *wanted, ended*.
- -ed sounds like /t/ when added to a verb ending in *k, p, or s*: *talked, checked, hopped, passed*.



## show me

Have children look at their Targeted Lessons Student Book, p. 94. Remind them that they have already learned that adding -ed at the end of a verb shows that the action happened in the past. In the last lesson, they added -ed to words whose spellings did not change. Explain that today they will be adding -ed to words whose spellings do change. **Today you will be learning that some words change their spellings when the ending -ed is added.**

Read the rule and the example in the first box. **The word *stop* has a short o vowel followed by a single consonant, p. Notice how the consonant p is doubled when the -ed ending is added. Let's read the word together: *stopped*.**

Then read the rule and the example in the second box. **The word *like* has the sound long i and ends in silent e. What happens to the silent e when the ending -ed is added? (The silent e is dropped.) Let's read the word together: *liked*.**

Continue in the same way with the example in the third box. Point out how the y in *try* changes to i before the ending -ed is added. Ask volunteers to make up sentences with the words *stopped*, *liked*, and *tried*.

**SPELLING PATTERNS**

When the ending -ed is added to **CVC** words, the final consonant is doubled: *tap/tapped*.

When the ending -ed is added to **CVCe** words, the final, silent e is dropped: *hope/hoped*.

When the ending -ed is added to words that end with a consonant and y, the y changes to i: *cry/cried*.

Inflected Ending -ed with  
Spelling Changes

## show me

Some words change their spellings when the ending -ed is added. Look at each box to see how different words can change.

When a word has a short vowel followed by a single consonant, you double the consonant when adding the ending -ed.

**stop + ed = stopped**

When a word has a long vowel and a silent e, you drop the silent e when adding the ending -ed.

**like + ed = liked**

When a word ends with a consonant and y, you change the y to i when adding the ending -ed.

**try + ed = tried**

## guide me

Have children look at their Targeted Lessons Student Book, p. 95. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will add the ending -ed to each word by changing the spelling, and write the new word.)

Let's read the first word *jog*. Since *jog* has a short o followed by a consonant, how does the spelling change? (The consonant *g* is doubled when the ending -ed is added.) Let's write the word *jogged* on the line. Who can make up a sentence using *jogged* that shows that the action has already happened?

Continue the activity with *hurry*, *save*, *rip*, *joke*, and *study*, pointing out how the spelling of each word changes. You may also want to point out that the -ed ending makes the sound /t/ at the end of *ripped* and *joked* and makes the sound /d/ at the end of *jogged*, *hurried*, *saved*, and *studied*.

## work time

Read the words in the box and have children repeat each one after you. Point out that each base word has the ending -ed to show the action has already happened. Have children identify the base word for each word in the box and tell how the spelling changed when -ed was added. Then read the directions together. Explain that children will choose a word from the box to complete each sentence and write it on the line.

### guide me

Add the ending -ed to each word and write the new word.

jog + ed = <u>jogged</u>	rip + ed = <u>ripped</u>
hurry + ed = <u>hurried</u>	joke + ed = <u>joked</u>
save + ed = <u>saved</u>	study + ed = <u>studied</u>

### work time

Say each word in the box. Then write the words to complete the sentences.

chopped    fried    hiked    closed    grinned

1. Jean and I hiked on the trail for two miles.
2. James grinned when he won the race.
3. Kim had fried fish for lunch.
4. I felt cold, so I closed the window.
5. We chopped some wood to make a fire.



## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 96. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *saw*. **This word is *saw*. It has two meanings: the past tense of *see* and a tool for cutting. Who can make up a sentence for each meaning of *saw*? The next word is *around*. What does the word *around* mean?** (in a circle or on all sides of) Tell children that they will read the words *saw* and *around* as they read the story *The Best Buddy*.

## work time

**Decodable Text** Have children look at the story *The Best Buddy*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the ending -ed. (*raced*, *wagged*, *petted*, *hugged*, *stopped*, *wanted*, *smiled*, *replied*)

## check for understanding

Write the word *raced* on the board and underline the ending -ed. **Let's read this word together: *raced*. What is the base word in *raced*?** (*race*) Write *race* on the board beside *raced*. **How did the spelling change?** (The silent e was dropped when the ending -ed was added.) Then write the word *wagged* on the board, underlining the ending -ed. **Let's read this word together: *wagged*. What is the base word in *wagged*?** (*wag*) Write *wag* on the board beside *wagged*. **How did the spelling change?** (The consonant g was doubled.) Continue with *hugged*, *smiled*, and *replied*.

Now let's spell words with the ending -ed. The first word we will spell is *stopped*. **What is the base word in *stopped*?** (*stop*) Write it first. The word *stop* has a short o followed by a consonant. How does the spelling change when we add the ending -ed? (The consonant p is doubled.) **That's right. Double the consonant p and add the ending -ed to *stop*. What word do you see?** (*stopped*) Continue with *replied*, *smiled*, *jogged*, *hiked*, and *tried*.

## reflect

Have children turn and talk to a partner about what they have learned. **What new words can you read and spell now? How does being able to read and spell these words help you?**

### guide me

saw around

### work time

Read the story.

#### The Best Buddy



Josie raced home to be with Buddy.  
Buddy was her new puppy, and he was so cute!  
When Buddy saw Josie, he wagged his tail.  
Josie petted and hugged him for a while.  
Then Mom and Josie took him out.  
When Buddy had to stop, Josie stopped.  
When Buddy wanted to run around, Josie ran.  
Mom smiled at Josie.  
"You are very good with him!" she said.  
"Thanks, Mom," Josie replied. "Buddy is the best!"

# Comparative and Superlative Endings

# 33

## Language Objectives

- Decode words with comparative and superlative endings (no spelling changes).
- Spell words with comparative and superlative endings (no spelling changes).

## Building Literacy

Comparing and contrasting are skills that are essential to communication, critical thinking, and even everyday decision-making. A solid understanding of comparative and superlative forms of adjectives will help children communicate and perform tasks that involve critical thinking skills. In this lesson:

- Children learn that the ending *-er* can be added to words to compare two things.
- Children learn that the ending *-est* can be added to words to compare more than two things.
- Children recognize, read, and write words with comparative and superlative endings with no spelling changes to base words.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

faster	tallest
fastest	sooner
higher	coldest
highest	thickest
slower	longer
slowest	neater
sweeter	neatest
sweetest	cleaner
taller	brighter



### ENGLISH LANGUAGE LEARNERS

In Spanish, *-er* is pronounced like *air* in English. Spanish speakers may pronounce words like *better*, *colder*, and *faster* as *bet-tair*, *cold-air*, and *fas-tair*. Provide Spanish-speaking students with extra practice pronouncing words that end in *-er*.



## show me

Have children look at their Targeted Lessons Student Book, p. 97. Remind them that they have already learned how to add the endings *-ed* and *-ing* to words. **Today you will be adding the endings *-er* and *-est* to words in order to compare people or things.**

Point to the first picture on the page. **The first picture shows two children running. Let's read the sentence together: *Jane runs faster than Dan*. Notice that *-er* has been added to the base word *fast* to compare how they run. When we compare two people or things, we use the ending *-er*.**

Continue the activity with the second picture and sentence, pointing out that the ending *-est* was added to *fast* to compare the three children in the picture. **When we compare three or more things, we use the ending *-est*.**

Ask volunteers to make up other sentences with *faster* and *fastest*. Point out that the word *fast* has no spelling changes when the endings *-er* and *-est* are added. **The words you are working with today have no spelling changes when the endings *-er* and *-est* are added.**

### SPELLING PATTERNS

Base word spellings don't change when the endings *-er* and *-est* are added to **CVCC** and **CVVC** patterns, as well as words that end in **ow**, such as *low* and *slow*.

## Comparative and Superlative Endings

### show me

The ending *-er* is used to compare two people or things. The ending *-est* is used to compare more than two people or things.



Jane runs **faster** than Dan.



Rob runs the **fastest** of all.

➤ **guide me**

Have children look at their Targeted Lessons Student Book, p. 98. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will add the endings -er and -est to each base word and write the new words.)

Let's read the first word *high*. When we add the ending -er, what is the new word? (*higher*) Let's write the word *higher* on the line. When we add the ending -est, what is the new word? (*highest*) Let's write the word *highest* on the line. Who can make up a sentence using *higher* that compares two things? Who can make up a sentence with *highest* that compares three things? Continue the activity with *slow*, *sweet*, and *tall*.

➤ **work time**

Read the words in the box and have children repeat each one after you. Point out that each base word has the ending -er or -est. Which words can be used to compare two things? (*longer*, *neater*, *sooner*) Which words can be used to compare more than two things? (*thickest*, *coldest*) Then read the directions together. Tell children that they will choose a word from the box to complete each sentence and write it on the line.

33 Comparative and  
Superlative Endings

➤ **guide me**

Add the endings -er and -est to each base word. Write the new words on the lines.

high	<u>higher</u>	<u>highest</u>
slow	<u>slower</u>	<u>slowest</u>
sweet	<u>sweeter</u>	<u>sweetest</u>
tall	<u>taller</u>	<u>tallest</u>

➤ **work time**

Say each word in the box. Then write each word on a line to complete a sentence.

thickest   longer   neater   coldest   sooner

1. The train will come sooner than the bus.
2. Today is the coldest day of the year.
3. That tree has the thickest trunk of all.
4. My cat has a longer tail than your cat.
5. I think your writing is neater than mine.

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 99. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *your*. *This word is your. It begins with the letter y, which stands for the sound /y/. What does the word your mean? (belonging to you) The next word is put. Who can use the word put in a sentence?* Tell children that they will read the words *your* and *put* as they read the story *The Neatest Room*.

## work time

**Decodable Text** Have children look at the story *The Neatest Room*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the endings *-er* and *-est*. (*neatest, neater, faster, cleaner, brighter*)

## check for understanding

Write the word *neater* on the board and underline the ending *-er*. *Let's read this word together: neater. You can use the word neater to compare two people or things. What is the base word in neater? (neat) Write the word neatest on the board, underlining the ending -est. Let's read this word together. What is the base word in neatest? (neat) What ending has been added? (-est) We can use the word neatest to compare more than two things. Continue with faster, cleaner, and brighter. Have children identify each base word. (fast, clean, bright)*

*Now let's spell words with the endings -er and -est. The first word we will spell is slowest. What is the base word in slowest? (slow) Write it first. What is the ending? (-est) Add the ending -est to slow. What word do you see? Continue with sweeter, oldest, thicker, longest, and sooner.*

## reflect

Have children turn and talk to a partner about what they have learned. *What new words can you read and spell now? How does being able to read and spell these words help you?*

Comparative and Superlative Endings

33

guide me

your put

work time

Read the story.

The Neatest Room

"Your room is a mess!" said Mom.

"I will make it neater" said Jack.

"I will help you," said Mom.

"Two of us can work faster than one."

Jack made his bed and put away his stuff.

Mom cleaned the rug and dusted.

Soon the room looked cleaner and brighter.

"What do you think, Mom?" asked Jack.

"I think your room is the neatest room in our home!" replied Mom.

PHONICS AND SPELLING

99

# Comparative and Superlative Endings with Spelling Changes

# 34

## Language Objectives

- Decode words with comparative and superlative endings (with spelling changes).
- Spell words with comparative and superlative endings (with spelling changes).

## Building Literacy

Comparing and contrasting are skills that are essential to communication, critical thinking, and even everyday decision-making. A solid understanding of comparative and superlative forms of adjectives will help children communicate and perform tasks that involve these critical thinking skills. In this lesson:

- Children recognize that the ending *-er* can be added to words to compare two things.
- Children recognize that the ending *-est* can be added to words to compare more than two things.
- Children recognize, read, and write words with comparative and superlative endings with spelling changes to base words.

## Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

bigger	braver	wider
biggest	bravest	shinier
nicer	funnier	happiest
nicest	funniest	coolest
tinier	thinner	prettiest
tiniest	hottest	easier
slimmer	later	luckiest
slimmest	driest	saddest



### ENGLISH LANGUAGE LEARNERS

Because Spanish words do not end with *-st*, Spanish speakers may drop the *t* from words ending in *-est*: *nices* instead of *nicest*. Give children extra practice saying and writing words with the superlative *-est* ending.



## show me

Have children look at their Targeted Lessons Student Book, p. 100. Remind them that they have already learned how to add the endings *-er* and *-est* to words to compare two or more things. In the last lesson, they added *-er* and *-est* to words whose spellings did not change. Explain that today they will be adding *-er* and *-est* to words whose spellings do change. **Today you will be learning that some words change their spellings when the endings *-er* and *-est* are added.**

Read the rule and the two examples in the first box. **The word *big* has a short *i* followed by a single consonant: *g*. Notice how the consonant *g* is doubled when the endings *-er* and *-est* are added to form *bigger* and *biggest*. Let's read the words together: *bigger*, *biggest*.** Remind children that the ending *-er* is used to compare two people or things and the ending *-est* is used to compare more than two people or things.

Then read the rule and the example in the second box. **The word *nice* has the sound long *i* and ends in silent *e*. What happens to the silent *e* when the endings *-er* and *-est* are added?** (The silent *e* is dropped.) **Let's read the words together: *nicer*, *nicest*.**

Continue in the same way with the example in the third box. Point out how the *y* in *tiny* changes to *i* before the endings *-er* and *-est* are added. Then ask volunteers to make up sentences using the words *bigger*, *biggest*, *nicer*, *nicest*, *tinier*, and *tiniest*.

