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

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Daniel Miller, Acting Director

Lynn Reddy, Deputy Director

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Preface

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

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

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

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

Authors

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We also would like to thank the many staff that made the project possible through their hard work and dedication: Abt Associates Inc.--Cristofer Price and Amanda Parsad for the statistical analyses, Fumiyo Tao for site recruitment, management, and data collection, Kathie Mackin and Nancy Brigham for data collection, Daphne Garcia and Meredith Beck for data coding and processing, and University of Delaware research assistants Allison Golinkoff, Leah Lembo, Katya Midgette, Zoi Philippakos, and Ximena Uribe.

Finally, we would like to thank the many adult education instructors and learners who contributed their time and knowledge in providing feedback on the Making Sense instruction. This feedback was essential to the improvement and success of the course. There are too many to name, but we deeply appreciate their contributions without which this work would not have been possible.
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Scope and Sequence of Lessons

Lesson 1: Introduction

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

Lessons 2-6: Closed Syllables with Short Vowels

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

Lesson 2: Short a and e in CVC Syllables
Lesson 3: Short i, o, and u in CVC Syllables
Lesson 4: Syllable Division with CVC Syllables
Lesson 5: Prefixes and Suffixes that are CVC Syllables
Lesson 6: Review

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

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

Lesson 7: Long Vowels in VCe Words
Lesson 8: Dropping the Final e Prior to a Suffix
Lesson 9: Doubling the Final Consonant in CVC Syllables
Lesson 10: Variations on the Final-e Pattern
Lesson 11: Review
Lessons 12-15: Open Syllables and consonant-le (Cle) Syllables, Stress and Schwa

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

- Lesson 12: The Cle Pattern
- Lesson 13: Open Syllables
- Lesson 14: Stress and Schwa
- Lesson 15: Review

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

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

- Lesson 16: Sounds of y; Words Ending in y and ey
- Lesson 17: Changing y to i When Adding a Suffix
- Lesson 18: Prefixes and Suffixes
- Lesson 19: Review

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

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

- Lesson 20: Digraph Vowels (ai, ay, ee, ey)
- Lesson 21: Digraph Vowels (oa, ou, ow)
- Lesson 22: Digraph Vowels (oi, oy, oo)
- Lesson 23: Digraph Vowels (ea)
- Lesson 24: Syllables With r-Colored Vowels
- Lesson 25: Syllables With r-Colored Vowels; Suffixes –or and ard
- Lesson 26: Review
Lessons 27-28: Hard and Soft Sounds of c and g

These lessons introduce the multiple sounds of c and g.
  Lesson 27: Soft and Hard Sounds of c
  Lesson 28: Soft and Hard Sounds of g

Lesson 29-30: Review

These lessons focus on review of the patterns taught and further practice using the strategy for reading multisyllabic words. The final lesson reviews the role of phonology and orthography is reading and spelling words and celebrates the completion of the lessons and the students’ accomplishments.
  Lesson 29: Review
  Lesson 30: Grand Finale
Notes on Using the Lesson Plans

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

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

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

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

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

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

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

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

<table>
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<th>Legend of Symbols</th>
<th>Say, Explain, Read, Continue, Pause, Repeat</th>
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<td></td>
<td>≈ Write</td>
</tr>
<tr>
<td></td>
<td>? Ask</td>
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<td>≅ Display</td>
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The scripts indicate in bold type within parentheses the expected or suggested answers of the learners. The icons and learner responses look like this:

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

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

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

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

➢ Say, “Go through the letter from camp and underline all of the words that have the digraph *e-a*. ”
Lesson Plans
Lesson 1
*Overview / Introduction*

| Lesson Overview | This lesson is an overview of the entire curriculum. It introduces the students to the structural components of English language (sound, letter) and sets the purpose for the syllable instruction lessons. This lesson includes the following parts:  
- How English Works  
- Counting Sounds  
- Recognizing syllables  
- Etymology  
Approximate Time: 40 Minutes. |
|-----------------|---------------------------------------------------------------------------------------------------------------|
| Objective       | To create a curiosity and an interest in letters, sounds, and decoding.  
To provide an introduction and overview of the curriculum. |
| Materials       | Three Transparencies/PowerPoints:  
- Activity Book, Lesson 1, Activity A: Counting Sounds  
- Recognizing Syllables  
- Activity Book, Lesson 1, Activity B: Etymology |
| Preparation     |                                                                                                               |
Lesson Plans

Lesson 1

How English Works  
Estimated Time: 10 min.

- Say, “We are beginning a new curriculum to learn how to read and spell words accurately and quickly. Today we are going to learn about the English language and about what we will study. You won’t know the answers to some of the exercises we do today. Don’t worry about that because when we are finished with our work together, you will be able to answer all of the questions and exercises we do today.”

- Explain, “You will be studying linguistics. Linguistics is the science that explains how language works. We will also be studying phonology. Phonology is the study of the sounds of English. A sound in English is called a phoneme.”

≈ Write linguistics on the board.

- Say, “Linguistics is the science that studies all aspects of language.”

≈ Write phonology on the board indented and under linguistics to indicate that it is an area of linguistics.

- Say, “Phonology is the study of the sounds of language. A phoneme is another word for a sound.”

≈ Write phoneme on the board under phonology.

? Ask, “What is similar about the words phonology and phoneme?” (They begin with phon.)

≈ Say, “Right. What do you think phon(e) means?” (speech sound)

≈ Say, “Can you think of another word that has phon(e) in it?” (telephone)

≈ Say, “Why do you think phone is in telephone?” (We make speech sounds when we talk on the telephone.)

≈ Say, “English words are spelled with letters. How many letters do we have in English?” (26)

≈ Say, “Good. We use letters to represent sounds. There are twenty-six letters, but we have more than twenty-six sounds in English.”

? Ask, “How many sounds are there in English? Take a guess.” (Around 40 sounds. It depends on your accent or dialect.)
Ask, “So how do we get forty sounds out of twenty-six letters?” (Sometimes we combine letters to represent a new sound (e.g., s usually represents /s/ and h usually represents /h/. But when we combine s and h in ship, the s-h together represent /sh/. Vowels can also work together to represent a new sound. O-i in oil represents the sound /oi/.)

Say, “There are two basic kinds of sounds in English: vowels and consonants.”

Ask, “Can someone name the vowels?” (a, e, i, o, u)

Say, “Right. There are also two consonants that also are sometimes vowels: y and w. Let me give you an example. The y in cycle represents the sound of a long i. In cow, the o combines with w to serve as a vowel.”

### Counting Sounds

Estimated Time: 10 min.

Say, “Let’s try counting the sounds we hear in words. Listen to this word: map.”

Ask, “How many sounds or phonemes are in map?” (3)

Say, “Listen as I say each of the sounds: /m/ /a/ /p/.”

Ask, “Can someone say the sounds in map?” [NOTE: Be sure they are clearly pronouncing each phoneme separately. Tell them to try to say the sound /p/ as /p/ rather than /pə/.]

Explain, “So, there are three letters and three sounds in map. Sometimes the number of letters and sounds don’t match.”

Ask, “How many sounds are in the word girl?” (3)

Ask, “Can anyone say each of the sounds in girl?” (/g/ /r/ /l/)

Explain, “There are four letters, but three sounds in girl.” [NOTE: If students are having difficulty with this task, practice a couple more words before proceeding with the exercise. Do not expect all students to master segmenting words into sounds at this point. The objective of this exercise is to introduce them to the relationship between letters and sounds. Try the words, cake (3) and trap (4).]

Say, “Now let’s have you count the sounds in words. Look at Activity A in your book. Say the words quietly to yourself and write the number of sounds in the space next to the word.” (You may wish to have students work in pairs.)
Activity Book, Lesson 1, Activity A

Counting Sounds

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

- Say, “Let’s review the answers.” (Have students pronounce the words and the sounds in the words.)

- Ask, “Why does bomb have only three sounds?” (The last b is silent.)

- Ask, “Why does fix have four sounds?” (The x at the end stands for 2 sounds: /k/ and /s/.)

- Ask, “Why does tea have two sounds?” (The e-a represents one sound, /ē/.)

- Ask, “Why does idea have four sounds?” (In this word the e-a represents 2 sounds, but you must listen carefully to hear them.)

- Pronounce idea slowly and distinctly, segmenting each sound.

Recognizing Syllables

- Say, “We have talked about phonemes. What is a phoneme?” (The sounds that the letters represent.)

- Say, “Right. So, /m/ is a phoneme. We can put the phonemes /m/ /a/ /p/ together to make the word map. Words are also made up of syllables. If you can figure out the syllables in a word, you can read almost anything. First, let’s make sure you can hear syllables.”

- Call on several students by name and ask them how many syllables are in their names. If students are having trouble hearing the natural breaks of syllables, ask them to place their hands under their chins. Each time their chin drops, they have said a new syllable.

- Display the transparency/PowerPoint with antidisestablishmentarianism.
? Ask, “Can anyone read this word?”

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

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

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

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

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

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

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

➢ Remove the word from the overhead projector.

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

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

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

Look at Activity B in your book. Can you guess which languages these words were borrowed from?

Activity Book, Lesson 1, Activity B

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

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

Let’s review the activity.”

What languages did you choose and why?”

