



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

Learner Activity Book

Charles A. MacArthur,
University of Delaware

Judith A. Alamprese,
Abt Associates Inc.

Deborah Knight,
Atlanta Speech School

2010
The National Institute for Literacy
Washington, DC

The Teachers' Guide, Lesson Plans, and Learner Activity Book that comprise the Making Sense of Decoding and Spelling: An Adult Reading Course of Study were prepared for dissemination under National Institute for Literacy Contract No. ED-NIL-09-C-0058 with the University of Delaware. The development and evaluation of this course of study was supported by a grant to the University of Delaware and Abt Associates Inc. jointly funded by the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) (5R01HD43798), the National Institute for Literacy (NIFL), and the Office of Vocational and Adult Education (OVAE) of the U.S. Department of Education.

The reading course of study materials were written by Charles A. MacArthur, University of Delaware; Judith A. Alamprese, Abt Associates Inc.; and Deborah Knight, Atlanta Speech School. Lynn Reddy served as the contracting officer's representative. Patricia Bennett was the Program Officer. The views expressed herein do not necessarily represent the positions or policies of the National Institute for Literacy. No official endorsement by the National Institute for Literacy of any product, commodity, or enterprise in this publication is intended or should be inferred.

The National Institute for Literacy, a Federal government agency, is a catalyst for advancing a comprehensive literacy agenda. The Institute bridges policy, research and practice to prompt action and deepen public understanding of literacy as a national asset.

Daniel Miller, Acting Director

Lynn Reddy, Deputy Director

August 2010

The citation for this document should be: MacArthur, C.A., Alamprese, J.A., & Knight, D. (2010), Making Sense of Decoding and Spelling: An Adult Reading Course of Study, Learner Activity Book. Washington, DC: The National Institute for Literacy.

This document may be downloaded at <http://lincs.ed.gov/>

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

Learner Activity Book

Charles A. MacArthur, University of Delaware

Judith A. Alamprese, Abt Associates Inc.

Deborah Knight, Atlanta Speech School

August 2010

The National Institute for Literacy

Washington, DC

Table of Contents

Table of Contents	iii
Note to the Learner	v
Lessons	
Lesson 1: Overview / Introduction	1-1
Lesson 2: Short a and e in CVC Syllables	2-1
Lesson 3: Short i, o, and u in CVC Syllables	3-1
Lesson 4: Syllable Division with CVC Syllables	4-1
Lesson 5: Prefixes and Suffixes that are CVC Syllables	5-1
Lesson 6: Review	6-1
Lesson 7: Long Vowels in VCe Words	7-1
Lesson 8: Dropping the Final e Prior to a Suffix	8-1
Lesson 9: Doubling the Final Consonant in CVC Syllables	9-1
Lesson 10: Variations on the Final-e Pattern	10-1
Lesson 11: Review	11-1
Lesson 12: The Cle Pattern	12-1
Lesson 13: Open Syllables	13-1
Lesson 14: Stress and Schwa	14-1
Lesson 15: Review	15-1
Lesson 16: Sounds of y; Words Ending in y and ey	16-1
Lesson 17: Changing y to i When Adding a Suffix	17-1
Lesson 18: Prefixes and Suffixes	18-1
Lesson 19: Review	19-1
Lesson 20: Digraph Vowels (ai, ay, ee, ey)	20-1
Lesson 21: Digraph Vowels (oa, ou, ow)	21-1
Lesson 22: Digraph Vowels (oi, oy, oo)	22-1
Lesson 23: Digraph Vowels (ea)	23-1
Lesson 24: Syllables with r-Colored Vowels	24-1

Lesson 25: r-Colored Vowels; Suffixes –or and –ard	25-1
Lesson 26: Review	26-1
Lesson 27: Soft and Hard Sounds of c	27-1
Lesson 28: Soft and Hard Sounds of g	28-1
Lesson 29: Review	29-1
Lesson 30: Grand Finale	30-1

Appendix

Six Syllable Patterns Chart	A-2
Spelling Rules Chart	A-3
Strategy for Decoding Multisyllabic Words Chart	A-4
Prefixes Chart	A-5
Suffixes Chart	A-6

Note to the Learner

Dear Adult Learner,

You are about to learn about how English works so that you can read and spell words more quickly and accurately. This course was tested in with adult learners like yourself in other adult education classes. The learners in these classes taught us much about how they learn and what they wanted to know. Here is what we learned and how we designed this course to assist learners:

What We Learned	Features of the Courses
Adult learners already know a lot about English. Native speakers often have large numbers of words they have memorized and can read. They sometimes have trouble figuring out new, long words and spelling words.	We include many longer words early in this course. We give you a lot of practice in reading longer words. We don't ask you to spell any words that you have not learned about.
Adult learners are sophisticated learners. They want to know why words are spelled the way they are, and they benefit from learning this information.	We have included information about how English words work. Rather than a phonics program, we have developed a linguistics course of study for you. This is a sophisticated, adult program of study about words.
Learning to spell is important to adult learners.	Spelling is taught along with reading in the course. You will learn the major spelling patterns in English and use that information to spell and to figure out words.
Adults are very busy people.	We have created a course that is paced more quickly than most decoding and spelling programs. We expect that you will work hard to understand the language. If you do, you will learn faster.

English is a complicated language, but it is mostly predictable. When you finish this course if study, you will understand how words work. One of the adults in our study put it this way when he said, "My father doesn't read very well. Reading has always been hard for me, too. Now, I understand how English works for the first time. I think I can teach my dad to read now."