**SPELLING PATTERNS**

When the endings *-er* and *-est* are added to **CVC** words, the final consonant is doubled: *sad/sadder/saddest*.

When *-er* and *-est* are added to **CVCe** words, the final, silent *e* is dropped: *brave/braver/bravest*.

When *-er* and *-est* are added to words that end with a consonant and *y*, the *y* changes to *i*: *lucky/luckier/luckiest*.

Comparative and Superlative  
Endings with Spelling Changes

## show me

Look at how some words change their spellings.

When a word ends with a short vowel and a consonant, you double the consonant when adding *-er* and *-est*.

**big + er = bigger      big + est = biggest**

When a word has a long vowel and a silent *e*, you drop the silent *e* when adding *-er* and *-est*.

**nice + er = nicer      nice + est = nicest**

When a word ends with a consonant and *y*, you change the *y* to *i* when adding *-er* and *-est*.

**tiny + er = tinier      tiny + est = tiniest**





guide me

Have children look at the bottom of p. 100 in their Target Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will add the endings *-er* and *-est* to each base word and write the new words.)

Let's read the first word *slim*. The word *slim* has a short *i* vowel followed by the consonant *m*. What happens to the consonant *m* when you add the endings *-er* and *-est*? (It is doubled.) Let's write the words *slimmer* and *slimmest* on the lines. Who can make up a sentence using *slimmer* that compares two people or things? Who can make up a sentence with *slimmest* that compares three people or things? Continue the activity with *brave* and *funny*.

guide me

Add the endings *-er* and *-est* to each base word.

slim	<u>slimmer</u>	<u>slimmest</u>
brave	<u>braver</u>	<u>bravest</u>
funny	<u>funnier</u>	<u>funniest</u>

100 PHONICS AND SPELLING



work time

Have children look at their Targeted Lessons Student Book, p. 101. Read the words in the box and have children repeat each one after you. Point out that each word has the ending *-er* or *-est*. Then read the directions together. Explain that they will choose a word from the box that is the opposite of each word and write it on the line. Then have children identify the base word for each word and tell how the spelling changed before the ending was added.

work time

Say each word. Then write the word from the box that is the opposite of each word below.

happiest	later	shinier	driest
thinner	biggest	wider	hottest

1. smallest  
biggest

3. coldest  
hottest

5. wettest  
driest

7. duller  
shinier
2. fatter  
thinner

4. sooner  
later

6. narrower  
wider

8. saddest  
happiest

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PHONICS AND SPELLING 101

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 102. Tell children that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. **We use these words often, so if you remember what the words look like, you'll be able to read them.** Have them look at the first word on the page, *were*. **This word is *were*. Who can use the word *were* in a sentence? The next word is *found*. Can you think of a word that means the opposite of *found*? (*lost*) Tell children that they will read the words *were* and *found* as they read the story *The Happiest Day*.**

## work time

**Decodable Text** Have children look at the story *The Happiest Day*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the endings *-er* and *-est*. (*happiest, hottest, coolest, nicest, prettiest, easier, luckiest, saddest, later*)

## check for understanding

Write the word *happiest* on the board and underline the ending *-est*. **You can use the word *happiest* to compare more than two people or things. What is the base word in *happiest*? (*happy*)** Write the word *happy* beside *happiest*. **How did the spelling of the base word change? (The y was changed to i.)** Then write the word *later* on the board, underlining *-er*. **What is the base word in *later*? (*late*)** Write the word *late* next to *later*. **How did the spelling of the base word change? (The silent e was dropped.)** Continue with *hottest, coolest, nicest, and saddest*.

Now let's spell words with the endings *-er* and *-est*. The first word we will spell is *bigger*. **What is the base word in *bigger*? (*big*)** Write it first. The word *big* has a short *i* followed by a consonant. How does the spelling change when we add the ending *-er*? (The consonant *g* is doubled.) **That's right, double the consonant *g* and add the ending *-er* to *big*. What word do you see? (*bigger*)** Continue with *cutest, sillier, driest, thinnest, and wiser*.

## reflect

Have children turn and talk to a partner about what they have learned. **What new words can you read and spell now? How does being able to read and spell these words help you?**

### guide me

were

found

### work time

Read the story.

#### The Happiest Day

It was the hottest day of the year.  
But we were at the beach.  
It was the coolest and nicest place  
to be!



I found the prettiest shell.  
Then Mom, Dad, and I went swimming.  
It was easier to float in the sea than  
in a pool.



I felt like the luckiest kid!  
Soon it was time to leave.  
That was the saddest time.  
"Can we leave a little later?" I begged.  
It was the happiest day, and I did not want it to end.

## Vowel Sound in *ball*: *al*, *au*, *aw*

# 35

### Language Objectives

- Decode words with the vowel sound in *ball*: *al*, *au*, *aw* in isolation and in context.
- Spell words with the vowel sound in *ball*: *al*, *au*, *aw* using sound-spelling patterns.

### Building Literacy

In order to become skilled readers, children have to be able to identify words quickly and accurately. To do that, they must become proficient at decoding words with a variety of vowel sounds. In this lesson:

- Children learn the sound-spellings of the vowel sound in *ball*: *al*, *au*, *aw*, which are neither long nor short.
- Children will recognize and read words with *al*, *au*, and *aw*, which will help them expand their vocabulary.

### Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

chalk	awful
sauce	cause
draw	always
laundry	false
football	fawn
yawn	pause
sausage	all
walk	baseball
saw	ball
raw	also
August	talked



#### ENGLISH LANGUAGE LEARNERS

The sound /ò/ has an approximate sound transfer in Spanish. While there is a sound-symbol match for *al* as in *ball*, there are no sound-symbol matches for *au* as in *sauce* or *aw* as in *draw*.



## show me

Have children look at their Targeted Lessons Student Book, p. 103. Have them name the pair of letters they see at the top of each picture on the page. Remind children that they already know many different vowel sounds and that today they will learn another vowel sound. **Today you will learn to read and spell words with the vowel sound /ò/ spelled *a*, *au*, and *aw*.**

The first picture shows a chalkboard and a piece of chalk. What is the vowel sound that you hear in *chalk*? (/ò/) The letters *a* spell the vowel sound /ò/ in *chalk*. Have children write the letters *a* on the lines.

Continue the activity with *sauce*, pointing out that in this word the letters *au* stand for the sound /ò/, and then *draw*, in which the letters *aw* stand for the sound /ò/. Point out that the sound /ò/ in *sauce* and *chalk* comes in the middle of the word, while the sound /ò/ in *draw* comes at the end of the word.

### SPELLING PATTERNS




***a*/ò/, *au*/ò/, *aw*/ò/** The sound /ò/ is often spelled *a*, *au*, and *aw* and can appear at the beginning, in the middle, or at the end of a word. Other spellings for /ò/ include *augh* as in *caught*, *ough* as in *bought*, *oa* as in *broad*, and *o* as in *cloth* and *boss*.

35

**Vowel Sound in *ball*:  
*a*, *au*, *aw***

➡ show me

Write the letters that spell the vowel sound in each word.

<i>a</i>	<i>au</i>	<i>aw</i>
		
ch <u>a</u> l k	s <u>a</u> u ce	dr <u>a</u> w

➤

guide me

Have children look at the bottom of p. 103 in their Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will write the letters—*al*, *au*, or *aw*—that spell the missing vowel sound /ò/ in each word. They will spell the entire word for the last item.)

The first picture shows laundry. Let’s say the sounds in *laundry*. I’ll go first and then you can say the sounds after me: /l/ /ò/ /n/ /d/ /r/ /ē/, *laundry*. Have children repeat the segmented sounds and blend the sounds to say the word. The letters *au* are missing. What vowel sound do the letters *au* stand for? (/ò/) Have children write the letters *au* on the lines. Continue the activity, guiding children to write the letters for the missing vowel sound in *football*, *yawn*, *sausage*, and *walk*. Then have them write the letters that spell the word *saw* for the last item.




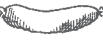


➤

work time

Have children look at their Targeted Lessons Student Book, p. 104. Read the words in the box and have children repeat each one after you. Point out that each word has the vowel sound /ò/. Read each numbered clue below and have children repeat after you. Then read the directions together. Explain that they will write each word from the box under its matching clue. If necessary, guide children in doing the first one.

➤ guide me

Write the letters that spell the missing vowel sound in each word. For the last one, spell the word.

<b>au</b>  l <u>a</u> <u>u</u> ndry	<b>al</b>  footb <u>a</u> <u>l</u> l	<b>aw</b>  y <u>a</u> <u>w</u> n
 s <u>a</u> <u>u</u> sage	 w <u>a</u> <u>l</u> k	 <u>s</u> <u>a</u> <u>w</u>

PHONICS AND SPELLING 103

35 Vowel Sound in ball:  
al, au, aw

➤ work time

Say each word. Read each clue. Then write the word from the box that matches each clue.

awful	false	pause	fawn
always	August	raw	cause

1. not cooked  
raw

2. comes after July  
August

3. very bad  
awful

4. the reason why  
cause

5. all the time  
always

6. not true  
false

7. baby deer  
fawn

8. stop for a short time  
pause

104 PHONICS AND SPELLING

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 105. Explain to students that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. Have them look at the first word on the page, *every*. This word is *every*. It begins with the sound short e, /e/. What does the word *every* mean? The next word is *work*. Who can use the word *work* in a sentence? Tell children they will read the words *every* and *work* as they read the story *The Best Game of All*.

## work time

**Decodable Text** Have children look at the story *The Best Game of All*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /ò/. (*all, Paul, baseball, ball, also, awful, talked, Dawn*)

## check for understanding

Write the letters *al, au, and aw*. What sound do these letters stand for? (/ò/) Write the name *Paul*. Listen as I blend the sounds together: /p/ /ò/ /l/, *Paul*. Blend the sounds with me: /p/ /ò/ /l/, *Paul*. Now blend the sounds without me. Write the name *Dawn*. Listen as I blend the sounds together: /d/ /ò/ /n/, *Dawn*. Blend the sounds with me: /d/ /ò/ /n/, *Dawn*. Now blend the sounds without me. Continue the activity for *all, baseball, also, awful, and talked*. Make sure children blend the sounds correctly.

Let's spell words with the sounds and letters we learned. The first word we will spell is *fawn*. What sounds do you hear in *fawn*? (/f/ /ò/ /n/) What is the letter that spells the sound /f/? (*f*) Write the letter *f*. What are the letters that spell the sound /ò/? (*aw*) Write the letters *aw*. What is the letter for the sound /n/? (*n*) Write the letter *n*. Let's read the word: /f/ /ò/ /n/, *fawn*. Continue with *sauce, walnut, draw, yawn*, and *pause*.

## reflect

Have children turn and talk to a partner about what they have learned. What new words can you read and spell now? How does being able to read and spell these words help you?

Vowel Sound in ball:  
al, au, aw 35

guide me

every work

work time

Read the story.

The Best Game of All

Paul liked baseball.  
But he could not hit the ball.  
He also could not catch the ball.  
In fact, Paul was awful at baseball!  
So he talked to his older sister, Dawn.  
She was good at every sport.

Dawn showed him how to hit and catch.  
Paul put in a lot of work.  
On the day of the game, Paul was up at bat.

First, he missed. But then he hit a home run!  
Paul said, "Baseball is the best game of all!"

PHONICS AND SPELLING 105

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## Language Objectives

- Decode words with *r*-controlled vowel *ar* in isolation and in context.
- Spell words with *r*-controlled vowel *ar* using sound-spelling patterns.

## Building Literacy

More than half of the words in English are phonetically regular, so teaching common sound-spelling relationships is very useful for young readers. When children learn these relationships, most of the words in their spoken language become accessible to them when they see them in print. In this lesson:

- Children learn the sound-spelling of the *r*-controlled vowel *ar*, which appears in many English words.
- Children will recognize and read *ar* words and syllables, which will help them expand their vocabulary.

## Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

arm	card
car	shark
art	star
barn	marbles
harp	scarf
cart	chart
bark	party
yarn	farmer
jar	park
dart	yard
artist	march



### ENGLISH LANGUAGE LEARNERS

Although the letter *r* is pronounced differently in Spanish, there are similarities in the way some words with *r*-controlled vowel *ar* are pronounced in English and Spanish. Point out the similarities with cognate pairs such as the following: *arte/art*, *parte/part*, *jardín/garden*, *marchar/march*, *parque/park*.





### show me

Have children look at their Targeted Lessons Student Book, p. 106. Have them name the two letters that they see above the pictures. Remind children that they already know the short and long sounds of the vowel *a*. Today they will learn about another kind of vowel sound. **Today you will learn about the sound /är/, which is made when the vowel *a* is followed by the letter *r*.**

When the vowel *a* is followed by *r*, the sound is /är/. The first picture under *ar* is an arm. What vowel sound do you hear in *arm*? (/är/) The letters *ar* spell the vowel sound /är/. Have children write the letters *ar* in front of the picture of the arm.

Continue the activity with *car*, pointing out that this word ends with the sound /är/, and then *art*, which begins with the sound /är/. Have children say each word as they write the letters *ar*.

Sometimes the sound /är/ and the letters *ar* come in the middle of a word. Let's look at some pictures whose names have the sound /är/ in the middle. Point out that in the word *barn*, the sound /är/ comes in the middle of the word. Have children write the letters *ar* on the lines. Segment the sounds in *barn*: /b/ /är/ /n/. Continue in the same way with the remaining pictures: *harp*, *cart*, *bark*, and *yarn*.