What do you notice about all of the words in number five?” (They all contain the root word dict, which means to say.)
➢ Explain, “Knowing the language a word came from sometimes helps us read and spell that word.”

➢ Say, “Today we have begun our study of linguistics. You have begun to learn about phonology and phonemes, syllable patterns, and etymology. During this course, we will study all of these areas in more depth so that you will become competent, advanced readers, and spellers.”
Activity Book, Lesson 1, Activity A
Counting Sounds

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

antidisestablishmentarianism
Activity Book, Lesson 1, Activity B
Etymology

1. chili, jalapeno, salsa  Spanish
2. pizza, salami, pepperoni  Italian
3. hamburger, deli, kraut  German
4. chef, romaine, croutons  French
5. predict, dictation, interdiction  Latin
# Lesson 2  
*Short a and e in CVC Syllables*

| **Lesson Overview** | This lesson focuses on CVC words that contain the short vowel sounds /a/ and /e/.  
The lesson includes the following parts:  
- Document of the Day  
- New Pattern - short sounds of ‘a’ and ‘e’  
- Segmenting and blending  
- The CVC pattern  
- Syllables with CVC  
- Spelling rule - double ff, ss, ll  
- Progress Check  
- Smooth Reading  
Approximate Time: 60 Minutes |
| **Objective** | 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 |
| **Materials** | Six Syllable Patterns Chart  
Spelling Rules Chart  
3 transparencies/PowerPoints:  
- Document of the Day  
- Activity Book, Lesson 2, Activity B: Sort the Syllables  
- Activity Book, Lesson 2, Activity D: Smooth Reading |
| **Preparation** | Display the Six Syllable Patterns Chart. Put an asterisk in front of CVC syllables (or mark it some other way). You will mark each syllable type as you introduce it.  
Display the Spelling Rules Chart. Put an asterisk in front of the first rule for doubling the -f, -s and -l in one syllable CVC words. |
### Introduction

- Say, “Today we are working on Lesson 2. In the last lesson, you learned about the sounds, or phonemes, in words and about syllables. Today we are going to learn about the short vowel sounds of the letters ‘a’ and ‘e’. We will also learn about a kind of syllable that tells you the vowel has a short sound.”

- Explain, “In some words and syllables, there is one sound for every letter. To read and spell these words, you need to be able to hear each of the separate sounds in the word. Some of the words in this lesson will be simple for you to read. We need to practice hearing the sounds in those words because it will help you read longer, multisyllabic words.”

### Document of the Day

- Display the Document of the Day transparency/PowerPoint.

- Read the poster placed in a store window to the students:

  **Ted’s Batting Cages**

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

### New Pattern—Short a and e

- Write *bat* on the board.

- Ask, “How do you pronounce this word?” (*bat*)

- Ask, “What is the vowel sound in bat?” (/a/)

- Ask, “Which word in the Document of the Day has the same vowel sound as bat?” (*grab*)

- Write *grab* on the board. The list will look like this:

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

≈ Write the students’ words on the board.

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

≈ Write the students’ words on the board.

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

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

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

≈ Write the words bad and bed on the board.

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

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

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

➢ Say, “Please repeat the words after me. Say the word, the separate sounds, the word again, and the vowel sound.”
   
   bad, /b/ /a/ /d/, bad, /a/
   
   bed, /b/ /e/ /d/, bed, /e/

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

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

Ask, “Can someone say the sounds in bad?” (/b/ /a/ /d/)
Ask, “Can someone tell me what sound the a in bad represents?” (/a/)

Ask, “Can someone tell me the key word for the short e?” (bed)

Ask, “Can someone say the sounds in bed?” (/b/ /e/ /d/)

Ask, “Can someone tell me what sound the e in bed represents?” (/e/)

Ask, “Please repeat after me: /a/.” (/a/)

Say, “Notice the position of my mouth when I say /a/.”

Say, “Now, repeat /e/ after me.” (/e/)

Ask, “Can you alternate between the sounds /a/ and /e/?” [NOTE: Say /a/ followed by /e/ three or four times to model what you will ask students to do next. Exaggerate the position of your mouth.]

Say, “Say /a/ and then /e/.”

Ask, “What happens to your mouth when you change from the sound /a/ to /e/?” (The mouth moves from being wide open to having more of a smile.)

Ask, “What is the key word for short a?” (bad)

Ask, “What sound does a represent?” (/a/)

Additional Words for Re-teaching: /a/: sat, rag, pat, map, /e/: pet, red, hen, pen

Parts of Words—Segmenting and Blending Estimated Time: 10 min.

Say, “In order to spell words that you do not already know, you need to hear all the sounds in the word.”

Write rat on the board.

Say, “For example, if I want to spell the word rat, I say the word slowly and listen for all of the sounds—/r/ /a/ /t/, rat. What is the key word associated with this sound?” (bad)

Write tap on the board.

Say, “The next word is tap, /t/ /a/ /p/, tap. It helps some people to tap their fingers as they do it.”
Repeat the sequence, tapping thumb to fingers for each sound—tap, /t/ /a/ /p/, tap. For the rest of these segmenting activities, model tapping your fingers.

Say, “Let’s try some other examples—how about the word slap. Say the word quietly to yourself and see if you can tell how many sounds you hear.”

Ask, “How many sounds are in the word slap?” (four)

Say, “Good! Listen as I do this example for you; slap, /s/ /l/ /a/ /p/, slap.”

Say, “Now try to segment the word stop on your own.”

Ask, “Would someone like to try it for us? Please say the word, segment it, and then say the word again.” (Stop, /s/ /t/ /o/ /p/, stop.)

Say, “Let’s do one more—the next word is blast. How many sounds do you hear in this word?” (five)

Say, “That’s right! Try that one on your own. [pause] Would anyone like to try that one for us aloud?” (Blast, /b/ /l/ /a/ /s/ /t/, blast.)

Say, “Now we will do the same thing using syllables instead of words. Syllables are parts of words. It is important to get comfortable with looking at the smaller parts of words in order to read longer words more easily.”

Write crat on the board.

Say, “The first syllable we’ll look at is crat, /c/ /r/ /a/ /t/, crat. The syllable crat is in the word democrat, or technocrat, and many others.”

Write democrat and technocrat under the syllable crat. Underline the syllable crat in each word. The list should look like this:

```
crat
  democrat
  technocrat
```

Say, “The next syllable is mag. Would someone like to segment this one?” (mag, /m/ /a/ /g/, mag.)

Say, “The syllable mag is in the word magazine and also in magnet.”
≈ Write *mag* on the board. Under it write the two examples *magnet* and *magazine*:

```
  mag
  magnet
  magazine
```

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

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

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

▲ Point to *beg* on the board.

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

▲ Point to *sled*.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Activity Book, Lesson 2, Activity A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read the Words and Syllables</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>best</td>
</tr>
<tr>
<td>bath</td>
</tr>
<tr>
<td>pack</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**The CVC Pattern**

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

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

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

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

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

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

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

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

- Say, “*B* is a consonant, *a* is a vowel, and *t* is a consonant. Does everyone see the pattern—one vowel and ends in a consonant?”
▲ Point to *brat* and write the corresponding letters CVC under the word.

```
  brat
    cvc
```

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

(yes)

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

```
  pest
    cvc
```

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

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

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

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

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

▲ Point to *ad*.

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

▲ Point to *cake*.

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

▲ Point to *try*.

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

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

➢ Say, “Now it is your turn to decide if a syllable follows the CVC pattern or not. Look at Activity B in your books. These are all syllables you might find in a longer word. Decide if the syllable fits the CVC pattern and place a check in the appropriate column. Read the syllable to yourself.” *(Teachers’ Guide shows the correct answers. Student Activity Books do not have checks.*)
**Activity Book, Lesson 2, Activity B**

**Sort the Syllables**

<table>
<thead>
<tr>
<th>Syllable</th>
<th>CVC</th>
<th>Not CVC</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>ket</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>chim</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>ic</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>mod</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>bab</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>creat</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>trans</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>peek</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>lo</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

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

▲ Point to the Six Syllable Patterns Chart.

➢ Say, “This chart shows 6 syllable types that we will learn about. Today we learned about the first one—the CVC syllable. You have a copy of this chart at the back of your Activity Book to use as a reference.”

➢ Additional Words for Re-teaching: nap, snap, west, blast, blab, ab, rake, try.

**Syllabification**

Estimated Time: 10 min.

➢ Say, “Next we are going to look at some of the syllables from Activity B and see how they fit together with other syllables to create longer words.”

≈ Write *mod* on the board.

➢ Say, “The syllable *mod* is found in many other words.”

≈ Write *modern*, *modify*, and *module* under the syllable *mod*. Underline the syllable *mod* in each word. Mark the syllable divisions with slashes like this:

- *mod* / ern
- *mod* / i / fy
- *mod* / ule

[NOTE: The targeted syllable, *mod*, is a CVC syllable. Students should be able to read this syllable. If they are unable to read the other syllables that are not
CVC, do not worry about it. Explain that they will learn how to pronounce those syllables later. Do not bring attention to these syllables unless the students ask about them.]

➢ Say, “Let’s look at another example.”

≈ Write trans on the board.