Lesson 1

Overview / Introduction

Purpose

- To create a curiosity and an interest in letters, sounds, and decoding
- To provide an introduction and overview of the curriculum

A. Counting Sounds

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

B. Etymology

- | | |
|----------------------------------|-------|
| 1. chili, jalapeno, salsa | _____ |
| 2. pizza, salami, pepperoni | _____ |
| 3. hamburger, deli, kraut | _____ |
| 4. chef, romaine, croutons | _____ |
| 5. predict, dictation, interdict | _____ |

Lesson 2

Short *a* and *e* in CVC Syllables

Purpose

- To learn the short sounds of *a* and *e* in CVC words
- To learn the doubling of the endings *s*, *f*, *l* in one syllable CVC words

Document of the Day

Ted's Batting Cages

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

A. Read the Words and Syllables

1	2	3	4	5
best	bad	nap	hap	slen
bath	rent	mess	sen	dras
pack	fled	grasp	cred	san

B. Sort the Syllables

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

C. Progress Check

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

D. Smooth Reading

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

Word List

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

Lesson 3

Short i, o, and u in CVC Syllables

Purpose

- To learn the short sounds of *i*, *o*, and *u*
- To learn about compound words
- To review the short sounds of *a* and *e*
- To learn the spelling on the sounds *k*, *j*, and *ch* at the end of CVC syllables

Document of the Day

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

A. Combine the Words

- | | |
|---------------------|----------------------|
| 1. red + head _____ | 6. in + put _____ |
| 2. bat + man _____ | 7. meat + ball _____ |
| 3. air + port _____ | 8. sun + shine _____ |
| 4. run + way _____ | 9. tea + pot _____ |
| 5. cat + fish _____ | |

B. Progress Check

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

C. *Smooth Reading*

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

Lesson 4

Syllable Division With CVC Syllables

Purpose

- To review and practice the short vowel sounds in CVC syllables
- To learn how to divide multisyllabic words with CVC syllables.

Document of the Day

New York Money Masters

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

A. Syllabification

Example: absent

ab / sent

1. dentist

2. splendid

3. contact

4. trumpet

5. frantic

6. insist

7. sluggish

8. inspect

B. Progress Check

Example: address

ad / dress

1. blanket

2. flannel

3. splendid

4. pilgrim

5. subtract

6. contest

7. pancake

8. moonlight

9. washtub

10. sailboat

C. Smooth Reading

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

Lesson 5

Prefixes and Suffixes that are CVC Syllables

Purpose

- To review how to divide multisyllabic words made of CVC syllables
- To recognize some common prefixes and suffixes that follow the CVC pattern: prefixes—*un, mis, dis*; suffixes—*ing, ed, s, ful, less, ness*

A. Syllabification

- | | |
|--------------|--------------|
| 1. public | 4. Atlantic |
| 2. compact | 5. fantastic |
| 3. Wisconsin | 6. consensus |

Document of the Day

Fishing Unlimited

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

B. Find the Prefixes and Suffixes

Word	Prefix	Root Word	Suffix
unlimited			
fishing			
unsuccessful			
discontented			
unhappy			
skillful			
dishonest			
dislike			
unhelpful			
helpless			
endless			
weeks			
misprint			
mistrust			
sickness			
helpfulness			

C. Progress Check

Example: unhelpful

un / help / ful

1. uncommon

2. unpack

3. misfit

4. goodness

5. truthful

6. wonderful

7. reckless

8. commanding

9. disconnected

10. spotless

D. Smooth Reading

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

Lesson 6

Review

Purpose

- To review the short sounds of *a*, *e*, *i*, *o*, and *u* in CVC words
- To review the syllabification strategy
- To review some common prefixes and suffixes that follow the CVC pattern
- To review the first and second spelling rule

A. Spelling

bad	bed	bid	bod	bud

B. Syllabification

1. We all thought she was a **tomboy** when she was in school.
2. The crane had a strong **magnet** to pick up the junk cars.
3. The **baseball** player was fined \$20,000 for **misconduct**.
4. Don't worry, it was just a **misunderstanding**.
5. The driver was **skillful** but a bit **reckless**.
6. Your **helpfulness** and **unselfishness** have earned you my thanks.

C. Progress Check

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Syllabification

Example: basket

bas/ket

11. skydive

12. submit

13. rabbit

14. contest

15. cupful

16. helpfulness

17. unkindness

18. disconnect

19. disinfected

20. skillfulness

Lesson 7

Long Vowels in VCe Words

Purpose

- To learn the VCe syllable pattern and long vowel sounds
- To review the CVC syllable pattern and short vowel sounds

Document of the Day

Space Shuttle Explodes in Flames

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

A. Reading Words

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

B. Syllabification

- | | | | |
|------------------|------------|----------------|-------------|
| 1. contrast | 3. extreme | 5. contemplate | 7. replace |
| 2. establishment | 4. upscale | 6. incomplete | 8. hopeless |

C. Progress Check

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

D. Smooth Reading

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

Lesson 8

Dropping the Final e Prior to a Suffix

Purpose

- To review the VCe pattern
- To learn when to drop a silent e before adding a suffix

A. Mark the Long Vowels

- | | | | |
|---------|-------|----------|-------|
| 1. cop | _____ | 7. dud | _____ |
| 2. pet | _____ | 8. spit | _____ |
| 3. tap | _____ | 9. hop | _____ |
| 4. sham | _____ | 10. mat | _____ |
| 5. cap | _____ | 11. slid | _____ |
| 6. cod | _____ | 12. slop | _____ |

Document of the Day

Fresh Baked Pies for Sale—Amazing Tastes

Apple for \$8.00

Lemon for \$6.00

B. Discover the Pattern

Word	Root	Suffix	Was final <i>e</i> dropped?
safest			
baking			
placement			
safety			
movement			
wiping			
striped			
tireless			

Spelling Rule:

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

_____.

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

C. Add the Suffixes

Word	+ <i>ing</i>	+ <i>ed</i>
include		
deprive		
complete		
exile		
recognize		

D. Progress Check

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

E. Smooth Reading

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

Lesson 9

Doubling the Final Consonant in CVC Syllables

Purpose

- To learn the spelling rule for doubling consonants at the end of one syllable CVC words
- To review dropping the silent *e* spelling rule

A. Write the Root Word

Spelling Rule

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

Word	Root
illustrating	
relating	
postponed	
bravely	
pavement	
tiring	
cutest	
inspired	

Document of the Day

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

Shipping Details

Choose a shipping speed:

Standard Shipping (3-7 business days)

Two-Day Shipping (2 business days)

One-Day Shipping (1 business day)

Your items will arrive in 1 shipment.