### SPELLING PATTERNS




**ar/är/** The sound /är/ is almost always spelled *ar*.

# 36






## r- Controlled Vowel ar

### show me

Name each picture. Write the letters that spell the first or last sound in each word.

ar		
 a r m	 c a r	 a r t

Name each picture. Write the letters that spell the middle sound in each word.

ar		
 b a r n	 h a r p	 c a r t
ar		
 b a r k	 y a r n	

## guide me

Have children look at their Targeted Lessons Student Book, p. 107. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will write the letters *ar* to spell the first, middle, or last /är/ sound in each word.)

The first picture is a jar. Let's say the sounds in *jar*. I'll go first and then you can say the sounds after me: /j/ /är/, *jar*. Have children repeat the segmented sounds and blend the sounds to say the word. The letters *ar* are missing. What is the ending sound in *jar*? (/är/) What letters spell the sound /är/? (*ar*) Have children write the letters *ar* on the lines. Continue the activity, guiding children to write the letters for the missing medial sound in *dart* and the missing initial sound in *artist*.




## work time

Have children name the pictures: *card, shark, star, marbles, scarf, chart, party, farmer, park*. Read the directions together. Remind children to say the sounds in each word, emphasizing the sound /är/. Have children complete each of the first eight items by writing the letters *ar* and then write the letters that spell the word for the last item.

r-Controlled Vowel ar **36**










**guide me**

Name each picture. Fill in the blanks with the missing letters *ar*.

 j <u>a</u> <u>r</u>	 d <u>a</u> <u>r</u> t	 <u>a</u> <u>r</u> tist
--	--	---

**work time**

Name each picture. Write the letters that spell the missing sound in each word. For the last one, spell the word.

 1. c <u>a</u> <u>r</u> d	 2. sh <u>a</u> <u>r</u> k	 3. st <u>a</u> <u>r</u>
 4. m <u>a</u> <u>r</u> bles	 5. sc <u>a</u> <u>r</u> f	 6. ch <u>a</u> <u>r</u> t
 7. p <u>a</u> <u>r</u> ty	 8. f <u>a</u> <u>r</u> mer	 9. <u>p</u> <u>a</u> <u>r</u> <u>k</u>

PHONICS AND SPELLING 107

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, page 108. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *have*. This word is *have*. It begins with the sound /h/. When you *have* fun, it means you enjoy yourself. The next word is *together*. The word *together* has three syllables: /tə/ • /geTH/ • /ər/. What does it mean to play *together*? (to play with each other) Tell children that they will read the words *have* and *together* as they read the story *Fun in the Yard*.

## work time

**Decodable Text** Have children look at *Fun in the Yard*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /är/. (*yard*, *march*, *bark*, *stars*)

## check for understanding

Write the letters *ar*. What sound do these letters stand for? (/är/) Write the word *yard*. Listen as I blend the sounds together: /y/ /är/ /d/, *yard*. Blend the sounds with me: /y/ /är/ /d/, *yard*. Now blend the sounds without me. Write the word *march*. Listen as I blend the sounds together: /m/ /är/ /ch/, *march*. Now blend the sounds without me. Continue the activity for *bark* and *stars*. Make sure children blend the sounds correctly.

Let's spell words with the sounds and letters we learned. The first word we will spell is *bark*. What sounds do you hear in *bark*? (/b/ /är/ /k/) What is the letter that spells the sound /b/? (*b*) Write the letter *b*. What are the letters that spell the sound /är/? (*ar*) Write the letters *ar*. What is the letter for the sound /k/? (*k*) Write the letter *k*. Let's read the word: /b/ /är/ /k/, *bark*. Continue with *march*, *stars*, and *yard*.

## reflect

Have children turn and talk to a partner about what they have learned. What new words can you read and spell now? How does being able to read and spell these words help you?

36 r-Controlled Vowel ar


guide me

have together


work time

Read the story.


Fun in the **Yard**



We have fun in the **yard**.  
We can **march** together.



Dogs have fun in the **yard**.  
They can play and **bark**.



We go camping in the **yard**.  
We can look at the **stars**.

108 PHONICS AND SPELLING

## Language Objectives

- Decode words with *r*-controlled vowels *er, ir, and ur* in isolation and in context.
- Spell words with *r*-controlled vowels *er, ir, and ur* using sound-spelling patterns.

## Building Literacy

Children must be able to identify words quickly and accurately in order to become skilled readers. To do that, they must become proficient at decoding words with a variety of vowel sounds. In this lesson:

- Children learn the sound-spellings of *r*-controlled vowels *er, ir, and ur*, which are neither long nor short.
- Children will recognize and read words that contain *r*-controlled vowels *er, ir, and ur*.

## Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

clerk	perch
bird	insert
nurse	paper
girl	chirp
fern	dirt
surf	third
dirt	stir
herd	turn
purse	curb
shirt	curl
fur	burst
serve	birthday
her	skirt



### ENGLISH LANGUAGE LEARNERS

Spanish does not have a sound that is equivalent to /*er*/, so Spanish speakers may pronounce *dirt* as *deert* or *paper* as *pa-pair*. Help children practice saying and writing words such as *her, bird, and turn*.



### show me

Have children look at their Targeted Lessons Student Book, p. 109. Have them name each pair of letters they see above the three pictures on the page. Remind children that they have already learned that the letters *ar* stand for the sound /är/. Today you will learn about the sound /ër/, which is made when the vowels *e*, *i*, or *u* are followed by the letter *r*.

When the vowel *e* is followed by *r*, the sound you hear is /ër/. In the first picture, the arrow is pointing to the clerk. What vowel sound do you hear in *clerk*? (/ër/) The letters *er* spell the sound /ër/. Have children write the letters *er* on the lines.

Continue the activity with *bird* and *nurse*, pointing out that the letters *ir* and *ur* stand for the sound /ër/ in these words. Have children say each word as they write the letters *ir* and *ur*.

Now let's complete some words with the missing sound /ër/. The first word is *girl*. What letters stand for the sound /ër/ in *girl*? (*ir*) Have children write the letters *ir* on the lines. Segment the sounds in *girl*: /g/ /ër/ /l/. Continue in the same way with the remaining pictures: *fern*, *surf*, *dirt*, *herd*, *purse*.




### SPELLING PATTERNS

**er/ër/, ir/ër/, ur/ër/** The *r*-controlled vowel sound /ër/ is generally spelled *er*, *ir*, or *ur*. Other spellings for this sound are *ear* as in *learn*, or as in *work*, *our* as in *journal*, and *yr* as in *myrtle*.







## r-Controlled Vowels er, ir, ur

### show me

Name the picture. Write the letters that spell the vowel sound in each word.

er	ir	ur
		
<u>  </u> <u>  </u>	<u>  </u> <u>  </u>	<u>  </u> <u>  </u>

Name the picture. Fill in the blanks with the missing letters *er*, *ir*, or *ur*.

ir	er	ur
		
g <u>  </u> <u>  </u> l	f <u>  </u> <u>  </u> n	s <u>  </u> <u>  </u> f
		
d <u>  </u> <u>  </u> t	h <u>  </u> <u>  </u> d	p <u>  </u> <u>  </u> se

## guide me

Have children look at their Targeted Lessons Student Book, p. 110. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will write the letters *er*, *ir*, or *ur* that spell the sound /èr/ in each word.)

The first picture is a shirt. Let's say the sounds in *shirt*. I'll go first and then you can say the sounds after me: /sh/ /èr/ /t/, *shirt*. Have children repeat the segmented sounds and blend the sounds to say the word. **What is the vowel sound in *shirt*? (/èr/)** **What letters spell the sound /èr/ in *shirt*? (ir)** Have children write the letters *ir* on the lines. Continue the activity, guiding children to write the letters for the missing sound in *fur* and *serve*.

## work time




Read the words in the box and have children repeat each one after you. Point out that each word has the vowel sound /èr/. Have children use each word in a sentence to make sure they understand its meaning. Then read the directions together. Tell children that they will write each word from the box in the *er* list, the *ir* list, or the *ur* list, depending upon the spelling for the sound /èr/.

37

r-Controlled Vowels  
er, ir, ur

### guide me

Name each picture. Fill in the blanks with the missing letters *er*, *ir*, or *ur*.

ir	ur	er
		
sh <u>i</u> <u>r</u> t	f <u>u</u> <u>r</u>	s <u>e</u> <u>r</u> ve

### work time

Say each word. Sort the words.

chirp	her	turn	perch	dirt	curb
curl	third	insert	burst	paper	stir
<b>er</b>		<b>ir</b>		<b>ur</b>	
1. <u>her</u>	5. <u>chirp</u>	9. <u>turn</u>			
2. <u>perch</u>	6. <u>dirt</u>	10. <u>curb</u>			
3. <u>insert</u>	7. <u>third</u>	11. <u>curl</u>			
4. <u>paper</u>	8. <u>stir</u>	12. <u>burst</u>			

110 PHONICS AND SPELLING

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 111. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *some*. **This word is *some*. It begins with the sound /s/. What does the word *some* mean?** (a few, a number of, or any) **The next word is *was*. Can you make up a sentence using the word *was*?** Tell children that they will read the words *some* and *was* as they read the story *The Birthday Girl*.

## work time

**Decodable Text** Have children look at the story *The Birthday Girl*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /èr/. (*birthday*, *Fern*, *girl*, *shirt*, *skirt*, *purse*, *fur*, *Burt*)

## check for understanding

Write the letters *er*, *ir*, and *ur*. **What sound do these letters stand for?** (/èr/) Write the name *Fern*. **Listen as I blend the sounds together:** /f/ /èr/ /n/, *Fern*. **Blend the sounds with me:** /f/ /èr/ /n/, *Fern*. **Now blend the sounds without me.** Write the word *skirt*. **Listen as I blend the sounds together:** /s/ /k/ /èr/ /t/, *skirt*. **Blend the sounds with me:** /s/ /k/ /èr/ /t/, *skirt*. **Now blend the sounds without me.** Continue the activity for *purse*, *fur*, and *Burt*. Make sure children blend the sounds correctly.

Let's spell words with the sounds and letters we learned. The first word we will spell is *girl*. **What sounds do you hear in *girl*?** (/g/ /èr/ /l/) **What is the letter that spells the sound /g/?** (*g*) Write the letter *g*. **What are the letters that spell the sound /èr/?** (*ir*) Write the letters *ir*. **What is the letter for the sound /l/?** (*l*) Write the letter *l*. Let's read the word: /g/ /èr/ /l/, *girl*. Continue with *bird*, *surf*, and *perch*.

## reflect

Have children turn and talk to a partner about what they have learned. **What new words can you read and spell now? How does being able to read and spell these words help you?**

r-Controlled Vowels  
er, ir, ur **37**


guide me

some      was


work time

Read the story.


**The Birthday Girl**



Fern is the birthday girl.  
She got some good gifts.



Fern got a shirt and a skirt.  
She also got a purse.



What was the best gift of all?  
It was a cat with soft fur.  
Fern called him Burt.

PHONICS AND SPELLING 111



## Language Objectives

- Decode words with *r*-controlled vowels *or* and *ore* in isolation and in context.
- Spell words with *r*-controlled vowels *or* and *ore* using sound-spelling patterns.

## Building Literacy

Phonics instruction is an essential part of early reading instruction. All children will benefit from systematic phonics instruction, but it is particularly helpful for those children who have had limited exposure to language experiences and books. In this lesson:

- Children learn the sound-spellings of *r*-controlled vowels *or* and *ore*, which are neither long nor short.
- Children will recognize and read words that contain *r*-controlled vowels *or* and *ore*.

## Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

fork	sort
core	fort
torch	north
score	porch
horse	chore(s)
shore	snore
corn	tore
store	sore
storm	more
sore	before
thorn	morning
horn	



### ENGLISH LANGUAGE LEARNERS

Although the *r* is pronounced differently in Spanish, there are similarities in the way some words with *or* are pronounced in English and Spanish. Point out the similarities with cognate pairs such as *orden/order* and *forma/form*.



## show me

Have children look at their Targeted Lessons Student Book, p. 112. Have them name each set of letters they see above the three pictures on the page. Remind children that they have already learned that the letters *ar* stand for the sound /är/ and the letters *er*, *ir*, and *ur* stand for the sound /èr/. Today you will learn about the sound /ôr/, which is made when the vowel *o* is followed by the letter *r* or the letters *re*.

When the vowel *o* is followed by *r* or *re*, the sound you often hear is /ôr/. The first picture is a fork. What vowel sound do you hear in *fork*? (/ôr/) The letters *or* spell the sound /ôr/. Have children write the letters *or* on the lines.

Continue the activity with *core*, pointing out that in this word the letters *ore* stand for the sound /ôr/, and then *torch*, in which the letters *or* stand for the sound /ôr/. Have children say each word as they write the letters *ore* and *or*.

Now let's complete some words with the missing sound /ôr/. The first word is *score*. What letters stand for the sound /ôr/ in *score*? (*ore*) Have children write the letters *ore* on the lines. Segment the sounds in *score*: /s/ /k/ /ôr/. Continue in the same way with the remaining pictures: *horse*, *shore*, *corn*, *store*.

### SPELLING PATTERNS






**or/ôr, ore/ôr** The *r*-controlled vowel sound /ôr/ is generally spelled *or* or *ore*. Other spellings for this sound are *oar* as in *board*, *oor* as in *door*, *our* as in *four*, and *ar* as in *war*.