➢ Say, “Can anyone think of a word which contains the syllable trans?”
  (examples: transfer, transit, transport)

≈ Write any examples students provide on the board. If they do not offer suggestions, write the words transfer, transit, and transport. Underline the syllables.
  \[
  \text{trans} / \text{fer} \\
  \text{trans} / \text{it} \\
  \text{trans} / \text{port}
  \]

➢ Say, “Next let’s look at the syllable dis.”

≈ Write discredit on the board.

➢ Say, “This word contains three syllables. Who can tell us what they are?” (dis / cred / it)

≈ Write the word in separate syllables on the board - dis / cred / it

➢ Say, “Great. You can see how much easier it is to read longer words when you divide them into syllables.”

**Spelling Rule**

Estimated Time: 5 min.

≈ Write mess, cuss, fluff, dreff, bell, ball, and sell on the board.

➢ Say, “Now I’m going to give you a spelling tip for CVC words. Look at the words mess, cuss, fluff, dreff, bell, ball, and sell.”

? Ask, “Can someone tell me what they have in common?” (The final consonant is doubled.)

▲ Point to the first spelling rule on the Spelling Rules Chart.
Say, “This is an easy spelling rule to learn. In one syllable CVC words that end in either s, f, or l, the final consonant is doubled. Of course there are exceptions such as is, gas, pal, etc. but generally the rule holds.” [NOTE: Write gas, is and pal on the board as you say them.]

Additional Words for Re-teaching: less, press, bell, well, puff, stuff.

**Progress Check**  
*Estimated Time: 5 min.*

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

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

**Smooth Reading**  
*Estimated Time: 10 min.*

**Teacher Models the Syllable Strategy**

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

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

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

▲ Point to the first sentence on the transparency/PowerPoint.

➢ Say, “When I wore my red...Here is a word you might not know. First, break the word into two syllables.

▲ Draw a slash between the syllables—vel / vet.

➢ Say, “In the next lesson, we will learn how to divide words into syllables. Both of these syllables are CVC syllables with short vowels. The first syllable is /v/ /e/ /l/, vel and the second one is /v/ /e/ /t/, vet. If I put them together I get vel - vet, velvet.

➢ Read the phrase again—“When I wore my red velvet pants.” Then point to the words in the next phrase.

➢ Say, “I felt like a ----- Here is another word we can apply our strategy to. First I’ll break it into syllables.”

▲ Draw a slash between the syllables—prin / cess.

➢ Say, “Both of these syllables are CVC syllables with short vowels. The first one is /p/ /r/ /i/ /n/, prin and the second one is /s/ /e/ /s/, cess, princess.”

➢ Say, “When I wore my red velvet pants, I felt like a princess. That makes sense because a princess might wear red velvet pants.”
Students Apply the Strategy to the Passage

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

- Pause while the students read the passage to themselves.

Students Read Words and Discuss

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

Teacher Models Smooth Reading

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

- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

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

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

- Say, “Now you are going to practice reading the passage. One good way to develop more fluent reading skill is to practice reading the same passage several times. Each time you will read it more smoothly.”

- Say, “Get with your partner. One of you read it to the other. If the reader gets stuck or makes a mistake, the partner can help with the words. When the first person is finished, you can change roles and let the other person read. If you have time, keep on reading it a second time.”
**Activity Book, Lesson 2, Activity B**

*Sort the Syllables*

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<tr>
<td>chim</td>
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<td>mod</td>
<td>√</td>
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</tr>
<tr>
<td>bab</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>creat</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>trans</td>
<td>√</td>
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</tr>
<tr>
<td>peek</td>
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<td>√</td>
</tr>
<tr>
<td>lo</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
Activity Book, Lesson 2, Activity D
Smooth Reading

When I wore my red *velvet* pants, I felt like a *princess*. Two weeks after I got them, the *zipper* broke and I had to use a *magnet* to keep them up. I *admit*, it was not a *fantastic* solution, but it was better than using a *plastic* ribbon.
### Lesson 3

**Short i, o, and u in CVC syllables**

#### Lesson Overview
This lesson focuses on CVC words that contain the short vowel sounds /i/, /o/ and /u/. The lesson also reviews the short sounds /a/ and /e/ and provides practice in syllabification of compound words. The lesson includes the following parts:
- Review of pattern-short sounds of /a/ and /e/
- Document of the Day
- New Pattern - short sounds of /i/, /o/ and /u/
- Syllabification: Compound words
- Spelling rule: -ck, -dge, tch,
- Progress Check
- Smooth Reading

Approximate Time: 50 Minutes

#### Objective
- 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

#### Materials
- Six Syllable Patterns Chart
- Strategy for Reading Multisyllabic Words Chart
- Spelling Rules Chart
- Five Transparencies/PowerPoints:
  - Document of the Day
  - Document of the day with underlined vowels
  - Key Words
  - Activity Book, Lesson 3, Activity A: Combine the Words
  - Activity Book, Lesson 3, Activity C: Smooth Reading

#### Preparation
Display the Six Syllable Patterns of the English Language Chart. The CVC syllable has an asterisk.
Display the Strategy for Reading Multisyllabic Words Chart. Mark the steps taught in this lesson with an asterisk:

- **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

Display the Spelling rules Chart. Put an asterisk next to the second rule for the spelling of the sounds k, j, and ch at the end of CVC syllables.
### Introduction

**Estimated Time: 1 min.**

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

### Review

**Estimated Time: 5 min.**

- Say, “Last session we worked on short vowel sounds and we used key words to help us remember them and to compare the difference in their sounds.”

? Ask, “Can someone tell me the key word for the sound /a/?” (*bad*)

? Ask, “Who can segment the sounds in *bad*?” (/b/ /a/ /d/)

? Ask, “Can someone tell me the sound of short *a*?” (/a/)

? Ask, “What is the key word for the sound /e/?” (*bed*)

? Ask, “Can someone segment the sounds in *bed*?” (/b/ /e/ /d/)

? Ask, “What is the sound of short *e*?” (/e/)

- Say, “We also learned about segmenting and blending the sounds in words. When you spell an unfamiliar word, you segment the sounds. What sounds do you hear in the word *met*? Say the word, then the sounds.” (*met, /m/ /e/ /t/*)

? Ask, “What sounds do you hear in the word *brat*?” (*brat, /b/ /r/ /a/ /t/*)

- Say, “When you read an unfamiliar word, you can blend, or sound out, the word.

≈ Write *scat* on the board.

- Say, “I’ll blend this one: /s/ /c/ /a/ /t/, *scat*. The first 2 letters, *s*-c, are a consonant blend; you hear both the *s* and the *c* blended together.”

≈ Write the following words or syllables on the board and call on students to blend them: *trap, check* (you could point out the consonant digraph—*ch*), *trem* (as in *tremble*).
**Document of the Day**  
*Estimated Time: 5 min.*

Display the Document of the Day transparency/PowerPoint.

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

? Ask, “Can someone read the Document of the Day?”


➢ When students are finished, display the transparency/PowerPoint with the answers. Answer students’ questions.

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

? Ask, “How many syllables are in Bedrock? (2) What kind of syllable is bed?” (CVC)

? Ask, “What kind of syllable is rock?” (CVC)

➢ Say, “Great. So we have two CVC syllables. What kind of a vowel sound do they have?” (short)

➢ Say, “Bedrock is made up of 2 smaller words. Words like this are called compound words. Can anyone find another one?” (fastball)

➢ Say, “Some multisyllabic words are compound words; they are made up of 2 words that you already know. When you try to read longer words, one thing you can do is look for smaller words in the longer word.”

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

➢ Write the letters b and d on the board like this:

```
  b _ _ d
```

➢ Say, “Today you will learn the sounds of the remaining common short vowels. We’ve already worked on a and e.”

➢ Ask, “What are the remaining vowels?” (i, o, u)
≈ Write the letter i in the blank to make bid.

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

➢ Say, “Repeat after me: bid, /i/.”

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

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

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

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


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

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

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

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

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

➢ Say, “Repeat after me: bod, /o/.”

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

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

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

-mop (mop, /m/ /o/ /p/)
-frog (frog, /f/ /r/ /o/ /g/).”
Lesson 3

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

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

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

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

Say, “Repeat after me: bud, /u/.”

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

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

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

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

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

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

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

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

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

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

Syllabification

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

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

Say, “Write the compound word for each pair of words.”

<table>
<thead>
<tr>
<th>Activity Book, Lesson 3, Activity A Combine the Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. red + head</td>
</tr>
<tr>
<td>2. bat + man</td>
</tr>
<tr>
<td>3. air + port</td>
</tr>
<tr>
<td>4. run + way</td>
</tr>
<tr>
<td>5. cat + fish</td>
</tr>
</tbody>
</table>

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

Spelling Rule  Estimated Time: 10 min.

≈ Write stitch, botch, and catch on the board.

? Ask, “What can you tell me about the vowel sound in each of these words?” (They all have a short vowel.)

? Ask, “What do you notice about the endings?” (They all end in t-c-h.)

Say, “The ending t-c-h is the only three letter consonant combination in English. Even though there are three letters, there are not three sounds. Say the word catch. How many sounds are in catch?” (3)

? Ask, “Who can segment the sounds?” (/k/ /a/ /ch/)

? Ask, “How many sounds does t-c-h represent?” (1)

Say, “Let me tell you when to use t-c-h. When you have a CVC word with a short vowel that ends in the sound /ch/, you spell the /ch/ with t-c-h.”