Shipping Address:

Joe Blime

Running Deer Lane

Bucksport, TN 52763

Estimated ship date: 7/7/07

B. Follow the Rule

	One syllable?	One vowel?	One final consonant?	Write the word
clasp + ed				
big + er				
get + ing				
wise + er				
stamp + ing				
blame + ed				
bit + en				
flat + en				
read + ing				
shop + ing				
box + ed				

C. Find the Pattern

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

D. Progress Check

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

E. Smooth Reading

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

Lesson 10

Variations on the Final-e Pattern

Purpose

- To learn variations to the long vowel in the VCe pattern
- To review the VCe pattern

A. Change the Vowel Sound

Word	+ final <i>e</i>

Document of the Day

Web Site

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

They will love to have their own set.

www.usastamps.gov

B. Sort the Words

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

short vowel	long vowel

C. Syllabification

1	2	3
expressive	impulsive	inexpensive
passive	disruptive	intensive
active	constructive	compulsive

D. Progress Check

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

E. Smooth Reading

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

Lesson 11

Review

Purpose

- To review the VCe syllable pattern and variations on the final *e* pattern (*-ive*)
- To review Spelling Rule 3 (drop the silent *e* before adding a vowel suffix)
- To review Spelling Rule 4 (doubling the final consonant in one-syllable words before adding a vowel suffix)
- To practice dividing syllables with our spelling rules

A. Dropping the *e*

	<i>-ing</i>	<i>-ly</i>	<i>-ed</i>
complete			
like			
brake		X	
tire		X	
exclude		X	
state			

B. Add the Suffixes

	-s	-ed	-ing
slam			
print			
step			
place			
button			
flap			
rock			

C. Syllabification

1. Joe sat **contemplating** the problem for a long time.
2. I **slipped** on the icy stairs.
3. Paula was **inquiring** about her paycheck when I walked in.
4. I **happened** to be in the room when the fight began.
5. I was **mistaken**; your shoes are red, not pink.
6. She made a **statement** by coloring her hair purple.
7. Claudia likes to buy **expensive** shoes.
8. The troops are **infiltrating** enemy lines.
9. The **accuser** was scared of a trial.
10. The man on the corner is babbling **insanely** to himself.

D. Progress Check

Spelling Words

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Syllable Division

1. Impressive _____

2. Restatement _____

3. Replacing _____

4. Disengagement _____

5. Concluded _____

6. Shipment _____

7. Distrusting _____

8. Unattached _____

9. Imitating _____

10. Impeding _____

Lesson 12

The Cle pattern

Purpose

- To learn the -Cle pattern
- To learn how to divide syllables in words ending with -Cle
- To review final e patterns

Document of the Day

Sporting News

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

A. Syllabification

- | | | | |
|------------|-------------|------------|-------------|
| 1. crumble | 4. sprinkle | 7. middle | 10. ripple |
| 2. sizzle | 5. tremble | 8. scuffle | 11. pickle |
| 3. handle | 6. bottle | 9. stumble | 12. whistle |

B. Spell the Words

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

C. Progress CheckExample: **twinkle**

twin / kle

1. muzzle _____
2. bottle _____
3. candle _____
4. trickle _____
5. dimples _____
6. thistle _____
7. flapping _____
8. hopeless _____
9. contract _____
10. unwilling _____

D. Smooth Reading

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

Lesson 13

Open Syllables

Purpose

- To learn about syllable division with one consonant between two vowels
- To recognize that an open syllable often has a long vowel sound
- To review syllable division of CVC, VCe and -Cle syllables

Document of the Day

Travel and Enjoy the Life on the Farm!

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

A. Syllabification

- | | |
|-----------|------------|
| 1. locate | 6. unit |
| 2. vacate | 7. hobo |
| 3. human | 8. rodent |
| 4. riding | 9. final |
| 5. tripod | 10. potato |

B. Syllabification

- | | |
|------------|---------------|
| 1. solid | 7. gravel |
| 2. limit | 8. navy |
| 3. protect | 9. panel |
| 4. cozy | 10. comet |
| 5. seven | 11. kilogram |
| 6. legal | 12. pantomime |

C. Progress Check

Example: crazy

cra / zy

1. spoken

2. wagon

3. minus

4. vacant

5. denim

6. product

7. unite

8. unwise

9. cactus

10. disconnected

D. Smooth Reading

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

Lesson 14

Stress and Schwa

Purpose

- To learn about unstressed syllables and the schwa sound
- To review syllable division of CVC, VCe, Cle, and open syllables

Document of the Day

Recording Artist Celebrates 80th Birthday

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

A. Shifts in Stress

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

B. Mark the Stress

- | | |
|---------------------|--------------------|
| 1. a / bout | 6. al / pha / bet |
| 2. in / stru / ment | 7. cus / tom / er |
| 3. a / way | 8. ac / ro / bat |
| 4. pol / lute | 9. a / part / ment |
| 5. en / e / my | 10. rel / a / tive |

C. Progress Check

Example: seldom

sel' / dom

- | | |
|--------------|-------|
| 1. banana | _____ |
| 2. Canada | _____ |
| 3. around | _____ |
| 4. vista | _____ |
| 5. spectacle | _____ |
| 6. computer | _____ |

D. Smooth Reading

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

Lesson 15

Review

Purpose

- To review the 4 syllable types learned so far: CVC, VCe, Cle, Open
- To review stress and the schwa sound
- To review the division of words into syllables

A. Syllable Patterns

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

B. Syllabification

Example: hypnotized

hyp / no / tized

- | | |
|--------------|-------|
| 1. gentlemen | _____ |
| 2. movement | _____ |
| 3. unruly | _____ |
| 4. cohesive | _____ |
| 5. renovate | _____ |
| 6. deducted | _____ |

C. Find the Schwa

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

D. Progress Check

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

Syllabification

Example: *baby*

ba/by

1. Nosy _____
2. Bubble _____
3. Gamble _____
4. Rodents _____
5. Vocalize _____
6. Sympathy _____
7. Tentacle _____
8. Spectacle _____
9. Relative _____
10. Cabin _____

E. Smooth Reading

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

Lesson 16

Sounds of y; Words Ending in y and ey

Purpose

- To learn the 3 sounds of the vowel y (short *i* as in *gym*, long *e* as in *baby* and *turkey*, and long *i* as in *type*.)

Document of the Day

Sly Spy Exhibit

by Crazy Works, Inc.