## show me

Name the picture. Write the letters that spell the vowel sound in each word.

or	ore	or
		
o _ r	o _ r _ e	o _ r

Name the picture. Fill in the blanks with the missing letters *or* or *ore*.

ore	or	ore
		
sc o _ r _ e	h o _ r _ se	sh o _ r _ e
or	ore	
		
c o _ r _ n	st o _ r _ e	

## guide me

Have children look at their Targeted Lessons Student Book, p. 113. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will write the letters *or* or *ore* that spell the sound /ôr/ in each word.)

The first picture shows a storm. Let's say the sounds in *storm*. I'll go first and then you can say the sounds after me: /s/ /t/ /ôr/ /m/, *storm*. Have children repeat the segmented sounds and blend the sounds to say the word. What is the vowel sound in *storm*? (/ôr/) What letters spell the sound /ôr/ in *storm*? (*or*) Have children write the letters *or* on the lines.

Continue the activity, guiding children to write the letters for the missing sound in *sore* and *thorn*.




## work time

Read the words in the box and have children repeat each one after you. Point out that each word has the vowel sound /ôr/. Ask children to use each word in a sentence to make sure they understand its meaning. Then read the directions together. Tell children that they will write each word from the box in the *or* list or in the *ore* list, depending upon the spelling for the sound /ôr/.

r-Controlled Vowels  
or, ore **38**

**guide me**

Name each picture. Fill in the blanks with the missing letters *or* or *ore*.

or	ore	or
 st _ o _ r _ m	 s _ o _ r _ e	 th _ o _ r _ n

**work time**

Say each word. Sort the words.

chore	horn	snore	tore	sort
fort	sore	north	porch	more

or		ore	
1. <u>horn</u>	6. <u>chore</u>		
2. <u>sort</u>	7. <u>snore</u>		
3. <u>fort</u>	8. <u>tore</u>		
4. <u>north</u>	9. <u>sore</u>		
5. <u>porch</u>	10. <u>more</u>		

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PHONICS AND SPELLING 113

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 114. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *there*. **This word is *there*. It begins with the sound /TH/. Can you make up a sentence with the word *there*? The next word is *always*. What does the word *always* mean?** (every time or all the time) Tell children that they will read the words *there* and *always* as they read the story *Farm Chores*.

## work time

**Decodable Text** Have children look at the story *Farm Chores*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /ôr/. (*chores, before, corn, morning, more*)

## check for understanding

Write the letters *or* and *ore*. **What sound do these letters stand for?** (/ôr/) Write the word *before*. **Listen as I blend the sounds together:** /b/ /ē/ /f/ /ôr/, *before*. **Blend the sounds with me:** /b/ /ē/ /f/ /ôr/, *before*. **Now blend the sounds without me.** Write the word *chores*. **Listen as I blend the sounds together:** /ch/ /ôr/ /z/, *chores*. **Blend the sounds with me:** /ch/ /ôr/ /z/, *chores*. **Now blend the sounds without me.** Continue the activity for *corn, morning, and more*. Make sure children blend the sounds correctly.

Let's spell words with the sounds and letters we have learned. The first word we will spell is *corn*. What sounds do you hear in *corn*? (/k/ /ôr/ /n/) What is the letter that spells the sound /k/? (c) Write the letter c. What are the letters that spell the sound /ôr/? (or) Write the letters *or*. What is the letter for the sound /n/? (n) Write the letter n. Let's read the word: /k/ /ôr/ /n/, *corn*. Continue with *store, snore, north, and fork*.

## reflect

Have children turn and talk to a partner about what they have learned. **What new words can you read and spell now? How does being able to read and spell these words help you?**

38

r-Controlled Vowels  
or, ore




guide me

there always

work time

Read the story.

Farm Chores

Gram and Gramps have a farm.

They wake up before dawn.

There are lots of chores to do.

Gramps grows corn and beans.

Gram feeds the hens each morning.

They are always glad to see her.

We feed the pigs.

They are fun to feed.

They always want more.

114 PHONICS AND SPELLING

## Language Objectives

- Decode words with diphthongs *ow* and *ou* in isolation and in context.
- Spell words with diphthongs *ow* and *ou* using sound-spelling patterns.

## Building Literacy

Diphthongs are known as gliding vowels because they are formed by a gliding action in the mouth. When saying the sound /ou/, the tongue and lip positions change as the vowel sound is formed. In this lesson:

- Children learn the sound-spellings of diphthongs *ow* and *ou*.
- Children will recognize and read words that contain diphthongs *ow* and *ou*.

## Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

town	howl
shout	plow
bow	couch
cloud	round
crown	loud
house	mouth
crowd	proud
count	found
cow	around
mouse	sound
owl	outside
clown	meow
flower	how
frown	down



### ENGLISH LANGUAGE LEARNERS

In Spanish, there is some sound transfer for the sound /ou/, but there is no sound-symbol match for *ou* and *ow*. In Cantonese there is an approximate sound transfer for the sound /ou/, but no sound-symbol match for *ou* and *ow*.

### ➞ show me

Have children look at their Targeted Lessons Student Book, p. 115. Have them name each pair of letters they see at the top of the page. Remind children that they have already learned that the letters *ow* can stand for the sound long *o*, as in *show*. Today you will learn that the letters *ow* can spell the vowel sound /ou/. And the vowel sound /ou/ can also be spelled *ou*.

The first picture shows a town. What is the vowel sound that you hear in *town*? (/ou/) The letters *ow* spell the vowel sound /ou/ in *town*. Have children write the letters *ow* on the lines.

Continue the activity with *shout*, explaining that in this word the letters *ou* stand for the sound /ou/, and then *bow*, in which the letters *ow* stand for the sound /ou/. (Point out that the letters *ow* can also stand for the sound long *o* in the word *bow*, as in a ribbon.) Have children say each word as they write the letters *ou* and *ow*.

Now let's name each picture and complete the word with the missing letters for the sound /ou/. The first picture is a cloud. What are the missing letters that stand for the sound /ou/ in *cloud*? Have children write the letters *ou* on the lines. Segment the sounds in *cloud*: /k/ /l/ /ou/ /d/. Continue in the same way with the remaining pictures: *crown*, *house*, *crowd*, *count*.

### SPELLING PATTERNS




**ow/ou/, ou/ou/** The diphthong sound /ou/ is almost always spelled *ow* or *ou*.

39





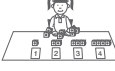
Diphthongs ow, ou

➞ show me

Name the picture. Write the letters that spell the vowel sound in each word.

ow  t o w n	ou  sh o u t	ow  b o w
--	---	--

Name each picture. Write the letters that spell the vowel sound in each word.

ou  cl o u d	ow  cr o w n	ou  h o u se
ow  cr o w d	ou  c o u nt	

PHONICS AND SPELLING 115

➤ guide me

Have children look at their Targeted Lessons Student Book, p. 116. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will write the letters *ow* or *ou* to spell the vowel sound /ou/ in each word.)

The first picture shows a cow. Let's say the sounds in cow. I'll go first and then you can say the sounds after me: /k/ /ou/, cow. Have children repeat the segmented sounds and blend the sounds to say the word. What is the vowel sound in cow? (/ou/) What letters spell the sound /ou/ in cow? (ow) Have children write the letters *ow* on the lines. Continue the activity, guiding children to write the letters *ou* and *ow* for the missing sounds in *mouse* and *owl*.




➤ work time

Read the words in the box and have children repeat each one after you. Point out that each word has the vowel sound /ou/. Ask children to use each word in a sentence to make sure they understand its meaning. Then read the directions together. Tell children that they will write each word from the box in the *ow* list or in the *ou* list, depending upon the spelling for the sound /ou/.

39 Diphthongs ow, ou

➤ guide me

Name each picture. Write the letters that spell the vowel sound in each word.

ow  c _ o _ w	ou  m _ o _ u _ se	ow  _ o _ w _ l
--	---	--

➤ work time

Say each word. Sort the words.

couch	clown	round	loud	flower
frown	mouth	howl	plow	proud

ow	ou
1. <u>clown</u>	6. <u>couch</u>
2. <u>flower</u>	7. <u>round</u>
3. <u>frown</u>	8. <u>loud</u>
4. <u>howl</u>	9. <u>mouth</u>
5. <u>plow</u>	10. <u>proud</u>

116 PHONICS AND SPELLING

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## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 117. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *could*. This word is *could*. Let's use the word *could* in a sentence. The next word is *where*. We usually see this word at the beginning of a question. Can you make up a question with the word *where*? Tell children that they will read the words *could* and *where* as they read the story *Lost and Found*.

## work time

**Decodable Text** Have children look at the story *Lost and Found*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /ou/. (*found*, *Scout*, *around*, *house*, *sound*, *outside*, *meow*, *out*, *how*, *down*)

## check for understanding

Write the letters *ow* and *ou*. What sound do these letters stand for? (/ou/) Write the word *found*. Listen as I blend the sounds together: /f/ /ou/ /n/ /d/, *found*. Blend the sounds with me: /f/ /ou/ /n/ /d/, *found*. Now blend the sounds without me. Write the word *scout*. Listen as I blend the sounds together: /s/ /k/ /ou/ /t/, *scout*. Blend the sounds with me: /s/ /k/ /ou/ /t/, *scout*. Now blend the sounds without me. Continue the activity for *house*, *sound*, *outside*, *meow*, *how*, and *down*. Make sure children blend the sounds correctly.

Let's spell words with the sounds and letters we learned. The first word we will spell is *house*. What sounds do you hear in *house*? (/h/ /ou/ /s/) What is the letter that spells the sound /h/? (*h*) Write the letter *h*. What are the letters that spell the sound /ou/? (*ou*) Write the letters *ou*. What is the letter for the sound /s/? (*s*) Write the letter *s*. Point out that the final *e* in *house* is silent. Write the letter *e*. Let's read the word: /h/ /ou/ /s/, *house*. Continue with *crowd*, *count*, *frown*, *round*, and *howl*.

## reflect

Have children turn and talk to a partner about what they have learned. What new words can you read and spell now? How does being able to read and spell these words help you?

Diphthongs ow, ou 39

guide me

could                  where

work time

Read the story.

**Lost and Found**

Max could not find his cat.

Scout was missing!

Max looked all around the house.

Where could she be?

Then a soft sound came from outside.

Meow!

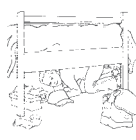

Max went out to look.

There was Scout up in a tree!

"How did you get up there?" asked Max.

Mom helped Max get Scout down.

Then Max gave her a big hug!

PHONICS AND SPELLING 117

# Diphthongs *oi, oy* 40

## Language Objectives

- Decode words with diphthongs *oi* and *oy* in isolation and in context.
- Spell words with diphthongs *oi* and *oy* using sound-spelling patterns.

## Building Literacy

Diphthongs are known as gliding vowels because they are formed by a gliding action in the mouth. When saying the sound /oi/, the tongue and lip positions change as the vowel sound is formed. In this lesson:

- Children learn the sound-spellings of diphthongs *oi* and *oy*.
- Children will recognize and read words that contain diphthongs *oi* and *oy*.

## Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or creating simple sentences with the words to make sure the English learners have these words in their vocabulary.

noisy	moist
oyster	toy
foil	joy
boil	coin
boy	join
soil	loyal
voice	royal
choice	oil
hoist	



### ENGLISH LANGUAGE LEARNERS

The pronunciation of the diphthong *oy* is very similar in Spanish and English. For Spanish speakers, point out the similarities in pronouncing the vowels in Spanish words such as *hoy*, *voy*, and *soy* and English words such as *toy* and *boy*. Then introduce *oi* words with the same pronunciation, such as *coin*, *oil*, and *voice*.



### show me

Have children look at their Targeted Lessons Student Book, p. 118. Have them name each pair of letters they see at the top of the page. Remind children that they have already learned that the sound /ou/ can be spelled with the letters *ow* and *ou*. Today you will learn to read and spell words with the vowel sound /oi/ spelled *oi* and *oy*.

The first picture shows something noisy. What is the vowel sound that you hear in *noisy*? (/oi/) The letters *oi* spell the vowel sound /oi/ in *noisy*. Have children write the letters *oi* on the lines.

Continue the activity with *oyster*, pointing out that in this word the letters *oy* stand for the sound /oi/, and then *foil*, in which the letters *oi* stand for the sound /oi/. Point out that the sound /oi/ in *oyster* is at the beginning of the word, while the sound /oi/ in *noisy* and *foil* is in the middle of those words.

### SPELLING PATTERNS



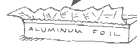
**oi/oi/, oy/oi/** The diphthong sound /oi/ is almost always spelled *oi* or *oy*.

# 40

## Diphthongs oi, oy

### show me

Name the picture. Write the letters that spell the vowel sound in each word.

oi	oy	oi
		
n <u>oi</u> sy	<u>oy</u> ster	f <u>oi</u> l




## guide me

Have children look at the bottom part of p. 118 in their Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will write the word that names each picture. They can use the letters *oi* or *oy* at the top of each picture to help them spell the vowel sound /oi/ in each word.)

The first picture shows the word *boil*. Let's say the sounds in *boil*. I'll go first and then you can say the sounds after me: /b/ /oi/ /l/, *boil*. Have children repeat the segmented sounds and blend the sounds to say the word. Let's write the word *boil*. What letter spells the sound /b/? (*b*) Write the letter *b*. What letters spell the sound /oi/? (*oi*) Write the letters *oi*. What letter spells the sound /l/? (*l*) Write the letter *l*. Continue the activity in the same way for the words *boy* and *soil*.