Say, “Spell these 2 words on a piece of scratch paper: Match, Do you have a match? Ditch, He drove the car into a ditch.”

? Ask, “Did you use t-c-h at the end of the words? Why do match and ditch end in t-c-h?” (They are CVC words with a short vowel, so the /ch/ is spelled with t-c-h.)
Say, “OK. Let’s look at another pattern.”

≈ Write back, Rick, and sock on the board.

? Ask, “Who can segment the sounds that are in back?” (/b/ /a/ /k/)

? Ask, “How many sounds are there?” (3)

Say, “Good. So the ending c-k has two letters but represents one sound. Now, I am going to tell you something and ask you a challenging question. Back ends with -ck and batch ends with t-c-h. They follow the same rule or pattern. Can anyone explain what the pattern is?” (CVC words with a short vowel ending in /k/ are spelled with c-k. CVC words with a short vowel ending in /ch/ are spelled t-c-h.)

Say, “We are going to look at one more pattern that works the same way.”

≈ Write badge, ridge, and lodge on the board.

? Ask a student to read a word.

? Ask students to segment the words.

Say, “Note that these words end in the sound /j/, but they are spelled with the letters d-g-e. When you have a CVC word with a short vowel ending in the sound /j/, it is usually spelled with the letters d-g-e.”

Explain, “These three consonant combinations, c-k, d-g and t-c-h, represent one sound. The combination c-k makes the sound of /k/; d-g makes the sound of /j/; and t-c-h sounds like /ch/. Even though there are multiple letters they represent only one phoneme. Since they are only one sound they cannot be separated.”

▲ Point to the Second rule on the Spelling Rules Chart.

Say, “A simple spelling rule is: At the end of a CVC word, use c-k, d-g-e and t-c-h.”

[NOTE: In a later lesson, students will learn why the e is present in dge. If they ask, tell them it is there to keep the sound of g soft (like /j/). Explain that they will study this pattern later.]

Additional words for Re-teaching: watch, pitch, rack, pick, mock, dodge, judge, edge.
Progress Check

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

Activity Book, Lesson 3, Activity B

<table>
<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. crush</td>
</tr>
<tr>
<td>2. slim</td>
</tr>
<tr>
<td>3. cost</td>
</tr>
<tr>
<td>4. switch</td>
</tr>
<tr>
<td>5. judge</td>
</tr>
<tr>
<td>6. track</td>
</tr>
<tr>
<td>7. grill</td>
</tr>
<tr>
<td>8. fast</td>
</tr>
<tr>
<td>9. mend</td>
</tr>
<tr>
<td>10. crash</td>
</tr>
</tbody>
</table>

Smooth Reading

Teacher Models the Syllable Strategy

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

Display the transparency/PowerPoint with the Smooth Reading passage.

Activity Book, Lesson 3, Activity C

Smooth Reading

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

Say, “Now I’ll show you how I would use the strategy.”
Say, “Ned dropped some...Here is a word I don’t know. The first step in the strategy is ‘Check the Context’. That means to read the rest of the sentence and see if you can figure out the word from context. [Read from the Chart.] Ned dropped some blank in his chair. Well, context let’s me know that it is something small that he might drop in his chair.”

Say, “What is the next step in the strategy? It says to ‘Look for Chunks’. And the first step under that is to ask if it is a compound word. Let’s see. Do I see any small words in the word? Yes, I see pop and corn. So the word is popcorn.”

Say, “But I’m not done yet. After I figure out a word, I have to ‘Check the Context’ again to see if it makes sense. [Point to last step on Chart.] Ned dropped some popcorn in his chair. Does that make sense? Yes, I can easily imagine dropping popcorn in my chair when I eat it.”

Students Apply the Strategy to the Passage

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

Pause while the students read the passage to themselves. Circulate to see if anyone needs help.

Students Read Words and Discuss

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

Teacher Models Smooth Reading

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

Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

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

Here are some directions you can give until students are used to the procedure:
➢ Say, “Now you are going to practice reading the passage. One good way to
develop more fluent reading skill is to practice reading the same passage
several times. Each time you will read it more smoothly.”

➢ Say, “Get with your partner. One of you read it to the other. If the reader
gets stuck or makes a mistake, the partner can help with the words. When the
first person is finished, you can change roles and let the other person read. If
you have time, keep on reading it a second time.”
Bedrock wins big in the last inning. Pitcher Rod Smith throws a ninety-six mile per hour fastball.
Bedrock wins big in the last inning. Pitcher Rod Smith throws a ninety-six mile per hour fastball.
Lesson 3
Key Words

bad
bed
bid
bod
bud
Activity Book, Lesson 3, Activity A
Combine the Words

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

<table>
<thead>
<tr>
<th>Lesson Overview</th>
</tr>
</thead>
</table>
| This lesson focuses on CVC words that contain short vowel sounds. In addition, it provides instruction on division of words with CVC syllables. The lesson includes the following parts:  
  - Document of the Day  
  - Review of short vowels  
  - Progress Check  
  - Smooth Reading  

Approximate Time: 40 Minutes |

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>To review and practice the short vowel sounds in CVC syllables. To learn how to divide multisyllabic words with CVC syllables.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
</table>
| Strategy for Multisyllabic Words Chart.  
Three Transparencies/PowerPoints:  
  - Document of the Day  
  - Activity Book, Lesson 4, Activity A: Syllabification  
  - Activity Book, Lesson 4, Activity C: Smooth Reading |

<table>
<thead>
<tr>
<th>Preparation</th>
</tr>
</thead>
</table>
| Add an asterisk to the following new section and lines of the strategy for multisyllabic words:  

**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 |
Lesson 4

Introduction

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

Review

- Say, “What is a CVC syllable?” (A syllable with one vowel that ends with a consonant.)

- Say, “That’s right, a CVC syllable has only 1 vowel and ends with a consonant.”

- Write chip, tramp, need, egg, lake, scrap, and so on the board.

- Ask, “Which of these words are CVC syllables? Why?” (chip, tramp, egg, and scrap; they have 1 vowel and end in a consonant.)

- Ask, “Why are the other words not CVC syllables?” (need has more than 1 vowel; lake doesn’t end in a consonant and has 2 vowels; so doesn’t end in a consonant.)

- Ask, “Which of these words has a consonant digraph? (chip, ch) Which of these words has a consonant blend?” (tramp, tr and mp; scrap, scr)

Document of the Day

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

- Display the Document of the Day Transparency/PowerPoint.

- Ask, “Would someone like to read the Document of the Day?” [NOTE: If the document is too difficult, you can skip this.]

- Say, “The Document of the Day is an advertisement from a group of stock brokers, who would like to manage your money for you. It has some long, multisyllabic words that might be difficult to read, especially if you have never seen them before. But if we can divide them into syllables, they are easy to
read because they are made up of CVC syllables. Today, we are going to learn how to divide words like this into syllables.”

- Explain, “A syllable is a part of a word that has a vowel sound in it. You can think of syllables as the beats in a word, like music has beats. So, in the word *baby*, there are two syllables—*ba* and *by*. The word *investment* has 3 syllables—*in vest ment*. [NOTE: If students have difficulty with the concept of a syllable, practice saying some words by syllable.]

- Say, “To learn how to divide words into syllables, we are going to start with a 2-syllable word. Then we’ll try it with a couple of those 3-syllable words in the Document of the Day.”

≈ Write *absent* on the board.

- Say, “I am going to put a line under each vowel in this word. Except in very rare cases, every syllable will have a vowel. If we find the vowel first, it makes the word easier to divide into syllables. So, I am putting a line under the *a* and under the *e*.”

- Say, “Now look at the consonants between the *a* and the *e*. How many consonants are there?” (2)

- Say, “Right. There is a *b* and an *s*. When we have two consonants coming together in the middle of the word, we usually divide between the two consonants. So, I am going to write the word as two separate syllables.”

≈ Write *ab* / *sent* on the board.

- Say, “We have two syllables: *ab* and *sent*. In the word *absent*, both syllables are CVC syllables. Each syllable has one vowel and ends with a consonant. The vowels are short vowels. *Ab* / *sent*, *absent*.”

- Say, “Now let’s try a longer one from the Document of the Day.”

≈ Write *Manhattan* on the board.

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

≈ Underline the 3 vowels.

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

≈ Write *Man / hat / tan* on the board.
Say, “Right. All of these syllables are CVC syllables. Each syllable has one vowel and ends with a consonant. The vowels are short vowels. *Man / hat / tan, Manhattan.* What does Manhattan mean?” *(It is a part of NY city.)*

Say, “Now try dividing the words in **Activity A** into syllables. The first one is done for you. First, put a line under each vowel. Then look at the consonants between the vowels. Write the word as two separate syllables. After you have divided the words, reread them to yourselves. Remember, you will divide between the two consonants.”

### Activity Book, Lesson 4, Activity A

**Syllabification**

Example: absent  
1. dentist  
   - den / ti:st  
2. splendid  
   - splen / did  
3. contact  
   - con / tact  
4. trumpet  
   - trum / pet  
5. frantic  
   - fran / tic  
6. insist  
   - in / sist  
7. sluggish  
   - slug / gish  
8. inspect  
   - in / spect

Display the transparency/PowerPoint and have students check their work. Answer any questions they may have.