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

A. Reading Words

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

B. Reading Words

key
monkey
honey
turkey
whiskey
journey
pulley

C. Progress Check

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

D. Smooth Reading

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

Lesson 17

Changing -y to i When Adding a Suffix

Purpose

- To learn the y → i spelling rule
- To review the sounds of the vowel y
- To review the y and e-y spellings of the vowel y

Document of the Day

Lecture Series: Spies, Lies, and Sneaky Guys

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

A. Parts of Words

1. carry + ed _____
2. study + ous _____
3. greedy + er _____
4. ninety + eth _____
5. supply + ing _____
6. enjoy + ing _____
7. busy + er _____
8. hurry + ing _____
9. beauty + ful _____
10. annoy + ed _____
11. copy +ed _____
12. rely + able _____

B. Write the Phrases

1. _____

2. _____

3. _____

4. _____

5. _____

C. Syllabification

Word	Root	Suffix
crying		
boys		
studying		
spelling		
tiniest		
payment		
devastating		
loneliness		
furious		
teacher		

D. Extending the Pattern

- | | |
|---------------------|-------------------|
| 1. carry + s _____ | 4. deny + s _____ |
| 2. copy + s _____ | 5. spy + s _____ |
| 3. supply + s _____ | 6. baby + s _____ |

E. Complete the Rule

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

F. Write the Exceptions

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

G. Progress Check

Root	Suffix	Root + Suffix
key	s	
cry	s	
dry	ness	
lucky	est	
empty	ed	
pity	ful	
pave	ment	
recite	al	
lone	ly	
big	est	

H. Smooth Reading

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

Lesson 18

Prefixes and Suffixes

Objectives

- To practice reading and spelling new words by using prefixes and suffixes
- To review reading and spelling words by syllables
- To review the y to i spelling rule

Document of the Day

Weather Report

Unexpected subzero temperatures for the holidays.

Stay inside. Dress warmly if you must go out.

A. Find the Prefix

- | | |
|---------------------|------------------------|
| 1. recall _____ | 9. uncover _____ |
| 2. disconnect _____ | 10. subscribe _____ |
| 3. subsist _____ | 11. prefix _____ |
| 4. recite _____ | 12. reform _____ |
| 5. preschool _____ | 13. inconsistent _____ |
| 6. discredit _____ | 14. prenatal _____ |
| 7. unborn _____ | 15. indent _____ |
| 8. regard _____ | |

B. Build the Words

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

C. Separate the Words

1. unpacked = _____
2. reproduced = _____
3. unhappiness = _____
4. defrosting = _____
5. dishonesty = _____
6. revisited = _____
7. discredited = _____
8. mispronounced = _____

D. Build the Words

Prefixes
dis
over
mis
un

Suffixes	
ment	ing
ate	s
able	ed
ness	

accept

understand

populate

like

enchant

E. Read the Words

- | | |
|------------|-------------|
| 1 | 2 |
| reaction | subtraction |
| taxation | edition |
| limitation | invention |
| station | expectation |
| temptation | education |

F. Write the Root Words

1. adoption _____
2. reaction _____
3. translation _____
4. concentration _____
5. instruction _____

G. Read the Words

1. taxation
2. addition
3. definition
4. limitation
5. expectation

H. Add the Suffix

1. precise + ion _____
2. transfuse + ion _____
3. collide + ion _____
4. include + ion _____
5. confuse + ion _____

I. Progress Check

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

J. Smooth Reading

Thankfully, Jan was not badly hurt in the disaster at work. Three people were crushed and two machines were destroyed. Her *dishonest* boss had *neglected* to *distribute* hard hats for the new project. This was *inexcusable*, and Jan hoped that the police would get *involved*.

Lesson 19

Review

Purpose

- To review the sounds of the vowel *y*
- To review syllable division with prefixes and suffixes, CVC, VCe, -Cle, and open syllables
- To review three basic spelling rules: drop silent *e*, doubling the final consonant, and changing *y* to *i*

A. Apply the Rules

Spelling Rules

3. Dropping the Silent *e* in VCe Syllables.

When a word ends with a silent *e*, drop the *e* when you add a suffix beginning with a vowel.

4. Doubling the Final Consonant in CVC Syllables.

If a **one** syllable root word ends in **one** consonant with **one** vowel before it, double the final consonant of the root word if the suffix begins with a vowel.

5. Changing *y* to *i* Pattern.

When a word ends in *y*, change the *y* to an *i* when adding a suffix except when the suffix is *-ing*). If we are adding the ending *s*, then we change the *y* to *i* and add *es*.

	Word	Rule #
rot + en		
safe + er		
complete + ly		
luck + y + est		
drum + er		
lone + ly + ness		
sure + ly		

shine + ing		
strip + ed		
carry + ing		
brave + ly		
carry + ed		

B. Separate the Words

	Root Word	Suffix
hopping		
hoping		
scary		
gripping		
griping		
hurrying		
supplied		

C. Identify the Sound

	cry	baby	system
synonym			
empty			
multiply			
occupy			
hypocrisy			
fifty			
qualify			
cynical			
hydrogen			
synthetic			
dynamite			
cyclone			

D. Spell the Words by Syllable

1. copy _____ / _____
2. hypnotize _____ / _____ / _____
3. system _____ / _____
4. systematic _____ / _____ / _____ / _____
5. justify _____ / _____ / _____

E. Syllabification

- | | |
|------------------|--------------|
| 1. inmate | 5. synthetic |
| 2. hopelessly | 6. election |
| 3. accomplishing | 7. adoption |
| 4. punishment | 8. intensive |

E. Progress Check

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

Syllabification

Example: reduction

re/duc/tion

1. Translation _____
2. Completion _____
3. Calculation _____
4. Refinish _____
5. Astonishment _____
6. Shamefulness _____
7. Spiteful _____
8. Development _____
9. Unlikely _____
10. Gratefulness _____

Lesson 20

Digraph vowels: ai, ay, ee, ey

Purpose

- To learn the vowel digraph syllable pattern
- To review short and long vowels

Document of the Day

The Main Street Meet and Greet
 Sunday, May 9th at three p.m.
 Come and meet us for a day of play!
 Games, Fun and Projects for the whole family!
 Win money and other prizes!

In case of rain, to be held at Green Valley Ranch.