**guide me**

Name each picture. Then write the words on the lines.

oi	oy	oi
		
<u>  b  o  i  l  </u>	<u>  b  o  y  </u>	<u>  s  o  i  l  </u>

118 PHONICS AND SPELLING

## work time

Have children look at their Targeted Lessons Student Book, p. 119. Read the words in the box and have children repeat each one after you. Do the same with the numbered words. Point out that each word has the vowel sound /oi/. Ask children to use each word in a sentence to make sure they understand its meaning. Then read the directions together. Explain that they will write each word from the box under the word that it rhymes with. Remind children that rhyming words end with the same sound. If necessary, guide children in doing the first one.

Diphthongs oi, oy 40

**work time**

Say each word. Then write the word from the box that rhymes with each word below.

moist	joy	choice	royal	join	oil
-------	-----	--------	-------	------	-----

1. voice	2. hoist
<u>      choice      </u>	<u>      moist      </u>
3. toy	4. coin
<u>      joy      </u>	<u>      join      </u>
5. loyal	6. soil
<u>      royal      </u>	<u>      oil      </u>

PHONICS AND SPELLING 119

## ➞ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 120. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *little*. This word is *little*. It begins with the sound /l/. What is the opposite of *little*? (big) The next word is *one*, which is a number word. Let's use the word *one* in a sentence. Tell children that they will read the words *little* and *one* as they read the story *Roy Plants Seeds*.

## ➞ work time

**Decodable Text** Have children look at *Roy Plants Seeds*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /oi/. (*Roy*, *soil*, *moist*, *voice*, *joy*)

## ➞ check for understanding

Write the letters *oi* and *oy*. What sound do these letters stand for? (/oi/) Write the name *Roy*. Listen as I blend the sounds together: /r/ /oi/, *Roy*. Blend the sounds with me: /r/ /oi/, *Roy*. Now blend the sounds without me. Write the word *soil*. Listen as I blend the sounds together: /s/ /oi/ /l/, *soil*. Blend the sounds with me: /s/ /oi/ /l/, *soil*. Now blend the sounds without me. Continue the activity for *moist*, *voice*, and *joy*. Make sure children blend the sounds correctly.

Let's spell words with the sounds and letters we learned. The first word we will spell is *coin*. What sounds do you hear in *coin*? (/k/ /oi/ /n/) What is the letter that spells the sound /k/? (c) Write the letter c. What are the letters that spell the sound /oi/? (oi) Write the letters oi. What is the letter for the sound /n/? (n) Write the letter n. Let's read the word: /k/ /oi/ /n/, *coin*. Continue with *spoil*, *oyster*, *voice*, *enjoy*, and *moist*.

## ➞ reflect

Have children turn and talk to a partner about what they have learned. What new words can you read and spell now? How does being able to read and spell these words help you?

40 Diphthongs oi, oy

➞ guide me

little one

➞ work time

Read the story.

Roy Plants Seeds

Mom showed Roy how to plant seeds.

They planted corn and peas.

Roy kept the soil moist.

Then he waited.

Time passed, but there were no plants.

"The seeds are not growing!" said Roy in a sad voice.

"Give it a little more time," said Mom.

One week later, the seeds sprouted.

And Roy jumped for joy!

120 PHONICS AND SPELLING

## Language Objectives

- Decode common contractions.
- Spell contractions.

## Building Literacy

Contractions are frequently used in speech and informal writing, so it is important students learn to decode and spell them. In this lesson:

- Students learn that a contraction is a shortened way to write two words. An apostrophe replaces one or more letters in the words.
- Students learn to decode contractions. They learn to identify the two words a contraction stands for.

## Focus on Language

These English words are used in this lesson. Consider using pictures, pantomime, or simple context sentences with the words to make sure the English learners have these words in their vocabulary.

I'm	you'll
he's	they'll
she's	I've
it's	we've
we're	you've
you're	they've
they're	isn't
I'll	aren't
he'll	don't
she'll	doesn't
it'll	can't
we'll	won't



### ENGLISH LANGUAGE LEARNERS

In order to become fluent English speakers, English language learners will need to be able to understand contractions when they hear and read them. They will also need to learn to say and spell them correctly. The apostrophe can be confusing to English language learners. Explain its usage. Reinforce the pronunciation and have students repeat the contractions. Compare the sound of a contraction to the sound of the two individual words.



## show me

Have children look at their Targeted Lessons Student Book, p. 121. **Today you will learn how to read and spell contractions. A contraction is a shortened way to write two words. In a contraction, an apostrophe takes the place of one or more letters.** Point out the apostrophe in several contractions in the chart. Then ask children to identify the apostrophe in other words in the chart.

Have children read the word *is* in the chart. **Some contractions are made with the word *is*.** Have children point to and read the word *he's* in the box under the heading *am, is, are*. Ask them to identify the two words in the contraction (*he, is*) and the letter the apostrophe replaces (*i*). Repeat for the remaining words in the box.

Continue by quickly reading the remaining contractions with children.

Read the first set of directions with children. **What are the two words? (*she, is*) What is the contraction for *she is*? (*she's*) What letter does the apostrophe replace? (*i* in *is*)** Have children write *i* to indicate the letter the apostrophe replaces.

Continue the activity with *I am* and *can not*, having students read the contractions and identifying the letter(s) the apostrophe replaces.

Read the second set of directions with children. **What is the contraction? (*he'll*) What two words does the contraction *he'll* stand for? (*he will*) What two letters does the apostrophe replace? (*w, i* in *will*)** Have children draw a circle around *wi* to indicate the letters the apostrophe replaces.

Continue the activity with *I've* and *it's*, having students identify the two words the contraction stands for and the letter(s) the apostrophe replaces.

### SPELLING PATTERNS

***is*** Apostrophes in contractions with *is* replace the *i* in *is*.

***will*** Apostrophes in contractions with *will* replace the *wi* in *will*.

***are*** Apostrophes in contractions with *are* replace the *a* in *are*.

***have*** Apostrophes in contractions with *have* replace the *ha* in *have*.

***not*** Apostrophes in contractions with *not* generally replace the *o* in *not*. Point out that the word *won't* stands for *will not*, even though the word *will* does not appear.

41

## Contractions

➔ show me

Read the contractions.

am, is, are		will		has, have		not	
I am	I'm	I will	I'll	I have	I've	is not	isn't
he is	he's	he will	he'll	he has	he's	are not	aren't
she is	she's	she will	she'll	she has	she's	do not	don't
it is	it's	it will	it'll	it has	it's	does not	doesn't
we are	we're	we will	we'll	we have	we've	cannot	can't
you are	you're	you will	you'll	you have	you've	will not	won't
they are	they're	they will	they'll	they have	they've		

Read the words. Read the contractions. Write the letter or letters the apostrophe (') replaces.

she is	I am	can not
she's	I'm	can't
<u>i</u>	<u>a</u>	<u>n, o</u>

Read the contractions. Read the two words in the contractions. Circle the letters the apostrophe (') replaces.

he'll	I've	it's
he <u>will</u>	I <u>have</u>	it <u>is</u>

PHONICS AND SPELLING 121

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## ➤ guide me

Have children look at their Targeted Lessons Student Book, p. 122. Read the directions for the first activity together. Ask children to tell you in their own words what they are to do. (They will read contractions and write the two words each contraction stands for.)

The first word is *you'll*. What two words does the contraction *you'll* stand for? I know the first word is *you*. What is the second word? (*will*) Have children write the two words in the contraction. Continue the activity, guiding students to read the contraction, identify the two words, and write them. Encourage children to notice the placement of the apostrophe and what letter(s) it replaces.

Read the directions for the second activity together. Ask children to tell you in their own words what they are to do. (They will read two words and write the contraction.) The first two words are *is not*. What is the contraction for *is not*? (*isn't*) Let's spell the first three letters of *isn't* together: *i, s, n*. What comes next? (apostrophe, *t*) The apostrophe replaces the letter *o* in *not*. Continue the activity, guiding children to write the contractions. Encourage children to notice the placement of the apostrophe and what letter(s) it replaces.

## ➤ work time

Read the directions together. Make sure children understand that for numbers 1 to 5, they will read the contraction and write the two words it stands for. For numbers 6 to 10, they will read two words and write the corresponding contraction. Remind children to think about where to place the apostrophe and which letters the apostrophe replaces.

41 Contractions

➤ guide me

Read each contraction. Write the two words in the contraction.

you'll	he's	we're
you will	he is	we are

Read the words. Write the contraction.

is not	we will	we have
isn't	we'll	we've

➤ work time

Write the two words each contraction stands for. Write a contraction for each pair of words.

1. she's she is

2. I'll I will

3. you're you are

4. I'm I am

5. won't will not

6. they will they'll

7. does not doesn't

8. I have I've

9. it is it's

10. he will he'll

122 PHONICS AND SPELLING

## ➔ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 123. Tell children that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. We use these words often, so if you remember what the words look like, you'll be able to read them. Have them look at the first word on the page, *new*. This word is *new*. It starts with the sound /n/ spelled *n* and ends with the sound /ōō/ spelled *ew*. What does it mean if something is *new*? (not old, not used yet, or never thought of before) The next word is *fly*. The *y* stands for the sound /ī/. The last word is *very*. The *er* stands for the sound /er/ as in the word *air* and the *y* stands for the sound /ē/. Tell children that they will read the words *new*, *fly*, and *very* as they read the story *Fly a Kite*.

## ➔ work time

**Decodable Text** Have children look at *Fly a Kite*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the contractions. (*It's*, *wasn't*, *it's*, *There's*, *I'll*, *It'll*, *Let's*) Ask children to identify the two words each contraction stands for. You may need to explain *let's* stands for *let us*.

## ➔ check for understanding

**What is a contraction?** (a short way to write two words) **What does an apostrophe show in a contraction?** (a letter or letters that are left out of the two original words)

Write the contraction *he's* on the board. **What is this word?** (*he's*) Make sure children pronounce the word correctly. **What two words make up the contraction *he's*?** (*he is*) **What letter does the apostrophe replace?** (*i* in *is*) Continue with *she'll*, *I'm*, *we're*, *I've*, and *can't*.

Now let's spell the contractions we learned. The first contraction we will spell is *she'll*. **What two words are in *she'll*?** (*she, will*) **What letters does the apostrophe replace in contractions with *will*?** (*w, i*) **How do you spell *she'll*?** (*s, h, e, apostrophe, l, l*) Continue with *I'm*, *you're*, *we've*, and *didn't*.

## ➔ reflect

Have children think about what they have learned. **What new words can you read and spell?** How does being able to read and spell these words help you?

Contractions 41

➔ guide me


new                  fly                  very

➔ work time

Read the story.

**Fly a Kite**

I have a new kite. It's red and green.  
It has a long tail. I got it at the store.  
I wanted to fly my kite. But there wasn't  
any wind that day.  
Now it's a good day to fly my new kite.  
There's a lot of wind. I'll run fast with the wind.  
It'll lift the kite up very high.  
Let's go fly the kite!



PHONICS AND SPELLING 123

**Language Objectives**

- Decode words with prefixes *re-*, *un-*, and *dis-*.
- Spell words with prefixes *re-*, *un-*, and *dis-*.

**Building Literacy**

Recognizing affixes is an important part of phonics instruction. Being able to recognize prefixes helps children decode and understand many unfamiliar multisyllable words. In this lesson:

- Students learn the meaning of prefixes *re-*, *un-*, and *dis-*.
- Students learn to decode words with prefixes *re-*, *un-*, and *dis-*.
- Students learn to spell words with prefixes *re-*, *un-*, and *dis-*.

**Focus on Language**

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

reheat	unclean
remake	disappear
retell	unkind
reuse	reopen
unable	disprove
unplug	refill
unlock	rewrite
untie	unseen
disagree	disconnect
discomfort	replace
dishonest	dislikes
disobey	unhappy
repay	

**ENGLISH LANGUAGE LEARNERS**

Many speakers of European languages will be familiar with prefixes. Ask these speakers to share examples of words with prefixes from their home language. Speakers of monosyllabic languages, such as Vietnamese and Korean, may require additional practice saying and speaking words with prefixes as single words.



## show me

Have children look at their Targeted Lessons Student Book, p. 124. Today you will learn how to read and spell words with prefixes. A prefix is a word part added to the beginning of a word. A prefix changes the meaning of the word. A prefix usually makes a separate syllable. Say the prefixes at the top of the page and have children repeat. Talk about the meaning of each prefix.

Let's look at the words with the prefix *re-*. Have children circle the prefix *re-* in the first word. To read a word with a prefix, separate the prefix and the base word. What is the base word in the first word? (*heat*) What is the prefix? (*re-*) What is the word? (*reheat*) The prefix *re-* can mean "again." What does *reheat* mean? (to heat again) Continue in the same way to guide children to read the other words in the chart and briefly talk about their meaning.

Read the second set of directions with children. What is the prefix in the first word? (*re-*) What is the base word? (*pay*) What is the new word? (*repay*) Have children write *repay*. What does *repay* mean? (pay again) Use a similar procedure for *unclean* and *disappear*.

### TEACHING STRATEGIES

Help children learn to use knowledge of prefixes when reading an unknown long word.

- When you come to an unknown long word, look at it carefully. Find parts you know. Look for prefixes such as *re-*, *un-*, and *dis-*.
- Cover the prefix and any endings.
- Read the base word. Look for vowel and consonant patterns you know.
- Uncover the prefixes and endings. Say the word part by part. Blend the whole word.
- Use context to determine the meaning.

## show me

Circle the prefix. Read the word.