Say, “Look at the last word in **Activity A**. How many consonants are between the vowels?” *(3)*

Say, “Right. When there are more than 2 consonants between the vowels, you keep the consonant blend or digraph together. What is the consonant blend in #9? *(sp)* What are the 2 syllables in #9, and what is the word?” *(in/spect, inspect)*

Say, “Right. *Inspect* means to look at something carefully.”

Additional Words for Re-teaching: addend, abduct, Addison, fantastic

### Progress Check  
*Estimated Time: 5 Min.*

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

**Smooth Reading**

*Estimated Time: 15 Min.*

**Teacher Models the Syllable Strategy**

- Say, “Next we are going to practice reading. If you come across a long word that you don’t know, a good strategy is to divide it into syllables.”

▲ Point to the Chart as you read and explain the strategy.

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

Display the transparency/PowerPoint for this reading passage.

---

**Activity Book, Lesson 4, Activity B**

**Word division**

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

---

**Activity Book, Lesson 4, Activity C**

**Smooth Reading**

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

- Explain, “Last week I went to see my...Here is a word I don’t know. First, I’ll ‘Check the Context.’ Last week I went to see my blank about some pain. Well, it must be someone who could help me with pain, like a doctor. Next, I’ll divide the word into syllables. I’ll put a slash between them instead of writing them again.”

- Underline the vowels in dentist. Put a slash between den and tist.

- Say, “I’ll underline the vowels. There are 2 consonants between the vowels, so I’ll divide between them.”

- Say, “The first syllable is /d/ /e/ /n/, den. The next one is /t/ /i/ /s/ /t/, tist. When I put them together I get den-tist, dentist. Last, I’ll check to see if that makes sense. ‘Last week I went to see my dentist about some pain.’ OK. That makes sense.”

Students Apply the Strategy to the Passage

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

- Pause while the students read the passage to themselves. Circulate to see if anyone needs help.

Students Read Words and Discuss

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

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

Teacher Models Smooth Reading

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

- Read the passage to the class.

Students Practice Smooth Reading

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

Here are some directions you can give until students are used to the procedure:
Say, “Now you are going to practice reading the passage. One good way to develop more fluent reading skill is to practice reading the same passage several times. Each time you will read it more smoothly.”

Say, “Get with your partner. One of you read it to the other. If the reader gets stuck or makes a mistake, the partner can help with the words. When the first person is finished, you can change roles and let the other person read. If you have time, keep on reading it a second time.”
New York Money Masters

Would you like to learn about investment from the experts? Come to Manhattan and meet our fantastic staff who can help you find a place for your money.
Activity Book, Lesson 4, Activity A
Syllabification

Example: absent  
ab / sent

1. dentist  
den / tist

2. splendid  
splen / did

3. contact  
con / tact

4. trumpet  
trum / pet

5. frantic  
fran / tic

6. insist  
in / sist

7. sluggish  
slug / gish

8. inspect  
in / spect
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 Overview | This lesson reviews the CVC pattern and provides instruction on prefixes and suffixes.  
The lesson includes the following parts:  
- Review of short vowels in CVC syllables  
- Document of the Day  
- New Pattern: Prefixes —un, mis, dis,  
  Suffixes —ing, ed, s, ful, less, ness  
- Progress Check  
- Smooth Reading  
Approximate Time: 50 Minutes |
|---|---|
| Objective | 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 |
| Materials | Strategy for Reading Multisyllabic Words Chart.  
Four Transparencies/PowerPoints:  
- Activity Book, Lesson 5, Document of the Day  
- Activity Book, Lesson 5, Activity A: Syllabification  
- Activity Book, Lesson 5, Activity B: Find Prefixes and Suffixes  
- Activity Book, Lesson 5, Activity D: Smooth Reading |
| Preparation | Display the Six Syllable Patterns Chart. Add an asterisk to the following new section:  
  **Look for Chunks**  
- Is there a prefix or suffix? un / help / ful |
**Introduction**

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

**Review**

- Say, “What is a CVC syllable?” *(A syllable with one vowel followed by at least one consonant.)*
- Say, “That’s right, a CVC syllable has only 1 vowel, and the vowel is followed by at least 1 consonant.”
- Say, “Now we will review the strategy we learned in the last lesson for decoding long words.”

≈ Write ‘The friends wanted to establish a club’ on the board.

- Say, “Suppose I were reading this sentence and got stuck on that big word. *The friends wanted to* …What’s the first step in the strategy?” *(Check the context; read the rest of the sentence to see what would make sense.)*
- Say, “OK. *The friends wanted to blank a club.* That doesn’t help me too much; they wanted to do something to a club.”

? Ask, “What’s the next highlighted step that we learned in the last lesson?” *(Divide the word into syllables. Underline the vowels. If there are 2 consonants between the vowels, divide between the consonants.)*

- Say, “OK. I’ll underline the vowels.”

? Ask, “How many consonants are there between the e and the a?” *(2)*
- Say, “Good. So we divide between the two consonants, the s and the t.”

≈ Place a slash between the first and second syllables *(es / tablish).*

? Ask, “How would we say the first syllable?” *(es)* Is that a CVC syllable? *(Yes, it has 1 vowel followed by at least 1 consonant.)*

- Say, “OK. Where would the second division occur?” *(Between the b and the l.)*
Say, “Great. You remembered that when there are two consonants, we usually divide between them. So now we have the three syllables in the word. Who can read this word?” *(establish)*

Say, “Good. *Establish* means to create something or set up something. What’s the last step in the strategy?” *(‘Check the Context’; read to see if it makes sense.)*

Say, “OK. *The friends wanted to establish a club.* That makes sense; they wanted to set up a club, like a men’s or women’s club.”

Say, “Now turn your attention to Activity A.”

Say, “Now it is your turn to divide some words into syllables by putting a slash between the syllables. Remember: When two vowel letters are separated by two consonants, you will usually divide between the two consonants. Underline the vowels and put a slash between the consonants that divide the syllables.”

<table>
<thead>
<tr>
<th>Activity Book, Lesson 5, Activity A</th>
<th>Syllabification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. public pub / lic</td>
<td>4. Atlantic At / lan / tic</td>
</tr>
<tr>
<td>2. compact com / pact</td>
<td>5. fantastic fan / tas / tic</td>
</tr>
<tr>
<td>3. Wisconsin Wis / con / sin</td>
<td>6. consensus con / sen / sus</td>
</tr>
</tbody>
</table>

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

? Ask, “How many syllables are in number 3?” *(3)*

? Ask, “What kind of syllable pattern does *Wis* have? *(CVC)* con? *(CVC)* sin?” *(CVC)*

Say, “All three of these syllables end the same way: with a vowel followed by one or more consonants. They are all CVC syllables. So, by dividing the syllables, then recognizing the type of syllable, and reading by syllables, you can read long words. What is this word?” *(Wisconsin)*

Say, “Number 6 is an uncommon word. Let’s see if you can read it. What are the syllables? *(con / sen / sus)* Are they all CVC syllables? *(Yes)* What is the word?” *(consensus)*

Explain, “*Consensus* means that we all agree with each other about something.”

Say, “Terrific. If you can read by syllables, you can read almost anything.”
**Document of the Day**

**Fishing Unlimited**

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

**New Pattern - Prefixes and Suffixes**

Display the Document of the Day transparency/PowerPoint.

2. Ask, “Would someone like to read it to the class?”
3. Explain, “Many multisyllabic words in English are formed by adding prefixes or suffixes to a root word. Learning about them is one of the best ways to decode and spell longer words.”
4. Explain, “Prefixes and suffixes are word parts that carry meaning. Pre itself is a prefix which means before, so a prefix is added to the beginning of a word. They can be a letter or a group of letters. When added to a root word they change the meaning. The prefixes and suffixes used in English mostly come from Latin or Greek. Once you can recognize and become familiar with the meanings of prefixes and suffixes, it is easier to figure out the meaning of longer, more difficult words.”

≈ Write successful on the board.

1. Explain, “This word comes from the first sentence in the Document of the Day: *Was your last fishing trip successful?* It has a common suffix. A suffix comes at the end of a word. What is the suffix? (ful) What do you think it means?” (It means full of.)

2. Say, “Right. So someone who is *successful* is full of success or has a lot of success.”

[NOTE: The letter l often affects the sound of the vowel that comes before it. You or your students may notice that the u in ful is not exactly a short u. You are right. The same is even more true for all which does not sound like short a. You do not need to mention this to the learners. This note is just to make you aware in case the issue comes up.]

≈ Add un to make the word unsuccessful.

1. Say, “Now I added the common prefix un. What does un mean?” (not)
 Say, “Right. So what does unsuccessful mean?” (Someone who did not have success.)

 Say, “After we have taken off any prefixes and suffixes, we call what is left the root word. The root word in unsuccessful is success.”

 Say, “Now turn your attention to Activity B. Many the words in this activity come from the Document of the Day.”

 Explain, “The object of this exercise is for you to learn to recognize some common prefixes and suffixes.”

 Say, “Let’s do the first one together. Look at the first word. This word has the prefix un. It has the common ending -ed. If we take off the prefix and suffix, what is left is the root word: limit. What does limit mean?” (A top level or maximum amount that you can’t go beyond; set a limit)

 Say, “Right. So unlimited means that there is no limit or no maximum. You can catch as many fish as you want.”