A. Sort the Words

/ā/	/ē/

B. Sort the Words

<i>ai</i>	<i>ay</i>	<i>ee</i>	<i>ey</i>

C. Sort the Words

- | | |
|------------|-----------|
| 1. parsley | 6. obey |
| 2. hey | 7. turkey |
| 3. chimney | 8. survey |
| 4. prey | 9. valley |
| 5. money | |

<i>key</i>	<i>they</i>

D. Syllabification

- | | |
|----------------|--------------|
| 1. maiden | 6. remainder |
| 2. hokey-pokey | 7. jamboree |
| 3. appraisal | 8. fifteen |
| 4. chimney | 9. repairman |
| 5. mainstay | 10. prayer |

E. Progress Check

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

F. Smooth Reading

Vaneeda is *fifteen* and wants more *freedom* from her parents. But because she is constantly *complaining* and is often *impolite*, her parents have not *agreed*. One night while her parents were *asleep*, Vaneeda *discreetly* left the house to meet her friends. When her parents found out, they sent her to *Tennessee* to live with her uncle.

Lesson 21

Digraph vowels: oa, ou, ow

Purpose

- To learn the spelling patterns for the digraph vowels *oa*, *ou*, and *ow*
- To review digraph vowels *ai*, *ay*, *ee*, *ey*

Document of the Day

Al's Drug Store

We discount all eye shadow and eyebrow pencils.
We carry thousands of products for all of your beauty needs.
All soap on sale tomorrow!

A. Read the Words

1	2
boat	town
coast	low
throat	cow
loan	mow
out	now
noun	allow
cloud	follow
around	window

B. Sort the Words

<i>/ō/ as in go</i>	<i>/ou/ as in loud</i>

C. Read the Words

1	2
down	follow
drown	drowsy
bowl	elbow
thrown	endowment
towel	widow
shower	bow

D. Sort the Words by their Spelling

<i>poke</i>	<i>coat</i>	<i>snow</i>

E. Underline the Correct Spelling

- | | |
|--------------|----------|
| 1. pouerful | powerful |
| 2. vowel | vouel |
| 3. towel | touel |
| 4. announce | annownce |
| 5. thowsand | thousand |
| 6. around | arownd |
| 7. cownter | counter |
| 8. account | accownt |
| 9. county | cownty |
| 10. discownt | discount |

F. Progress Check

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

G. Smooth Reading

You have **grown** so much since I saw you for your last doctor's **appointment!**
You **sprouted** like a weed! I remember when you didn't know how to
pronounce your name or **count** to ten. You used to **throw** your food on the
floor and **shout loudly** when you didn't get what you wanted.

Lesson 22

Digraph vowels: oi, oy, oo

Purpose

- To learn the spelling patterns for the digraph vowels oi, oy and oo
- To review digraph vowels ai, ay, ee, ey, oa, ou, ow

Document of the Day

Boy Scout Cook's Round-Up Menu

Good Food
*

Oyster Chowder
*

Sprouted Soy and Bamboo Shoot Salad
*

Pan Fried Brook Trout with Sour Lemon

Pork Tenderloin with Grilled Asparagus

Sirloin Tips with Wild Mushrooms

Yellow Fin Tuna with Mango Salsa

Flour-dusted Kangaroo with Brown Sauce

Bowtie Pasta or Elbow Macaroni with Garlic Olive Oil
*

Oatmeal Cookies or Macaroons

A. Sort the Underlined Words

out	snow

B. Sort the italicized words

joy	boot	book

C. Sort the words

joy	oil

D. Syllabification

- | | |
|----------------|--------------|
| 1. understood | 5. adulthood |
| 2. boycott | 6. bamboozle |
| 3. appointment | 7. annoyed |
| 4. honeymoon | 8. poisoning |

E. Progress Check

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

F. Smooth Reading

The nuns **rejoiced** when they heard they were going to meet the newly **appointed** pope. They prepared a large **needlepoint** picture for him to express their total **loyalty**. Their **voyage** to Rome was tiring, but the nuns were still **boisterous** when they arrived.

Lesson 23

Digraph Vowels: ea

Purpose

- To learn the multiple pronunciations of the digraph vowel ea
- To review digraph vowels ai, ay, ee, ey, oa, oi, oy, oo, ow, and ou

A. Match the Vowel Sounds

pound, crow, valley, stay, boot, brook, boy

<i>Word</i>	<i>Match</i>
<i>train</i>	
<i>meet</i>	
<i>throat</i>	
<i>boil</i>	
<i>chow</i>	
<i>rude</i>	
<i>cook</i>	

Document of the Day

Dear Mom and Dad,

I am having a great time at Friend's Leadership Camp. Summer is the best season to visit Alaska. The weather is pleasant. It is warm during the day, but it gets cold at night. I lost my sweater. Could you send me a new one?

Yesterday we took a very long hike through the meadow, where we saw pheasants and eagles. I found a feather. I also found a leaf. I think it may be poison ivy because now I itch.

We also visited a stream. The water was very cold and we saw bear and moose tracks. We also saw beavers, fish, and lots of bugs. Maybe I itch from the bug bites? My sneakers have a tear in them and got soaking wet in the stream. Could you send me a new pair?

The food here is terrible. For breakfast, they make us eat oatmeal and drink mint tea. Last night we had mystery meat. I think it may have been woodchuck. The cook said it is good for us, and it will keep us healthy. Could you send me bread and peanut butter? I would also really like some lotion for my bug bites and rash.

I hear the dinner bell. I have to go. We are having steak and apple pie. I hope the itching stops soon.

Love,
Heather.

B. Sort the Words with ea

<i>meet</i>	<i>met</i>	<i>mate</i>

C. Syllabification

- | | |
|---------------|-----------------|
| 1. increase | 6. threatened |
| 2. heavenly | 7. unbearable |
| 3. unpleasant | 8. endeavor |
| 4. displeased | 9. seamstresses |
| 5. preacher | 10. weather |

D. Progress Check

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

E. Smooth Reading

I had a **great dream** last night. I dreamed that I found a hidden **treasure** in a grassy **meadow**. When I woke up, I was so hungry, I ate a steak for breakfast! Then I went outside to check the **weather** and took a **breath** of fresh air.

Lesson 24

Syllables with r-Colored Vowels

Purpose

- To learn the *r*-colored vowel pattern
- To learn variations of the *r*-colored vowel pattern: *e-a-r*
- To learn the suffix *-er*
- To review the spelling patterns of vowel digraphs

A. Find the Misspelled Words

One morning, I went owtside to get my newspaper, but it was not there. It was cold out, and I did not have my cote on. I wayted until nine and then I called the paperboi. He sed he ran out of papers! I becaim angry and demanded that he find a paper for me by nune . He agrede and by 11:30, I had my Fridae paper. I thanked him and gave him a piece of the bred I had just baked.