<b>re-</b> (means "again" or "back")	<b>un-</b> (means "not" or "do the opposite of")	<b>dis-</b> (means "not" or "away")
<b>re</b> heat	<b>un</b> able	<b>dis</b> agree
<b>re</b> make	<b>un</b> plug	<b>dis</b> comfort
<b>re</b> tell	<b>un</b> lock	<b>dis</b> honest
<b>re</b> use	<b>un</b> tie	<b>dis</b> obey

Add the prefix to write a new word.

re + pay = repay

un + clean = unclean

dis + appear = disappear

## guide me

Have children turn to p. 125. Read the directions for the first activity together. Ask children to tell you in their own words what they are to do. (They will circle the prefix, underline the base word, and read the word.)

Look at the first word. I see the prefix *un-*. Let's circle it. The base word is *kind*. Let's underline it. What is the word? (*unkind*) If someone is *unkind*, he is not kind. Continue the activity, guiding students to identify the prefix and base word and then read the word. Encourage children to identify the meaning of the word.

Read the directions for the second activity together. Ask children to tell you in their own words what they are to do. (They will read the meaning clue and identify the correct prefix to add to the base word. Children will write the prefix and then add it to the base word to write the word.)

The first clue is *not known*. The prefixes *un-* and *dis-* can both mean *not*. The base word is *known*. I know the word *unknown*. Let's write *un-*. The prefix *un-* plus the base word *known* makes what word? (*unknown*) Let's write the word. Continue guiding children as they complete the activity.

## work time

**Task 1** Read the directions together. Remind children it may help to cover the prefix and read the base word. Then uncover the prefix and read the whole word.

**Task 2** Read the directions together. Point out that the base word is given in the clue. Children should choose the correct prefix to make the new word.

Prefixes re-, un-, dis- 42

guide me

Circle the prefix. Underline the base word. Read the word.

unkind

reopen

disprove

Read the clue. Add a prefix to make a new word.

Meaning: not known

un + known = unknown

Meaning: to fill again

re + fill = refill

work time

Circle the prefix. Underline the base word. Read the word.

1. disown

2. rewrite

3. unseen

Read the clue. Add a prefix to make a new word.

4. Meaning: to do the opposite of connect

dis + connect = disconnect

5. Meaning: not happy

un + happy = unhappy

PHONICS AND SPELLING 125

## ➔ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 126. Tell children that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. **We use these words often, so if you remember what the words look like, you'll be able to read them.** Have them look at the first word on p. 126, *says*. **This word is *says*. It begins with the sound /s/ spelled s. What does *says* mean? (tells, speaks) The other word is *wash*. What kinds of things do you wash?** Tell children that they will read the words *says* and *wash* as they read the story *My Dog Fred*.

## ➔ work time

**Decodable Text** Have children look at *My Dog Fred*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with prefixes *re-*, *un-*, and *dis-*. (*disobeys*, *refill*, *replace*, *unable*, *dislikes*, *unhappy*) Ask students to identify the prefix and base word in each. As time allows, talk about how the prefix changes the meaning of the base word.

## ➔ check for understanding

**What is a prefix?** (a word part added to the beginning of a word that changes the meaning of a word) Write the prefix *re-* on the board. **What is this prefix?** (*re-*) **What does it mean?** (again) Write the word *redo* on the board. **What is the word?** (*redo*) **Cover the prefix and read the base word.** (*do*) **What does *redo* mean?** (*do again*) Continue with *unload* and *disown*.

Now let's spell words with prefixes. The first word we will spell is *retest*. **What is the prefix?** (*re-*) **Write it first. What is the base word in *retest*?** (*test*) **Say and write the sounds in *test*.** Continue with *unsafe* and *dislike*.

## ➔ reflect

Have children think about what they have learned. **What new words can you read and spell?** Ask them to suggest other words they know that have the prefixes *re-*, *un-*, or *dis-*.

### ➔ guide me

says

wash

### ➔ work time

Read the story.

#### My Dog Fred

My dog is called Fred. Fred is a good dog. But sometimes Fred **disobeys**.

I take care of Fred. I **refill** his food bowl. I **replace** his dirty water with clean water. I put Fred on a leash. We walk around the block.

Some days it rains. We are **unable** to walk. Fred **dislikes** those days.

Fred likes to get in the mud. But Mom says I must wash Fred. That makes me **unhappy**. Fred really **dislikes** baths!



## Language Objectives

- Decode words with suffixes *-ly, -ful, -er, and -or*.
- Spell words with suffixes *-ly, -ful, -er, and -or*.

## Building Literacy

Being able to recognize affixes, including the suffixes *-ly, -ful, -er, and -or*, is an important part of phonics instruction. Recognizing and understanding suffixes helps children decode and understand many unfamiliar multisyllable words. In this lesson:

- Students learn the meaning of suffixes *-ly, -ful, -er, and -or*.
- Students learn to decode words with suffixes *-ly, -ful, -er, and -or*.
- Students learn to spell words with suffixes *-ly, -ful, -er, and -or*.

## Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

bravely	loudly	quietly
happily	playful	editor
slowly	farmer	skillful
helpful	inventor	helper
painful	painter	quickly
useful	harmful	dancer
driver	safely	pitcher
singer	sailor	catcher
teacher	graceful	wonderful
actor	lazily	
creator	handful	
visitor	writer	



### ENGLISH LANGUAGE LEARNERS

Make sure students understand the meaning of the base words before adding suffixes. Point out that the suffixes *-er* and *-or* have the same meaning and pronunciation (/ər/). Many languages do not have a positive transfer for *r*-controlled vowels. Provide children with ample practice pronouncing the suffixes.





## show me

Have children look at their Targeted Lessons Student Book, p. 127. Today you will learn how to read and spell words with suffixes. A suffix is a word part added to the end of a base word to make a new word. The new word has a related meaning but is a different part of speech. Say the suffixes at the top of the page and have children repeat. Talk about the meaning of each suffix.

Let's look at the words with the suffix *-ly*. Have children circle the suffix *-ly* in the first word. To read a word with a suffix, separate the base word and the suffix. What is the base word in the first word? (*brave*) What is the suffix? (*-ly*) What is the new word? (*bravely*) The suffix *-ly* can mean "how something is done." What does *bravely* mean? (in a brave way) When have you acted bravely? Continue in the same way with the remaining *-ly* words and the words with the suffixes *-ful*, *-er*, and *-or*. Briefly talk about each word's meaning. Point out the spelling change in *happily*. The word *happily* is made from the base word *happy* and the suffix *-ly*. The *y* in *happy* changes to *i* when the suffix is added. Use a similar procedure for *driver* to point out that the final *e* in *drive* is dropped before adding the suffix *-er*.

Read the second set of directions with children. Look at the first word. What is the base word? (*loud*) What is the suffix? (*-ly*) What is the new word? (*loudly*) Have children write *loudly*. What does *loudly* mean? (in a loud way) Use a similar procedure for *playful*, *farmer*, and *inventor*.

## TEACHING STRATEGIES

Help children learn to use knowledge of suffixes when reading an unknown word.

- When you come to an unknown word, look at it carefully to find parts you know. Look for prefixes and suffixes.
- Cover any prefixes, suffixes, and endings.
- Decode the base word. Look for vowel and consonant patterns you know.
- Uncover the other word parts. Say the word, part by part. Blend the whole word.
- Use context to determine the meaning.

## Suffixes -ly, -ful, -er, -or

## show me

Circle the suffix. Read the word.

-ly (means "how something is done")	-ful (means "full of")	-er (means "someone who does something")	-or (means "someone who does something")
bravely	helpful	driver	actor
happily	painful	singer	creator
slowly	useful	teacher	visitor

Add the suffix to write a new word.

loud + ly = loudly  
 play + ful = playful  
 farm + er = farmer  
 invent + or = inventor

guide me

Have children look at their Targeted Lessons Student Book, p. 128. Read the directions together. Ask children to tell you in their own words what they are to do. (They will underline the base word, circle the suffix, and read the word.)

Look at the first word. I see the suffix -er. Let's cover that part of the word. What is the base word? Let's sound it out: /p/ /ā/ /n/ /t/. What's the word? (*paint*) Let's underline the base word *paint* and circle the suffix -er. Let's read both parts. What is the word? (*painter*) What is a painter? (someone who paints) Continue the activity with the remaining words, guiding students to identify the base word and suffix and then read the word. Encourage children to identify the meaning of each word. Point out the spelling change in *lazily*. The word *lazily* is made from the base word *lazy* and the suffix -ly. The y in *lazy* changed to i when the suffix was added. Let's underline *lazi* for the base word.

work time

**Task 1** Read the directions together. Remind children to cover the suffix and read the base word. Then uncover the suffix and read the whole word. Ask children to explain how they read the second word, *writer*. Children should recognize the final e in *write* was dropped when the suffix -er was added.

**Task 2** Read the directions together. Point out that the base word is given in the meaning. Children should choose the correct suffix to make the new word.

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Suffixes -ly, -ful, -er-, -or

guide me

Underline the base word. Circle the suffix. Read the word.

<u>paint</u> <u>er</u>	<u>saf</u> <u>e</u> <u>ly</u>	<u>grac</u> <u>e</u> <u>ful</u>
<u>harm</u> <u>ful</u>	<u>sail</u> <u>or</u>	<u>lazi</u> <u>ly</u>

work time

Underline the base word. Circle the suffix. Read the word.

1. handfu 2. writer 3. quietly 4. editor

Read the meaning. Add a suffix to make a new word.

1. Meaning: full of skill  
skill + ful = skillful

2. Meaning: someone who helps  
help + er = helper

3. Meaning: in a quick way  
quick + ly = quickly

4. Meaning: someone who visits  
visit + or = visitor

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PHONICS AND SPELLING

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 129. Explain that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. We use these words often, so if you remember what the words look like, you'll be able to read them. Have them look at the first word on the page, *think*. This word is *think*. Listen carefully to the sounds at the end: /th/ /i/ /ng/ /k/. Show me what it looks like when you think. The other word is *any*. The *y* stands for the sound /ē/. Tell children that they will read the words *think* and *any* as they read the story *What Do You Want to Be?*

## work time

**Decodable Text** Have children look at the story *What Do You Want to Be?* Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with suffixes -ly, -ful, -er, and -or. (*dancer, actor, inventor, skillful, pitcher, catcher, writer, wonderful, happily*). Ask students to identify the base word and suffix in each. As time allows, talk about the meaning of each word.

## check for understanding

**What is a suffix?** (a word part added to the end of a word that changes the meaning of a word) Write the suffix -ly on the board. **What is this suffix?** (-ly) **How does it change the meaning of a word?** (It makes a word mean "how something is done.") Write the word *quickly* on the board. **What is the base word?** Cover the suffix and read the base word. (*quick*) **What does quickly mean?** (in a quick way) Continue with *colorful, teacher, and inventor*.

Now let's spell words with suffixes. The first word we will spell is *gladly*. **What is the base word in gladly?** (*glad*) Write it first. Say each sound and write the word. **What is the suffix in gladly?** (-ly) Say and write the sounds in -ly. Continue with *playful, painter, and actor*.

## reflect

Have children think about what they have learned. **What new words can you read and spell?** **How does being able to read and spell these words help you?**

Suffixes -ly, -ful, -er-, -or 43

guide me

think      any

work time

Read the story.

**What Do You Want to Be?**

What do you want to be?  
Think of what you like to do.  
Do you like to dance? You could be a dancer.  
Do you like to act? You could be an actor.  
Do you like to make new things?  
You could be an inventor.  
Can you play baseball? You could be a skillful pitcher or catcher.  
Can you write? You could be a writer of wonderful stories.  
What do you want to be?  
You can happily say, "I can have any job I want. I will be me!"

PHONICS AND SPELLING 129

Language Objectives

- Recognize and read words with irregular spellings.
- Identify and learn to spell words with irregular spellings.

Building Literacy

Decoding words enables children to read fluently. However, not all words can be decoded. Words with irregular spellings have to be automatically identified because they don't follow typical phonics/spelling patterns. In this lesson:

- Children recognize that some words have irregular spellings that don't follow typical phonics and spelling patterns.
- Children recognize, read, and write words with irregular spellings.

Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

dive	have	move
five	dome	come
give	some	done
beak	home	lose
break	put	lived
speak	cut	one
save	hut	said
gave	great	wanted



ENGLISH LANGUAGE LEARNERS

Words with irregular spellings are challenging for everyone. So naturally, children who are learning English will need a great deal of repetition and practice in reading and writing words that don't follow typical patterns.



## show me

Have children look at their Targeted Lessons Student Book, p. 130. Remind them that they have already learned that there are some words they can't sound out, and they have to remember what these words look like. **Today you will be learning to read and spell words that don't follow regular spelling patterns.**

Have children look at the first row of pictures on the page. **Let's read the words under the pictures: *dive*, *five*, *give*.** The words *dive* and *five* follow the spelling pattern of having the sound long *i* because they both end with a silent *e*. But notice that the word *give* does not follow this spelling pattern because it has the vowel sound /i/ which is the sound short *i*. Have children circle the word *give*.

Continue in the same way with the pictures and words in the next row. Point out that the words *beak* and *speak* both have the sound long *e* that is represented by the vowels *ea*. However, the word *break* does not follow this spelling pattern because it has the sound long *a*.

### SPELLING PATTERNS

Words that do not follow typical spelling patterns are classified as high-frequency words or words with irregular spellings.