 Say, “Now continue through the list and complete the exercise on your own. Look at the word and look for a prefix and/or suffix. Write any prefix in the first column. Then write any suffix in the last column. Whatever is left is the root word; write it in the middle column. Then read the separate syllables and the whole word.”

 Say, “As you are finding the prefixes and suffixes, take a look at how they change the meaning of the word and think about the meaning of the prefix or suffix itself.”
Activity Book, Lesson 5, Activity B
Find the Prefixes and Suffixes

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefix</th>
<th>Root Word</th>
<th>Suffix</th>
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<tbody>
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<td>unlimited</td>
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<td>discontented</td>
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<td>content</td>
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<tr>
<td>helpfulness</td>
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<td>help</td>
<td>ful, ness</td>
</tr>
</tbody>
</table>

Display the transparency/PowerPoint and have students check their answers.

- Say, “These are all very common prefixes and suffixes. You will see these quite frequently. By learning to recognize them you will become more fluent readers and better spellers. All of these prefixes and suffixes are CVC syllables. As we go on, you will learn more prefixes and suffixes.”

- Say, “Let’s look at the meaning of a few prefixes and suffixes from this exercise.”

? Ask, “Can someone tell the class the meaning of the prefix un?” (not)

? Ask, “Can someone tell me another prefix from this exercise that means ‘not’?” (dis)

? Ask, “Can someone tell the class the meaning of the suffix -ful?” (full of)

? Ask, “Can someone tell me a suffix that means the opposite of full?” (less)
Ask, “What is the meaning of the prefix mis? (bad) What does misprint mean? (A mistake in printing.) What about mistrust?” (When you don’t trust someone.)

Say, “The suffix -ness is interesting. It changes an adjective to a noun. For example, when you are sick, you have a sickness. If someone is helpful, they show helpfulness. A lot of adjectives can be changed to nouns this way.”

Say, “There are 3 very common suffixes in the exercise: -s, -e-d, and -i-n-g. What does the suffix -s do? (It changes a word from singular to plural.) What about the suffix -e-d? (It changes a verb to past tense.) We also add -i-n-g to verbs to change how we use them.”

Say, “All of these prefixes and suffixes, and others, are listed in the chart in your Activity Book and on the wall.”

Additional Words for Re-teaching: helpful, unhelpful, unrest, mismatch, misjudge, kindness, distrust, distrusted, truthfulness.

Progress Check  
Estimated Time: 5 min.

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

<table>
<thead>
<tr>
<th>Activity Book, Lesson 5, Activity C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllable division</td>
</tr>
<tr>
<td>Example: unhelpful</td>
</tr>
<tr>
<td>1. uncommon</td>
</tr>
<tr>
<td>2. unpack</td>
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<tr>
<td>3. misfit</td>
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<tr>
<td>4. goodness</td>
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<td>5. truthful</td>
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<td>6. wonderful</td>
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<td>7. reckless</td>
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<td>8. commanding</td>
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<td>dis / con / nect / ed</td>
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<td>spot / less</td>
</tr>
</tbody>
</table>
Smooth Reading

Teacher Models the Syllable Strategy

- Say, “Next we are going to practice reading. If you come across a long word that you don’t know, a good strategy is to divide it into syllables. Today we added a new rule to our strategy.”

Point to the Chart as you read and explain the strategy.

- Say, “Let’s go through the strategy. What is the first step in the strategy? (Check the Context) What does that mean? (Read the rest of the sentence and see if you can figure out what word would make sense from the context.)

- Say, “Now you see the new rule we learned today: ‘Look for Chunks. Is there a prefix or a suffix?’”

- Ask, “What is the next step? (Divide the Word and Say each Syllable.) How do we do that?” (Underline each vowel; if there are 2 or more consonants between the vowels, divide between them keeping blends and digraphs together.)

- Say, “Good. Finally, after you figure out the word, you always read the sentence again to check if it makes sense in context. I’ll show you how I would do this.”

Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 5, Activity D

Smooth Reading

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

- Say, “Bill was... Here is a word I don’t know. First, I’ll ‘Check the Context.’ Bill was blank to tell anyone about his... There’s another word I don’t know. So context doesn’t help much in this sentence. Next, I’ll ‘Look for Chunks.’ I’ll look for prefixes and suffixes. I see the prefix un and the suffix -ing.”

- Draw a box around the prefix and suffix.

- Say, “The root word that is left is will. I can read the syllables to figure out the word: un - will - ing, unwilling.”
Say, “Let me check the context. Bill was unwilling to tell anyone about his … OK. He didn’t want to tell anyone about something. I need to figure out that last word. I’ll ‘Look for Prefixes and Suffixes.’ I see the suffix ness.

≈ Draw a box around ness.

Say, “The root word is ill. That’s a CVC word with a double l at the end. So the word is illness. I have to check the context. Bill was unwilling to tell anyone about his illness. OK, that makes sense; he didn’t want people to know he was sick.”

Students Apply the Strategy to the Passage
➢ Say, “Please turn to Activity D in your books. Now I would like you to read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Be sure the sentences make sense. Raise your hand if you need help.”

➢ Pause while the students read the passage to themselves. Circulate to see if anyone needs help.

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

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

Teacher Models Smooth Reading
➢ Say, “Now I will read the passage to model smooth reading.”
➢ Read the passage to the class.

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

Here are some directions you can give until students are used to the procedure:
➢ Say, “Now you are going to practice reading the passage. One good way to develop more fluent reading skill is to practice reading the same passage several times. Each time you will read it more smoothly.”

➢ Say, “Get with your partner. One of you read it to the other. If the reader gets stuck or makes a mistake, the partner can help with the words. When the first person is finished, you can change roles and let the other person read. If you have time, keep on reading it a second time.”
Activity Book, Lesson 5, Activity A
Document of the Day

Fishing Unlimited

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Lesson 5

Activity Book, Lesson 5, Activity A
Syllabification

1. public   pub / lic
2. compact   com / pact
3. Wisconsin Wis / con / sin
4. Atlantic   At / lan / tic
5. fantastic   fan / tas / tic
6. consensus   con / sen / sus
**Activity Book, Lesson 5, Activity B**  
*Find the Prefixes and Suffixes*

<table>
<thead>
<tr>
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</table>
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 Overview** | This lesson is a review of the content introduced in lessons 2-5. The lesson includes the following parts:  
- CVC syllables and short vowel sounds  
- Spelling  
- Syllabification  
- Progress Check  
Approximate Time: 40 Minutes |
|---------------------|--------------------------------------------------------------------------------------------------|
| **Objective**       | 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 |
| **Materials**        | Two Transparencies/PowerPoints:  
- Activity Book, Lesson 6, Activity A: Spelling  
- Activity Book, Lesson 6, Activity B: Syllabification |
| **Preparation**      |                                                                                                  |
Lesson 6

Introduction

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

CVC Syllables and Short Vowel Sounds

Say, “Does anyone remember what a CVC syllable is?” (A CVC syllable has one vowel and ends in a consonant. It almost always has a short vowel.)

Write lab, met, cry, fame, cup, if, and top in a list on the board.

Point to the first word.

Ask, “Does the word lab follow the rule for a CVC syllable? (Yes) Why? (Because it has one vowel and ends in a consonant.)

Say, “Right! What is the vowel sound in this word? (short a) Who remembers the key word for short a?” (bad)

Write CVC under lab.

Ask, “Does the word met fit the CVC pattern? (Yes, it has one vowel and ends in a consonant.) Who knows the vowel sound for this word? (short e) And the keyword for short e is?” (bed)

Write bet and the letters CVC under it.

Say, “What about the word if? Does if fit the pattern for a CVC syllable? (Yes it does, because it has one vowel and ends in a consonant.) What is the vowel sound in the word if? (short i) Does anyone remember the keyword that we use to remember the short i sound?” (bid)

Ask, “Are there any words on this list which do not follow the rules for a CVC syllable?” (fame and cry)

Ask, “Why isn’t fame a CVC syllable? (Because it doesn’t end with a consonant and because there are two vowels.) What about the word cry? (It doesn’t end with a consonant; y acts as a vowel in this word.)

Say, “Let’s look at the last two examples.”
Point to top.

Ask, “Who can tell me the vowel sound and keyword for the word top?” (The vowel sound is short o and the keyword is bod.)

Say, “The last example is cup. Who wants to try this one?” (The vowel sound is short u, and the keyword for short u is bud.)

Spelling

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

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<td>2. him</td>
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<td>4. clock</td>
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<td>14. blish</td>
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<tr>
<td>5. match</td>
<td>10. wed</td>
<td>15. trum</td>
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</tbody>
</table>

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

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

Syllabification

Say, “Next we will review our Strategy for Reading Multisyllabic Words. Remember, when you can divide words into smaller parts, it will be easier to read them. The strategy helps us find out how to break the words apart.”
Write ‘He found a disconnected wire in the lamp’ on the board.