Document of the Day

Accident Report Form	
Name of Patient: Derk Thurber	Date of Birth: February 12, 1964
Address: 10 Redbird Lane Lake Placid, New York	Sex: Male
Relationship to Insured: Self	
Other Health Insurance Coverage (include policy number): None	

B. Read the Words

- | | |
|-------------|-------------|
| 1. Birthday | 9. Serpent |
| 2. Stir | 10. Urgent |
| 3. Hurt | 11. Affirm |
| 4. Term | 12. Furnish |
| 5. Confirm | 13. Fern |
| 6. Saturday | 14. Burn |
| 7. Concert | 15. Lantern |
| 8. Exert | 16. Return |

C. Underline the Correct Spelling

- | | |
|--------------|-----------|
| 1. affirm | afferem |
| 2. retern | return |
| 3. occur | occer |
| 4. firniture | furniture |
| 5. sergery | surgery |
| 6. injury | injiry |

D. Read the Words

1	2
earth	search
earnest	heard
research	rehearse

E. Add the -er Suffix

1. vote + er _____
2. roof + er _____
3. remove + er _____
4. receive + er _____
5. desert + er _____
6. produce + er _____
7. intrude + er _____
8. bake + er _____

F. Underline the Correct Spelling

1	burn	birn	bern
2	chirch	cherch	church
3	therst	thurst	thirst
4	force	firce	ferce
5	serch	sirch	search
6	subirb	suburb	suberb
7	cloudy	clowdy	cloody
8	destroi	destrow	destroy
9	heven	heaven	hehven
10	cloke	cloak	clowk

G. Smooth Reading

I am having trouble finding *transportation* to the *gathering*. I want to arrive *early* so I can help hang the *decorations* and *organize* the room. But if I can't find a ride, I'll have to walk the *thirty* miles and be *tardy*.

Lesson 25

r-Colored Vowels; Suffixes -or and -ard

Purpose

- To learn spellings of the *r*-colored vowel pattern: *a-r*, *o-r*, *-rr-*, *e-a-r*, *o-a-r* and *o-u-r*
- To learn the suffixes, *-or*, *-ward*
- To review the *r*-colored vowel pattern: *e-r*, *u-r*, *i-r*, and *e-a-r*

Document of the Day

Accident Report Form	
Name of Patient: Derk Thurber	Date of Birth: February 12, 1964
Address: 10 Redbird Lane Lake Placid, New York	Sex: Male
Relationship to Insured: Self	
Other Health Insurance Coverage (include policy number): None	

A. 1. Read the Words

1	2
wary	carry
vegetarian	embarrass
hilarious	marry
vary	carrot

A.2. Read the Words

1	2
pear	American
bear	stereo
underwear	very
swear	sterilize

A.3. Read the Words

1	2
order	born
fourth	soar
roar	inventory
court	victory
mourn	pour

B. Choose the Spelling

1. Is a person who is tedious and dull a *boar* or a *bore*? _____
2. If you are at a funeral, are you *mourning* or *morning*? _____
3. Do you *pore* or *pour* iced tea? _____
4. When you cheer for your favorite team in the Superbowl, do you get *hoarse* or *horse*? _____
5. Are you taking a linguistics *coarse* or *course*? _____
6. After going to the gym for the first time, are you *soar* or *sore*? _____
7. Someone who studies karate learns how to break a *bored* or a *board*?

8. When you study your spelling words very hard, are you putting *forth* or *fourth* a lot of effort? _____

C. Read the Words

1	2
car	bar
party	card
artist	partner
charmer	mark

D. 1. Add the Correct ending (-ar, -er, or)

1. jok _____
2. dinn _____
3. regul _____
4. edit _____
5. visit _____
6. calend _____
7. doct _____
8. teach _____
9. fath _____
10. act _____
11. dang _____
12. simil _____
13. invent _____
14. popul _____
15. pow _____
16. murd _____

E. 2. Sort the Words

<i>-er</i>	<i>-ar</i>	<i>-or</i>

D. 3. Answer the Questions

1. The most common way to spell /er/ at the end of a word is: _____
2. The least likely spelling of /er/ at the end of a word is: _____
3. When the ending /er/ is used as a suffix meaning someone or something that does something, it is usually spelled *o-r* when it follows the letter:

E. Read the Words

1	2
forward	orchard
awkward	coward
toward	blizzard

F. Progress Check

1. corner	cornar	cornor
2. forwerd	forward	forwird
3. earth	erth	oarth
4. cary	ceary	carry
5. doller	dollar	dollur
6. protector	protecter	protectir
7. sneek	sneak	sneke
8. shout	showt	shawt
9. dred	dreed	dread
10. poyson	poison	poason

G. Smooth Reading

The ***expiration*** date on my milk was last Tuesday. I ***swirled*** the white liquid around in the jug and then smelled it, ***confirming*** it was bad. It smelled ***horrible***. I ***poured*** it down the drain and went to ***purchase*** another gallon. I was so ***thirsty*** once I ***arrived*** at the store, I drank some milk at the counter.

Lesson 26

Review

Purpose

- To review the pronunciations of vowel digraphs and *r*-colored vowels

A. Proofread and Correct

It was a cloudy dae, so Steve and I decided to visit the zou. On our wai there, a carr terned too quickly and hit the cerb. The drivor was an old woman from Colorado who didn't speek English. We wated for the police to arrive and then we left. It was alredy for o'clock, so insted of going to the zoo, we went to dinner.

B. Reading Words

1. The second amendment of the Constitution of the United States gives us the right to *bear* or *bare* arms. _____
2. I hate eating salad made from *beets* or *beats*. _____
3. My favorite color is *blew* or *blue*. _____
4. I hope we did not *break* or *brake* the glass. _____
5. Lifting the Volkswagen was quite a *feet* or *feat*. _____
6. I make bread using whole wheat *flower* or *flour*. _____
7. I *here* or *hear* that you are moving soon. _____
8. I don't want to *marry* or *merry* until I am twenty-nine. _____
9. She does not *seam* or *seem* happy about the news. _____
10. She plans to *sail* or *sale* the boat to victory. _____

C. Choose the Correct Spelling

Complete the word with either *ow* or *ou*.

1. Fl___er
2. All___
3. Pron___nce
4. T___el
5. Ar___nd

Complete the word with either *ai* or *ay*.