## Words with Irregular Spellings

### show me

Read the name of each picture. Draw a circle around the word that does not follow the spelling pattern for a vowel sound.

 dive	 five	 <u>give</u>
 beak	 <u>break</u>	 speak

## guide me

Have children look at the bottom of p. 130 in their Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will draw a circle around the word in each group that does not follow a regular spelling pattern.)

Let's read the words in the first row: *save, gave, have*. The words *save* and *gave* both follow the long vowel spelling pattern with silent e. *Save* and *gave* both have the sound long a. What vowel sound do you hear in the word *have*? (short a) The word *have* has the same spelling pattern as *save* and *gave*, but it has a different vowel sound. Have children circle the word *have*. Continue the activity with the remaining groups, pointing out why each word in the group is irregular and does not follow the spelling pattern. Make sure children understand the meanings of all the words.

### guide me

Read each group of words. Draw a circle around the word in each group that does not follow the spelling pattern for the vowel sound.

save	gave	have
dome	some	home
hut	cut	put

130 PHONICS AND SPELLING

## work time

Have children look at their Targeted Lessons Student Book, p. 131. Read the words in the box and have children repeat each one after you. Point out that none of the words has the usual vowel sound of a regular spelling pattern. Ask volunteers to tell the meaning of each word. Then read the directions together. Explain that they will choose a word from the box to complete each sentence and write it on the line.

Words with Irregular Spellings 44

### work time

Say each word in the box. Then write each word on a line to complete a sentence.

great	move	come	done	lose
-------	------	------	------	------

1. Mom will come home on the train.
2. Can you help me move the table?
3. I hope we don't lose the game.
4. I had a great time at the picnic.
5. Have you done your homework?

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PHONICS AND SPELLING 131

## ➞ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 132. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *off*. **This word is *off*. The word *off* begins with the sound /ò/. Who can use the word *off* in a sentence? The next word is *pretty*. What does the word *pretty* mean?** Tell children that they will read the words *off* and *pretty* as they read the retelling of the story *The Fox and the Crow*.

## ➞ work time

**Decodable Text** Have children look at the story *The Fox and the Crow*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children read the underlined words that don't follow regular spelling patterns. (*some, said, put, have, great, give*)

## ➞ check for understanding

Write the word *some* on the board and explain why this word has an irregular spelling. **Usually, a word with a vowel followed by a consonant and silent e has a long vowel sound, such as the sound long o. But the word *some* does not follow this regular spelling pattern. Instead, it is pronounced /sum/ with the sound short u.** Then write the word *said* on the board. This time, ask children to explain why the word has an irregular spelling. (Usually, a word with the spelling pattern *ai* has the sound long a, but the word *said* is irregular and has the sound short e.) Continue with *put, have, great, and give*.

Now let's spell some words whose vowel sounds do not follow regular spelling patterns. Since these words do not follow the usual rules, you have to remember how to spell them. Ask volunteers to spell each word as you say it: *come, live, move, done*.

## ➞ reflect

Have children turn and talk to a partner about what they have learned. **What new words can you read and spell now? How does being able to read and spell these words help you?**

### ➞ guide me

off

pretty

### ➞ work time

Read the story.

#### The Fox and the Crow

Long ago, a crow lived in the woods.

One day, the crow was looking for some food.

He found a piece of cheese in the grass.

"This cheese will make a good meal," he said.He put the cheese in his beak and flew up to a branch.

A fox saw the cheese and came up with a plan.

"I know you have a great voice," said the fox."Please sing for me. It would give me such joy!"

The crow wanted to show off his pretty voice.

So he began to sing.

Can you guess what happened next?



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**Language Objectives**

- Decode two-syllable words using knowledge of the syllable pattern VCCV.
- Spell two-syllable words using knowledge of the syllable pattern VCCV.

**Building Literacy**

Recognizing syllable patterns can help children figure out how to read an unknown multisyllable word. It can also help them write a word when they are uncertain about its spelling. In this lesson:

- Students learn to recognize the vowel-consonant-consonant-vowel (VCCV) syllable pattern.
- Students learn where to divide and how to decode words with the VCCV syllable pattern.
- Students learn to spell words with the VCCV syllable pattern.

**Focus on Language**

These English words are used in this lesson. Consider displaying pictures of each or using simple context sentences to make sure the English learners have these words in their vocabulary.

summer	winter
sister	traffic
pillow	member
yellow	magnet
tennis	silver
napkin	kitten
chapter	letting
window	owner
basket	problem
plastic	collar
sunny	bandit
reptile	missing
muffin	sorry
dentist	forgive

**ENGLISH LANGUAGE LEARNERS**

To be successful in phonics, English language learners need to understand word meaning. Discuss the meanings of words as children practice decoding. As students decode, pay particular attention to pronunciation difficulties and provide support as needed.



## show me

Have children look at their Targeted Lessons Student Book, p. 133. Today you will learn how to read and spell words with more than one syllable and with two consonants between two vowels. Remember, a syllable is a word part that has a vowel sound.

Listen to the word: *summer*. How many syllables do you hear in *summer*? (two) Look at the word *summer* in the chart. What are the two vowels? (u, e) Write a V under each vowel in *summer*. Now look at the two letters between the vowels. What do you notice? (They are the same; they are two consonants.) Write a C under the two consonants between the vowels in *summer*. When a word has two consonants between two vowels, you divide the word between the consonants. Draw a line between the two consonants between the vowels in *summer*. In these words, the first vowel usually has the short vowel sound. Let's say the sounds and read the word: /sum/ • /ər/, *summer*.

Repeat for *sister*. Point out the consonants between the vowels (s, t) are not the same. Notice the consonants between the vowels may be the same, as in *summer*, or different, as in *sister*. You still divide between the consonants, and the first vowel sound is usually short.

Have children look at the second set of words. Where do we divide the word? (between the consonants) Have children draw a line to divide *pillow* into syllables. Let's say the sounds and read the word. Remember to read each syllable: /pil/ • /ō/. It may be helpful to point out that although you divide between two identical consonants, you hear only one sound.

Continue the activity with the remaining words. Guide children to notice the first column contains words with double consonants and the second column contains words with two different consonants in the VCCV pattern.

## Syllable Pattern VCCV (VC/CV)

45

### show me

Write V under each vowel. Write C under the consonants between the vowels. Draw a line (|) between the syllables. Then read the word.

summer vccv	sister vccv
----------------	----------------

Draw a line (|) between the syllables. Then read the word.

pillow	napkin
yellow	chapter
tennis	window
happy	basket

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PHONICS AND SPELLING 133

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## TEACHING STRATEGIES

Help children learn to use knowledge of syllable patterns when reading an unknown long word.

- If a word has two consonants in the middle, divide between them. Try the short vowel sound for the first syllable.
- Blend the whole word.
- Use context to determine the meaning.

## guide me

Have children turn to p. 134. Read the directions together. Ask children to tell you in their own words what they are to do. (They will divide the word between the syllables. Then they will read the word.)

Look at the first word. I see the vowel, *a*, followed by two consonants, *s*, *t*, and another vowel, *i*. Where do I divide the word into syllables? (between the two consonants, *s*, *t*) Let's draw a line between the syllables. How do we read the word? (Try the short vowel sound for the first syllable.) Let's say the parts and read the word: /plas/ • /tik/, *plastic*.

Continue the activity, guiding children to recognize the pattern, divide the word correctly, and read the word. Point out the *-ing* ending in *spelling*. The word *spelling* is made from the base word *spell* and the ending *-ing*. I still divide the word between the consonants. As necessary, provide guidance as children read the second syllable. When I read *sunny*, I first tried the sound /ī/ for the *y*, but I did not recognize the word /sun/ • /ī/. I tried the sound /ē/ for *y*, /sun/ • /ē/, *sunny*. That's correct.

## work time

**Task 1** Read the directions together. Remind children to find the two consonants between the vowels and divide the word between the consonants. Provide support as needed as children sound out each syllable. For example, children may initially pronounce *magnet* as /mag/ • /net/ but should self-correct to /mag/ • /nit/.

**Task 2** Have children name the pictures: *puppet*, *pencil*, *rabbit*. Read the directions together. Remind children to say the sounds in each word to help determine the missing letters. Have children complete each item by writing the letters that spell the missing syllable. For the last item, have children write the letters to spell the whole word. (Either *rabbit* or *bunny* is acceptable.)

45 Syllable Pattern VCCV (VC/CV)

guide me

Draw a line (|) between the syllables. Then read the word.




plastic	spelling	sunny	reptile
---------	----------	-------	---------

work time

Draw a line (|) between the syllables. Then read the word.

1. muffin	2. dentist	3. winter	4. traffic
5. member	6. better	7. magnet	8. silver

Name each picture. Write the letters that spell the missing syllable in each word. For the last one, spell the word.

 <div>9. pup _pet_</div>	 <div>10. _pen_ cil</div>	 <div>11. _rabbit_</div>
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134 PHONICS AND SPELLING

## guide me

**High-Frequency Words** Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on p. 135, *from*. This word is *from*. Listen carefully to the vowel sound: /f/ /r/ /u/ /m/. The next word is *again*. How many syllables do you hear in *again*? (two) What are the vowel sounds: /ə/ • /gen/. (/ə/, /e/) Tell children that they will read the words *from* and *again* as they read the story *Who Took the Tag?*

## work time

**Decodable Text** Have children look at *Who Took the Tag?* Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the VCCV pattern. (*Puppy, Kitten, Rabbit, letting, happy, problem, collar, Bandit, silver, missing, sorry, forgive*) Note: Although the word *owner* in the story appears to have a VCCV pattern, it does not follow the rule because the letter *w* is silent, as in the words *snow* and *grow*.

## check for understanding

Write the word *silver* on the board. How can we divide this word? (between the *l* and the *v*) What is the word? Say each syllable. Then read the word. (/sil/ • /vər/, *silver*) Continue with *problem*, *collar*, and *sorry*.

Now let's spell two-syllable words with two consonants between two vowels. The first word we will spell is *rabbit*. How many syllables do you hear in *rabbit*? (two) What is the first syllable? (/rab/) Write the sounds in the first syllable of *rabbit*. Use what you know about the pattern to write the second syllable. Continue with *window*, *puppy*, and *napkin*.

## reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

Syllable Pattern VCCV (VC/CV) **45**

➤ guide me

from                  again

➤ work time

Read the story.

**Who Took the Tag?**

Puppy, Kitten, and Rabbit live together. They take turns letting their owner pet them. They are happy.


One day, Puppy was very angry. "We have a problem," she said. "One of you took the tag off my collar. I think it was YOU," she said to Kitten. "Owner calls you Bandit!"

"I did not take the tag from your collar," Kitten said. "Then it was YOU, Rabbit," said Puppy.

Rabbit hopped to Puppy's bed. She held up Puppy's silver tag. "Is this what you are missing?" Rabbit asked.

Puppy was happy. Then she looked sad. "I'm sorry," she said. "Please forgive me. Can we be pals again?"

"Yes," said Kitten and Rabbit.



PHONICS AND SPELLING 135

## Syllable Pattern VCV (both V/CV and VC/V)

# 46

### Language Objectives

- Decode two-syllable words using knowledge of the syllable pattern VCV.
- Spell two-syllable words using knowledge of the syllable pattern VCV.

### Building Literacy

Learning syllable patterns helps students pronounce unknown words and build vocabulary. In this lesson:

- Students learn to recognize the vowel-consonant-vowel (VCV) syllable pattern.
- Students learn where to divide and how to decode words with the VCV syllable pattern, including open syllable V/CV words and closed syllable VC/V words.
- Students learn to spell words with the VCV syllable pattern, including open syllable V/CV words and closed syllable VCV words.

### Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

tiny	pilot	robot
cabin	study	menu
spider	music	salad(s)
silent	menu	never
finish	frozen	bacon
paper	river	locate
final	driver	spiders
closet	acorn	vanish
planet	label	broken
bacon	over	lazy
lemon	dragon	
open	tiger	



### ENGLISH LANGUAGE LEARNERS

The writing systems of languages such as Arabic and Hebrew focus on consonant sounds and long vowels. Short vowels are indicated with separate marks that are often optional. Speakers of these languages may need extra help in spelling words with short vowels or multiple vowel sounds.



## show me

Have children look at their Targeted Lessons Student Book, p. 136. Today you will learn how to read and spell words with more than one syllable. These words have a pattern of a consonant between two vowels. Remember, every syllable must have a vowel sound.

Have children look at the first set of words. Listen to this word: *tiny*. How many syllables do you hear in *tiny*? (two) Look at the word *tiny*. What are the two vowels? (*i*, *y*) Write a *V* under each vowel in *tiny*. Now look at the letter between the vowels. It is a consonant. What letter is it? (*n*) Write a *C* under the consonant *n*. When a word has one consonant between two vowels, the consonant usually goes with the second syllable. Draw a line between the *i* and *n* in *tiny*. Listen to the first syllable: /tī/. The vowel sound in the first syllable is long. This is called an open syllable. Let's say the sounds and read the word: /tī/ • /nē/, *tiny*.

Use a similar procedure for *cabin*. Pause before having children divide between syllables. When a word has one consonant between two vowels, you usually divide before the consonant, and the first syllable has a long vowel sound. Let's try that with this word: /kā/ • /bən/. Is that a word you recognize? (no) With some words, like *cabin*, you divide the word after the consonant. Draw a line between the *b* and *i* in *cabin*. Listen to the first syllable: /kab/. The vowel sound in the first syllable is short. This is called a closed syllable. Let's say the sounds and read the word: /kab/ • /ən/, *cabin*. Remember, try dividing the word before the consonant. Say the word with a long vowel sound for the first syllable. If you do not recognize the word, then try dividing the word after the consonant. Say the word with a short vowel sound for the first syllable.