Say, “Let’s try to apply our strategy to this sentence. First, let’s ‘Check the Context.’ He found a blank wire in the lamp. Well, it must have something to do with a wire; that’s a clue but I still don’t know the word. Next, we’ll ‘Look for Chunks.’ Is this word made up of small words that you know? (no) Are there any prefixes or suffixes?” (dis and -ed)

Say, “OK. I’ll put a box around d-i-s and e-d. Next, I have to ‘Divide the Word and Say the Syllables.’ I’ll underline the vowels; what are they? (o and e) How many consonants are between the vowels? (2) I’ll divide between them.”

▲ Draw a slash between the two n’s (dis con / nect ed).

Say, “So I have 4 syllables. Who can read the syllables and then put them together into a word?” (dis / con / nect / ed, disconnected)

? Ask, “Am I done?” (No, you have to check context to see if it makes sense.)

Say, “He found a disconnected wire in the lamp. Does that make sense? What does disconnected mean?” (It means not connected, the wire was not connected so the lamp didn’t work.)

Say, “Now turn to Activity B. Apply the strategy to each of the boldfaced words. See if the context helps. Look for compound words. Put boxes around any prefixes and suffixes, then underline the vowels and put a slash between syllables in the word. Finally, check to see if the word makes sense in context.”

Activity Book, Lesson 6, Activity B
Syllabification

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

(Display the transparency/PowerPoint and have students check their work. Call on individuals to read the sentences. Discuss any questions and unfamiliar words.)
[NOTE: After the completion of the Activity C: Progress check, and If you have extra time, you can have students practice Smooth Reading in pairs using the passages from Lessons 2-5. This would be excellent practice and review.]

**Progress Check**  
*Estimated Time: 10 Min.*

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

### C. Progress Check

**Activity Book, Lesson 6, Activity C**

#### Spelling Words

1. Cab  
   I am waiting for the cab to arrive.

2. Nest  
   There were three eggs in the hen’s nest.

3. Bond  
   After a while you will bond with your friends at the camp even if you don’t like them now.

4. Pup  
   After the loss of her dog, she was glad to receive a pup at her Birthday.

5. Rib  
   After the fight I ended up with a broken rib and a bloody nose.

6. Press  
   If you press the lid with too much force you will break it.

7. Cuff  
   The seamstress was altering the cuff when the customer arrived.

8. Badge  
   The officer showed her badge and identified herself to the suspect.

9. Chick  
   Within seconds the chick broke the egg and began to chirp.

10. Stitch  
    She had to go to the emergency room and get a stitch on her head.

#### Syllabification

Example: basket  
bas/ket

- 11. skydive  
  sky/dive

- 12. submit  
  sub/mit

- 13. rabbit  
  rab/bit

- 14. contest  
  con/test

- 15. cupful  
  cup/ful

- 16. helpfulness  
  help/ful/ness

- 17. unkindness  
  un/kind/ness

- 18. disconnect  
  dis/con/nect

- 19. disinfected  
  dis/in/fect/ed

- 20. skillfulness  
  skill/ful/ness
Activity Book, Lesson 6, Activity A
Spelling

<table>
<thead>
<tr>
<th>bad</th>
<th>bed</th>
<th>bid</th>
<th>bod</th>
<th>bud</th>
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<tbody>
<tr>
<td>match</td>
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<td>him</td>
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<td>nap</td>
<td>wed</td>
<td>fill</td>
<td>lodge</td>
<td>struck</td>
</tr>
<tr>
<td>ratch</td>
<td>mem</td>
<td>scrib</td>
<td>blish</td>
<td>trum</td>
</tr>
</tbody>
</table>
Activity Book, Lesson 6, Activity B
Syllabification

1. We all thought she was a **tom / boy** back when she was in school.

2. The crane had a strong **mag / net** to pick up the junk cars.

3. The **base / ball** player was fined $20,000 for **mis / con / duct**.

4. Don’t worry, it was just a **mis / un / der / stand / ing**.

5. The driver was **skill / ful** but a bit **reck / less**.

6. Your **help / ful / ness** and **un / self / ish / ness** have earned you my thanks.
# Lesson 7

*Long Vowels in VCe Words*

| **Lesson Overview** | This lesson reviews the CVC syllable and focuses on the VCe syllable pattern. The lesson includes the following parts:  
- Review of CVC  
- Document of the Day  
- New Pattern VCe  
- Parts of Words—Hearing Long and Short Vowel Sounds  
- Reading Words  
- Syllabification  
- Progress Check  
- Smooth Reading  
Approximate Time: 50 Minutes |
| **Objective** | To learn the VCe syllable pattern and long vowel sounds  
To review the CVC syllable pattern and short vowel sounds |
| **Materials** | Six Syllable Patterns Chart  
Three Transparencies/PowerPoints:  
- Document of the Day  
- Activity Book, Lesson 7, Activity B: Syllabification  
- Activity Book, Lesson 7, Activity D: Smooth Reading |
| **Preparation** | Display the Six Syllable Patterns Chart. Put an asterisk next to the VCe syllable pattern. |
**Introduction**  
*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 7. We will learn our second syllable pattern, the VCe syllable. In VCe syllables, the vowel is almost always long.”

- Say, “We will learn to read and spell the long vowel sounds. We will also review the short vowel sounds.”

**Review**  
*Estimated Time: 5 min.*

? Ask, “We have learned one syllable pattern so far. What is it?” *(CVC)*

? Ask, “How is the vowel sound pronounced in CVC syllables?” *(It is short.)*

? Ask, “Can someone name the five key words for the short vowel sounds?” *(bad, bed, bid, bod, bud)*

- Say, “Terrific. Now, can someone segment bad? bod?” *(/b/ /a/ /d/, /b/ /o/ /d/)*

- Say, “Right. Now we are ready to learn our second syllable pattern.”

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

Display the Document of the Day transparency/PowerPoint.

---

**Space Shuttle Explodes in Flames**

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

? Ask, “Can someone please read the Document of the Day aloud?”

- Explain, “In this lesson we are going to learn about the vowel-consonant-e pattern, which means a syllable that ends with a silent e. We write VCe to represent vowel, consonant, and silent e.”

- Say, “Let’s find words in the Document of the Day that have the VCe pattern.”

≈ Write the words on the board as the students supply them. *(space, explodes, flames, race, life)*

≈ Under space, write VCe. It should look like this:

```
  space
  VCe
```
Explain, “Flames follows the VCe pattern because the root word is flame.”

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

Ask, “What the two syllables are in explode?” (ex and plode)

Explain, “It is the second syllable in explodes that follows the VCe pattern.”

Ask, “What do you notice about the first syllable?” (It follows the CVC pattern, and the vowel is short.)

Explain, “Remember. Even though ex does not begin with a consonant, we still consider it a CVC syllable. It is the consonant following a single vowel that determines the pronunciation of the vowel.”

Ask, “What is unique about the letter x?” (It represents two sounds: /k/ and /s/.)

New Pattern

Write mad on the board and ask a student to pronounce it. Add an e to create made.

Say, “What is different about the words mad and made?” (An e has been added to form a new word.)

Ask, “What happens to the vowel sound when you add an e?” (When you add an e, the vowel becomes long.)

Write VCe = long vowel

Point to the VCe pattern on the Six Syllable Patterns Chart

Explain, “A single vowel letter + single consonant unit + final e means the vowel sound is long. We could write the pattern like this: VCe = long vowel. When the vowels are long, they usually say their name. Who can say the long vowel sounds?” (/ā/, /ē/, /ī/, /ō/, /ū/)

Write the following words on the board to illustrate long vowels:
- mad - made
- pet - Pete
- bit - bite
- mop - mope
- cub - cube
Ask, “How do you pronounce each of these words?” [NOTE: Have several different students pronounce the words.]

Write these syllables on the board:
- clude
- fide
- plode
- plete
- date

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

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

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

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

Write include beside clude.

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

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

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

Write fuse on the board.

Ask, “Can someone pronounce this word?”

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

Write rule on the board.

Ask, “Can someone pronounce this word?”

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

Say, “fuse../yū/.”
➢ Say, “rule.../ū/.”

➢ Explain, “The u in uCe words can be pronounced either /yū/ as in fuse or /ū/ as in rule.”

➢ Say, “When you read words with uCe, you can try the /ū/ sound first. If that does not sound correct, try the other pronunciation of long u, /yū/.”

➢ Additional Words for Re-teaching: flute, cube, tube, note, stone, cone, bike, spike, strike, name, grape, frame, Pete, scene, escape, complete, expose, athlete.

**Parts of Words—Hearing Long and Short Vowel Sounds**

*Estimated Time: 5 Min.*

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

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

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

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

**Reading Words**

*Estimated Time: 5 Min.*

➢ Ask, “Can someone please read aloud the words or syllables in column one of Activity A? Which ones have long vowels?” [NOTE: Repeat for columns two and three, verifying that the words are being pronounced according to the patterns. Have several students read each column for practice.]
Activity Book, Lesson 7, Activity A

Reading Words

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>place</td>
<td>chat</td>
<td>include</td>
</tr>
<tr>
<td>pep</td>
<td>brave</td>
<td>step</td>
<td></td>
</tr>
<tr>
<td>brate</td>
<td>hem</td>
<td>slant</td>
<td></td>
</tr>
<tr>
<td>crete</td>
<td>expand</td>
<td>here</td>
<td></td>
</tr>
<tr>
<td>flash</td>
<td>pede</td>
<td>flap</td>
<td></td>
</tr>
</tbody>
</table>

Syllabification

Estimated Time: 10 Min.