1. M___nt___n
2. Displ___
3. Excl___m
4. Del___
5. P___nt

Complete the word with either *er*, *ir*, or *ur*, *ar*, or *ear*.

1. B___thday
2. Exp___t
3. L___rn
4. S___vant
5. Dist___b

D. Choose the Correct Ending (-er, -or, -ar)

- | | |
|----------------|-----------------|
| 1. invent_____ | 7. edit_____ |
| 2. cell_____ | 8. conduct_____ |
| 3. big_____ | 9. popul_____ |
| 4. fath_____ | 10. ov_____ |
| 5. pap_____ | 11. regul_____ |
| 6. calend_____ | 12. ord_____ |

E. Spelling by Syllable

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

F. Syllabification

1. affordable _____
2. carpenter _____
3. appointment _____
4. alternative _____
5. refugee _____
6. entertainment _____

G. Progress Check

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Lesson 27

Soft and Hard Sounds of c

Purpose

- To learn the two most common pronunciations of c

Document of the Day

Central Travel Incorporated

Customer Copy
 Mr. Cab Cider
 211 Circus Circle
 Colorado College

Flight Itinerary

Date	City	Time	Carrier and Flight
17 December	Depart: Cisco, Canada Arrive: Coal City, CA	8:00 am 1:05 pm	Continental 26
19 December	Depart: Coal City, CA Arrive: Cisco, Canada	7:50 am 4:20 pm	US Air 34

Airfare: \$255.00
Service Fee: \$10.00
Complete Price: \$265.00

Paid with Credit Card

A. Sort the Words

- | | |
|------------|---------------|
| 1. captive | 6. sincere |
| 2. conduct | 7. crocodile |
| 3. flounce | 8. census |
| 4. success | 9. cyclone |
| 5. excite | 10. calculate |

Soft c <i>cell</i>	Hard c <i>cut</i>

B. Read the Syllables

1	2	3	4	5	6
caf	lict	cess	clude	cide	duce
nounce	cy	cort	flect	cond	cept

C. Progress Check

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

D. Smooth Reading

Do you know how much *precipitation* has fallen this *December*? Weather experts *concluded* that the snowfall this month *exceeded* all *records*. The children were *excited* about the snow because school would be *cancelled*. But the *local* senior *citizens* were *discontented* because they would have to stay indoors.

Lesson 28

Soft and Hard Sounds of g

Purpose

- To learn the two most common pronunciations of g
- To review the two most common pronunciations of c

A. Sort the Words

'Twas cumpish, and the calty neffs

Did bape and cintog in the vobe.

All cody were the pomoceffs,

And the dacky wupes precobe.

Adapted from "Jabberwocky" by Lewis Carroll

Soft c <i>race</i>	Hard c <i>cut</i>

Document of the Day



GEORGIA ZOO

Route 18 Germantown



The Georgia Zoo: a gem you cannot miss!

- *Meet the giraffes, gorillas, giant pandas, and more
- *Visit our famous gardens
- *Play miniature golf

Managed by three generations of zookeepers
Minutes away from the Gulf

B. Sort the Words

- | | |
|----------|--------------|
| 1. rage | 7. gel |
| 2. game | 8. gentle |
| 3. ology | 9. goat |
| 4. good | 10. merge |
| 5. age | 11. struggle |
| 6. graph | 12. gamble |

Soft g <i>gem</i>	Hard g <i>gas</i>

C. Write the Words

1. change + able _____
2. notice + able _____
3. trace + able _____
4. manage + able _____

D. Progress Check

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

E. Smooth Reading

For many **generations** my family lived in **Germany**. When I was six, we **immigrated** to the United States. It was a **challenge** to make new friends because no one in school spoke **German**. But thankfully I was an **outgoing** child. As I made **progress** in learning **English**, I began to feel like I belonged.

Lesson 29

Review

Purpose

- To review syllable patterns, spelling rules, and the strategy for reading multisyllabic words
- To apply everything we learned in the curriculum to reading and spelling

A. Syllable Types

1. Underline the CVC syllables below.

im co ear tle ome eck er tain ab ite

2. Underline the open syllables below.

im co ear tle ome stri er tain ab re

3. Underline the VCe syllables below.

im ete ear tle ome stri er ap ab re

4. Underline the Cle syllables below.

im co ear tle ome stri er tain stle re

5. Underline the vowel digraph syllables below.

peat co oim tle ome stri er tain ab re

6. Underline the *r*-colored syllables below.

im co ear tle ome stri er tain ur re

B. Divide the Words

Group 1: Look for Chunks: compound words and prefixes and suffixes. Put boxes around the prefixes and suffixes and divide the root into syllables. Read the words.

un/will/ing/ly	dishonest
impossible	inaccurate
interactive	subscribing

Group 2: Divide the Syllables. These words have two or more consonants between the vowels. Read the words.

com/bat	spectrum
penny	extract
wiggle	accomplishment

Group 3: Divide the Syllables. These words have one consonant between the vowels. Read the words.

re/flect	cabin
evil	devil
utilize	renovate

Group 4: Divide the Syllables. These words are a combination of all of the syllable patterns above. Read the words.

e/las/tic	intimidating
improvise	manipulate
sympathy	unprofessional

C. Write the Words by Syllable

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

D. Smooth Reading**Use It or Lose It**

As people become older, their *memory* often starts *declining*. *Medical researchers* have found that you can *preserve* your memory if you *engage* in *activities* that make you think. *Mentally challenging* activities like playing bridge, taking lessons, and reading can help prevent *senility*. Researchers have also studied the effects of *antioxidants* like *vitamins* C and E.