Have children look at the second set of words. Look at the first word. Find the consonant between two vowels. What is the consonant? (*d*) Let's decide where to divide the word into syllables. What sound does the *i* stand for if we divide between the *i* and the *d*? (/ī/) Let's try that pronunciation: /spī/ • /dər/. Does that sound correct? (yes) Have children draw a line to divide *spider* into syllables.

Continue the activity using a similar method with the remaining words. Provide guidance as necessary in determining where to divide each word and how to pronounce both syllables. Note that some final syllables have the schwa sound /ə/. Children should be able to decode the words based on the syllable division and pronunciation. Which words have an open first syllable? (*spider*, *final*, *silent*, *paper*, *bacon*) Which words have a closed first syllable? (*finish*, *planet*, *closet*)

Syllable Pattern VCV  
(both V/CV and VC/V)

## show me

Write *V* under each vowel. Write *C* under the consonant between the vowels. Draw a line (|) between the syllables. Then read the word.

tiny VCV	cabin VCV
-------------	--------------

Draw a line (|) between the syllables. Then read the word.

spider	silent
finish	paper
final	closet
planet	bacon

## TEACHING STRATEGIES

Help children learn to use knowledge of syllable patterns when reading an unknown long word.

- Explain that if a word has one consonant following the first vowel, divide the word before the consonant. Try saying the word with a long vowel sound in the first syllable. If you don't recognize the word, divide after the consonant and say the first syllable with a short vowel sound.
- Be sure children understand the difference between an open and closed syllable. Explain that in a closed syllable, the vowel is "closed in" by a consonant. This gives the vowel a short sound.
- Conversely, in an open syllable, the vowel is open, or alone. This gives the vowel a long sound. Provide examples of one-syllable words such as *no*, *go*, *she*, and *we*.





## guide me

Have children look at their Targeted Lessons Student Book, p. 137. Read the directions together. Ask children to tell you in their own words what they are to do. (They will identify the consonant between the vowels and decide where to divide the word into syllables. Then they will read the word.)

Look at the first word. I see a vowel, *e*, followed by a consonant, *m*, and another vowel, *o*. First, I divide the word between the *e* and the *m*. That makes an open syllable. What sound does *e* stand for in an open syllable? (long /ē/) How would we read the word if we divide it that way? (/lē/ • /mən/) Does that sound correct? (no) Where should we try to divide the word? (between the *m* and the *o*) That makes the first syllable a closed syllable. How would we say the first syllable and the word? (/lem/ • /ən/, *lemon*) Does that sound correct? (yes) Continue the activity, guiding children to recognize the VCV pattern, divide the word correctly, and read the word. As necessary, provide guidance as children read the second syllable.



## work time

**Task 1** Read the directions together. Remind children to find the consonant between the vowels and first divide the word between the first vowel and the consonant. Children should try pronouncing the word with a long vowel sound in the first syllable. If it doesn't sound correct, children should try dividing the word between the consonant and the second vowel and pronouncing the word with a short vowel sound in the first syllable. Provide support as needed as children sound out each syllable. For example, children may initially pronounce *music* as /myü/ • /sik/, but should self-correct to /myü/ • /zik/. If time permits, have children identify the words with an open first syllable and words with a closed first syllable. Ask them to identify the more common syllable among these items. (open syllable)

**Task 2** Have children name the pictures: *dragon*, *tiger*, *table*. Read the directions together. Remind children to say the sounds in each word to help determine the missing letters. Have children complete each item by writing the letters that spell the missing syllable. For the last item, have children write the letters to spell the whole word.

Syllable Pattern VCV  
(both V/CV and VC/V) **46**

**guide me**

Draw a line (|) between the syllables. Then read the word.




le mon	o pen	pi lot	stu dy
--------	-------	--------	--------

**work time**

Draw a line (|) between the syllables. Then read the word.

1. mu sic	2. me nu	3. fro zen	4. ri ver
5. dri ver	6. a corn	7. la bel	8. o ver

Name each picture. Write the letters that spell the missing syllable in each word. For the last one, spell the word.

 9. drag _ on	 10. _ ti _ ger	 11. _ table
---	---	--

PHONICS AND SPELLING 137



## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 138. Explain that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. We use these words often, so if you remember what the words look like, you'll be able to read them. Have them look at the first word, *would*. This word is *would*. Listen carefully to the sounds: /w/ /ù/ /d/. What do you notice about the way the word looks and about its sounds? (ou stands for the sound /ù/, and you do not hear a sound for /l/) Who can use *would* in a sentence? The next word is *clean*. Why would you need to *clean* something, like your room? Tell children that they will read the words *would* and *clean* as they read the story *Robin the Robot*.

## work time

**Decodable Text** Have children look at the story *Robin the Robot*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the VCV pattern. (V/CV words: *robot*, *bacon*, *papers*, *locate*, *spiders*, *broken*, *lazy*; VC/V words: *Robin*, *menu*, *salad(s)*, *never*, *finish*, *study*, *closet*, *vanish*)

## check for understanding

Write the word *lazy* on the board. Where do we divide the word? (between the a and the z) Say each syllable and the word. (/lā/ • /zē/, *lazy*) Repeat with *never*, *label*, and *finish*.

Now let's spell words with one consonant between two vowels. The first word we will spell is *spider*. How many syllables do you hear in *spider*? (two) What is the first syllable? (/spī/) Write the sounds in the first syllable of *spider*. What is the second syllable? (/dər/) Use what you know about the pattern to write the second syllable. Continue with *study*, *planet*, and *over*.

## reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

### guide me

would

clean

### work time

Read the story.

#### Robin the Robot

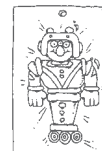
I wish I had a robot. I would name him Robin.

I would tell Robin to make a menu and cook foods I like best. I would tell him no salads. I would never eat salad again. I would eat bacon each day.

Robin would help me finish my homework. He would help write my papers. He would help me study.

Robin would do work at home. He would clean my closet. Robin would locate things I lost. And he would get rid of spiders and other bugs. He would make dirt vanish and fix broken things.

It would be cool to have a robot. But it's best that I don't have one. I might get too lazy.



**Language Objectives**

- Decode two-syllable words using knowledge of the syllable pattern VCCCV.
- Spell two-syllable words using knowledge of the syllable pattern VCCCV.

**Building Literacy**

As students improve their literacy skills, they learn to recognize word chunks rather than decoding a word sound by sound. Recognizing predictable syllable patterns helps children improve their speed, accuracy, and fluency. In this lesson:

- Students learn to recognize the vowel-consonant-consonant-consonant-vowel (VCCCV) syllable pattern.
- Students learn where to divide and how to decode words with the VCCCV syllable pattern.
- Students learn to spell words with the VCCCV syllable pattern.

**Focus on Language**

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

hundred	improve
inspect	subtract
purchase	farther
partner	kingdom
transform	hungry
lobster	complete
monster	control
surprise	mushroom
athlete	pumpkin
pilgrim	sandwich
backyard	goggles
panther	dolphins
complex	approached
instant	

**ENGLISH LANGUAGE LEARNERS**

Speakers of monosyllabic languages such as Cantonese, Hmong, Khmer, Korean, and Vietnamese may pronounce a two-syllable word as two separate words. Have children practice saying multisyllabic words.



## show me

Have children look at their Targeted Lessons Student Book, p. 139. Today you will learn how to read and spell words with more than one syllable. These words have a pattern of three or more consonants between two vowels. Remember, every syllable must have a vowel sound.

Have children look at the first set of words. Listen to this word: *hundred*. How many syllables do you hear in *hundred*? (two) How many vowel sounds do you hear in *hundred*? (two) Look at the word *hundred*. What are the two vowels? (u, e) Write a V under each vowel in *hundred*. Now look at the letters between the vowels. There are three consonants. What are the consonants? (n, d, r) Write a C under each consonant between the vowels. When a word has three consonants between two vowels, the word can usually be divided between the first and second consonant. But look for pairs of consonants that should not be separated. Look at the word *hundred*. Do you see two consonants that should stay together? (dr) Let's divide the word after the n to keep the dr blend together. Let's say the sounds and read the word: /hun/ • /drəd/, *hundred*.

Use a similar procedure for *inspect*.

Have children look at the second set of words, starting with *purchase*. Find the consonants between the vowels. Let's decide where to divide the word into syllables. Do you see two consonants that should stay together? (ch) Yes, we divide the word after *pur* because the letters *ch* stay together to make the sound /ch/. Say the syllables and blend them with me: /pèr/ • /chəs/, *purchase*. Have children draw a line to divide *purchase* into syllables.

Continue the activity using a similar method with the remaining words. Provide guidance as necessary in determining where to divide each word and how to pronounce both syllables.

47

### Syllable Pattern VCCCV

➔ show me

Write V under each vowel. Write C under the consonants between the vowels. Draw a line (|) between the syllables. Then read the word.

hun dred VCCCV	in spect VCCCV
-------------------	-------------------

Draw a line (|) between the syllables. Then read the word.

pur chase	mon ster
part ner	sur prise
trans form	ath lete
lob ster	pil grim

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PHONICS AND SPELLING 139

➤ guide me

Have children turn to p. 140. Read the directions together. Ask children to tell you in their own words what they are to do. (They will identify the three consonants between the vowels and decide where to divide the word into syllables. Then they will read the word.)

Look at the first word, *backyard*. I see a vowel, *a*, followed by three consonants, *c, k, y*, and another vowel, *a*. I recognize the pair *ck*, so I know to keep them together. I will divide the word after these letters. Let's draw a line to divide the word after *ck*. Say and blend the syllables with me: /bak/ • /yărd/, *backyard*. Continue the activity, guiding children to recognize the consonant blends and digraphs between the vowels, divide the word correctly, and read the word. As necessary, provide guidance as children read each syllable. For example, children may read *panther* as /pant/ /hər/, but should self-correct to /pan/ /thər/.

➤ work time

**Task 1** Read the directions together. Remind children to find the consonants between the vowels, look for letter pairs that stay together, and divide the word. Provide support as needed as children sound out each syllable.

**Task 2** Have children name the pictures: *mushroom, pumpkin, sandwich*. Read the directions together. Remind children to say the sounds in each word to help determine the missing letters. Have children complete each item by writing the letters that spell the missing syllable. For the last item, have children write the letters to spell the whole word.

TEACHING STRATEGIES

Help children learn to use knowledge of syllable patterns and affixes when reading an unknown long word.

- Look for prefixes, suffixes, and endings. It may help to cover them.
- If a word has three or more consonants between two vowels, look for pairs of letters that cannot be divided, such as *th* or *st*. Divide between the consonants, keeping those pairs together.
- Uncover any other word parts. Say the word part by part. Blend the whole word.
- Use context to determine the meaning.

47 Syllable Pattern VCCCV

➤ guide me

Draw a line (|) between the syllables. Then read the word.




backyard	children	panther	complex
----------	----------	---------	---------

➤ work time

Draw a line (|) between the syllables. Then read the word.

1. instant	2. improve	3. subtract	4. farther
5. kingdom	6. hungry	7. complete	8. control

Name each picture. Write the letters that spell the missing syllable in each word. For the last one, spell the word.

		
9. mush room	10. pump kin	11. sandwich

140 PHONICS AND SPELLING

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## guide me

**High-Frequency Words** Have children turn to p. 141. Explain that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. **We use these words often, so if you remember what the words look like, you'll be able to read them.** Have them look at the first word, *under*. **This word is *under*. What sounds do you hear in the second syllable of *under*? (/dər/)** The next word is *away*. **What two vowel sounds do you hear in *away*? (/ə/, /ā/)** The last word is *right*. **What is the vowel sound in *right*? (/ī/)** **How is it spelled? (*igh*)** Tell children that they will read the words *under*, *away*, and *right* as they read the story *A Beach Surprise*.

## work time

**Decodable Text** Have children look at the story *A Beach Surprise*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the VCCCV pattern. (*surprise*, *goggles*, *lobster*, *farther*, *dolphins*, *approached*)

## check for understanding

Write the word *surprise* on the board. **Where do we divide the word?** (between the *r* and the *p*) **Say each syllable and the word.** (/sər/ • /prīz/, *surprise*) Repeat with *children*, *panther*, and *dolphin*.

Now let's spell two syllable words with at least three consonants between two vowels. The first word we will spell is *pilgrim*. How many syllables do you hear in *pilgrim*? (two) **What is the first syllable?** (/pil/) **Write the sounds in the first syllable of *pilgrim*.** **What is the second syllable?** (/grim/) **Write the sounds in the second syllable.** Continue with *lobster*, *kingdom*, and *sandwich*.

## reflect

Have children think about what they have learned. **What new words can you read and spell? How does being able to read and spell these words help you?**

Syllable Pattern VCCCV 47

guide me

under      away      right

work time

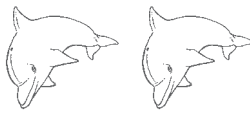
Read the story.

**A Beach Surprise**

One day I was at the beach. I put on my goggles and went into the waves with Dad.

I put my face under the water. I got a surprise. I saw a big lobster. It quickly moved farther away from me.

Dad and I swam in the waves. Soon we got a huge surprise. Two dolphins approached. They swam right by us. Suddenly, they jumped out of the water. It made me happy! The dolphins looked happy, too. I hope we see them again one day.



PHONICS AND SPELLING 141

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