Lesson 30

Grand Finale

Purpose

- To demonstrate the role of phonology and orthography (spelling) in reading and spelling words
- To celebrate what students have accomplished

A. Count the Sounds

1. key _____
2. throne _____
3. glove _____
4. grasp _____
5. fix _____
6. slow _____

B. Identify the Prefixes and Suffixes

1. antifreeze
2. encouragement
3. replacement
4. transferable
5. underweight
6. unfriendly
7. prehistorical
8. reaction

C. Read the Long Words

1. carbohydrates
2. malignant
3. pharmacology
4. mammogram
5. surgical
6. immunization
7. coronary
8. rehabilitation
9. hospitalization
10. medications

Lesson Plans

Appendix

Six Syllable Patterns of the English Language

CVC

A CVC syllable has 1 vowel and ends in a consonant. The vowel is usually short.

big, stamp, ish, trom

VCe

A VCe syllable has a vowel, 1 consonant, and a final-e. The e is silent. The vowel is usually long.

bake, tote, skate, ite

Open

An open syllable has 1 vowel at the end of the syllable. The vowel is usually long.

hi, pre, cra

Consonant-/e (Cle)

A Consonant-/e syllable comes at the end of a word.

purple, stuble, table

R-colored

An r-colored syllable has an *r* after the vowel. The *r* changes the sound of the vowel.

car, stir

Vowel Digraph (V V)

A vowel digraph syllable has 2 vowels together.

wait, read, joint

Spelling Rules

Doubling *f*, *s*, or *l* in CVC Syllables

One-syllable CVC words that end in *f*, *s*, or *l*, double the final *f*, *s*, or *l*.
off, skull, dress

Spelling the Sound of *k*, *j*, and *ch* at the End of CVC Syllables

At the end of a CVC word, use *c-k* for the sound of *k*, *d-g-e* for the sound of *j* and *t-c-h* for the sound of *ch*.
back, catch, edge

Dropping the Silent *e* in VCe Syllables

When a word ends with a silent *e*, drop the *e* when you add a suffix beginning with a vowel.

bake + ing = baking, smoke + y = smoky

Doubling the Final Consonant in CVC Syllables (The 1-1-1 Rule)

If a **one** syllable root word ends in **one** consonant with **one** vowel before it, double the final consonant of the root word if the suffix begins with a vowel.

big + er = bigger, hop + ed = hopped

Changing *y* to *i*

When a word ends in *y*, change the *y* to an *i* when adding a suffix.

copy + ed = copied

cry + ed = cried

EXCEPT

When the suffix is *-ing*

cry + ing = crying

Strategy for Reading Multisyllabic Words

Check the Context

- Read the rest of the sentence and see if you can figure out the word from context.

Look for Chunks

- Is it a compound word? *rain / bow*
- Is there a prefix or suffix? *un / help / ful*

Divide the Word and Say Each Syllable

- Underline each vowel or vowel pair. Don't mark silent e (as in *make*).
- If a vowel is followed by 2 or more consonants, divide between the consonants, keeping blends and digraphs together.

Sep / tem / ber con / struct tur / tle

- If a vowel is followed by 1 consonant, try dividing before the consonant. If that doesn't work, try after the consonant.

ra / dar lim / it

- Look for the syllable pattern.

Be Flexible

- Try putting the stress on different syllables.
- Remember the schwa sound.

Check the Context

- Re-read the sentence to make sure it makes sense.

Prefix	Meaning	Example
<i>anti-</i>	against	antifreeze
<i>de-</i>	opposite	defrost
<i>dis-</i>	not, opposite of	dislike
<i>en-</i>	cause to	encode
<i>fore-</i>	before	foretell
<i>in-</i>	in	inside
<i>in-</i>	not	inconsistent
<i>inter-</i>	between	international
<i>mid-</i>	middle	midnight
<i>mis-</i>	wrongly	mistrust
<i>non-</i>	not	nonsense
<i>over-</i>	over	overall
<i>pre-</i>	before	preschool
<i>re-</i>	again	replay
<i>sub-</i>	under	subzero
<i>super-</i>	above	superstar
<i>trans-</i>	across	transfer
<i>un-</i>	not	unhappy

Suffix	Meaning	Example
<i>-able, -ible</i>	can be done	comfortable
<i>-al</i>	having characteristics of	personal
<i>-ate</i>	act on	activate
<i>-ed</i>	past tense	jumped
<i>-en</i>	made of	wooden
<i>-er</i>	compare	richer
<i>-er, -or</i>	one who	teacher, actor
<i>-est</i>	compare	richest
<i>-ful</i>	full of	helpful
<i>-ing</i>	verb form	jumping
<i>-ion</i>	process of	subtraction
<i>-ive</i>	characterized by	active
<i>-less</i>	without	hopeless
<i>-ly</i>	describes how	warmly
<i>-ment</i>	process of	payment
<i>-ness</i>	condition of	sickness
<i>-s, es</i>	plural	dogs, buses
<i>-y</i>	describes	sneaky

Common Suffixes

Suffix	Example
<i>-able, -ible</i>	fixable
<i>-al</i>	personal
<i>-ate</i>	activate
<i>-ed</i>	jumped
<i>-en</i>	wooden
<i>-er</i>	richer
<i>-er, -or</i>	teacher, actor
<i>-est</i>	richest
<i>-ful</i>	helpful
<i>-ing</i>	jumping
<i>-ion</i>	reaction
<i>-ive</i>	active
<i>-less</i>	hopeless
<i>-ly</i>	warmly
<i>-ment</i>	payment
<i>-ness</i>	sickness
<i>-s, es</i>	dogs, buses
<i>-y</i>	sneaky

Common Prefixes

Prefix	Example
<i>anti-</i>	antifreeze
<i>de-</i>	defrost
<i>dis-</i>	dislike
<i>en-</i>	encode
<i>fore-</i>	foretell
<i>in-</i>	inside
<i>in-</i>	injustice
<i>inter-</i>	interact
<i>mid-</i>	midnight
<i>mis-</i>	mistrust
<i>non-</i>	nonsense
<i>over-</i>	overall
<i>pre-</i>	preschool
<i>re-</i>	replay
<i>sub-</i>	subzero
<i>super-</i>	superstar
<i>trans-</i>	transfer
<i>un-</i>	unhappy

Six Syllable Patterns of the English Language

CVC: The vowel is usually short. *big*

VCe: The *e* is silent. The vowel is usually long.
bake

Open: The vowel is usually long. *hi*

-Cle: Comes at the end of a word. *purple*

R-colored: The *r* changes the sound of the
vowel. *bird*

Vowel Digraph: 2 vowels together. *wait*

Strategy for Reading Multisyllabic Words

- Check the Context
- Look for Chunks **un** / *help* / **ful**
- Mark the Vowels, Divide the Word, and Say Each Syllable
- Divide between 2 or more consonants.
Sep / tem / ber con / struct tur / tle
- Divide first before and then after one consonant. *ra / dar lim / it*
- Be Flexible
- Check the Context