- Say, “We have learned a procedure for dividing words into syllables. First, we locate the vowels. If there are two consonants between the vowels, then we divide between the consonants.”

≈ Write expand on the board.

? Ask, “What is the first vowel in this word?” (e)

≈ Underline the e.

- Say, “Good. What is the second vowel?” (a)

≈ Underline the a.

- Say, “Right. Now, tell me how many consonants there are between the e and the a.” (2, x and p)

- Say, “O.K. So we divide between the x and the p. What is the word?” (expand)

- Say, “Sometimes we have more than two consonants between the vowels. Then, we need to decide to keep two of the consonants together.”

≈ Write install on the board.

? Ask, “Where do you think you divide this word?” (Between the n and the s.)

- Say, “Good. There are two clues to help us know where to divide this word. First, the syllable in is a prefix, meaning in, in this word. So, if you recognize a prefix or suffix, you can put a slash before or after it. We will learn more about prefixes and suffixes later. Also, in this word the s-t is called a blend. The two letters represent their own sounds, /s/ and /t/. But they are blended together to produce /st/. The two sounds are kind of stuck together. So, when there are three consonants, we often keep the blend together.”
[NOTE: In the word *stall*, the *l* influences and changes the pronunciation of the vowel *a*. If students have any difficulty with this sound, explain that al(*l*), is pronounced with the sound of *a* in *ball.*]

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

### Activity Book, Lesson 7, Activity B

<table>
<thead>
<tr>
<th>Syllabification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. con / trast</td>
</tr>
<tr>
<td>2. es / tab / lish /ment</td>
</tr>
</tbody>
</table>

- Say, “Once you have finished dividing the words, read them silently to yourself.”
Display the transparency/PowerPoint and have students check their work. Call on students to read the words.

Ask, “Look at number two, establishment. Why do you divide after the h?” (The sh is a digraph with one sound /sh/. The 2 letters represent 1 sound, so you can’t divide between them. Also, -ment is a suffix.)

Say, “Look at number 7, replace. Why do you divide after re?” (Re is a prefix; meaning again. Replace means to place again, or put something back.)

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

Progress Check

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

Activity Book, Lesson 7, Activity C
Dictation of Words

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

Smooth Reading Practice

Teacher Models the Syllable Strategy

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

Display the transparency/PowerPoint of the Smooth Reading passage.
**Activity Book, Lesson 7, Activity D**

**Smooth Reading**

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

- Say, “Steve saw a... Here is a word I don’t know. First, I’ll ‘Check the Context.’ *Steve saw a blank at camp.* That could be a lot of things. Next, I’ll ‘Look for Chunks.’ I don’t see a prefix or a suffix.”

- Say, “So, I’ll try to ‘Divide the Word’ and ‘Read the Syllables.’ I need to underline the vowels, but not the *silent*-e. So, we divide this word between the 2 consonants, *p* and *t*. The first syllable is a CVC pattern, so it has a short vowel—rep. Let me look at the second syllable. It follows a VCe syllable pattern with a long vowel sound, /ī/, tile. So the word is *rep - tile, reptile*.”

- Say, “Let me ‘Check the Context.’ *Steve saw a reptile at camp.* OK. That makes sense.”

**Students Apply the Strategy to the Passage**

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

- Pause while the students read the passage to themselves. Circulate to see if anyone needs help.

**Students Read Words and Discuss**

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

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

**Teacher Models Smooth Reading**

- Read the passage to the class with appropriate expression.

**Students Practice Smooth Reading**

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]
Activity Book, Lesson 7
Document of the Day

Space Shuttle Explodes in Flames

In the race to be first in space traffic, the U.S. risked the life of an astronaut.
Activity Book, Lesson 7, Activity B

Syllabification

1. con/trast
2. es/tab/lish/ment
3. ex/treme
4. up/scale
5. con/tem/plate
6. in/com/plete
7. re/place
8. hope/less
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 Overview
This lesson reviews the VCe pattern and provides instruction on the e-dropping prior to a suffix. The lesson includes the following parts:
- Review of VCe pattern
- Document of the Day
- New Pattern: drop the final -e prior to a suffix
- Syllabification
- Exceptions to the rule
- Progress Check
- Smooth reading practice
Approximate Time: 55 Minutes.

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

### Materials
- Spelling Rules Chart
- Five Transparencies/PowerPoints:
  - Activity Book, Lesson 8, Activity A: Document of the Day
  - Activity Book, Lesson 8, Activity A: Mark the Long Vowels
  - Activity Book, Lesson 8, Activity B: Discover the pattern
  - Activity Book, Lesson 8, Activity C: Add the suffixes
  - Activity Book, Lesson 8, Activity E: Smooth reading

### Preparation
Display the Spelling Rules Chart. Put an asterisk next to the third spelling rule for dropping the silent -e in VC-e syllables
Lesson 8

Introduction

Estimated Time: 1 min.

- Say, “Today we are working on Lesson 8. In the last lesson, we learned about syllables with a silent-e at the end. In this lesson we will learn when to drop the silent e before adding a suffix.”

- Say, “Before we start our new lesson, let’s review what we learned in the previous lesson.”

Review

Estimated Time: 10 min.

- Say, “Remember that in our last lesson we learned about the VCe pattern.”

- Say, “What is different about the words hat and hate?” (An e has been added to hat to form a new word.)

- Ask, “What happens to the vowel sound when you add an e?” (When you add an e, the vowel becomes long.)

≈ Write CVC = short vowel

≈ Write VCe = long vowel

- Say, “Now look at Activity A. Write the CVC words on the line. Make them into VCe words by adding a silent e. Then mark the vowel long in the new word by putting a line over it.” (/ā/, /ē/, /ī/, /ō/, /ū/)

<table>
<thead>
<tr>
<th>Activity Book, Lesson 8, Activity A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark the Long Vowels</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1. cop cōpe</td>
</tr>
<tr>
<td>2. pet Pēte</td>
</tr>
<tr>
<td>3. tap tāpe</td>
</tr>
<tr>
<td>4. sham shāme</td>
</tr>
<tr>
<td>5. cap cāpe</td>
</tr>
<tr>
<td>6. cod cōde</td>
</tr>
<tr>
<td>7. dud düde</td>
</tr>
<tr>
<td>8. spit spīte</td>
</tr>
<tr>
<td>9. hop höpe</td>
</tr>
<tr>
<td>10. mat māte</td>
</tr>
<tr>
<td>11. slid slīde</td>
</tr>
<tr>
<td>12. slop slōpe</td>
</tr>
</tbody>
</table>

Display the transparency/PowerPoint and have students check their work. Call on students to read both the CVC and the VCe word to make sure they understand how the vowel sound changes.
**Document of the Day**

Estimated Time: 1 min.

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

**New Pattern**

Estimated Time: 15 min.

- Explain, “There are a number of spelling rules to use when adding suffixes to words. These are fairly reliable even though a few exceptions occur.”

- Ask, “Can someone read the Document of the Day?”

  ≈ Write amazing on the board.

- Say, “Thank you. Amazing has two parts: a root word and a suffix.”

- Ask, “What is the root word?” (amaze)

  ≈ Write amaze on the board.

  ≈ Ask, “Why did I put an e on the root word? There is no e in the word amazing.” (Because it has a long-a sound.)

  ≈ Ask, “What is the suffix?” (-ing)

  ≈ Write the root and suffix on the board: amaze + ing.

  ≈ Ask, “When you add -ing to amaze, what happens to the final e in amaze?” (You drop it.)

  ≈ Say “Let’s try another word”

  ≈ Write shining on the board.

  ≈ Say, “Shining has two parts: a root word and a suffix. What is the root word? (shine) What is the suffix?” (-ing)

  ≈ Ask, “When you add -ing to shine, what happens to the final e in shine?” (You drop it.)

  ≈ Say “Let’s try another word.”
≈ Write inspired on the board.

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

≈ Write inspire + ed on the board.

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

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

➢ Say, “Good. That is the first part of a useful spelling rule. You drop the e at the end of a word when adding a suffix. Now, let’s figure out the second part of the rule.”

➢ Say, “Now turn your attention to Activity B. In this activity, you will separate a root word from a suffix and then decide if a final e was dropped.”

➢ Say, “Let’s complete the first item together. The word is safest. The root is safe and the suffix is -est. E-s-t is a common suffix that means ‘the most’. You see it in words like biggest, fastest, and shortest. The final e in safe was dropped when we added the -e-s-t suffix, so I write ‘yes’ in the final column. Note that when you spell safe + est, it is the silent e in safe that you are dropping.”

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

➢ Say, “Now complete the rest of the table on your own.”

➢ Say, “At the bottom of the page you will notice a spelling rule. Based on your answers from the table, try to fill in the blanks in the pattern.”
Activity Book, Lesson 8, Activity B
Discover the Pattern

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

Spelling Rule:
The silent e at the end of a word is dropped if we add a suffix starting with a **vowel**.
The silent e is not dropped if the suffix starts with a **consonant**.

- Display the transparency/PowerPoint and have students check their work.
- Say, “Let’s think about why it makes sense to drop the e. Does anybody have any ideas?” (Discuss any ideas they come up with.)
- Say, “Look at the first example in Activity B. If we didn’t drop the e, the word would be spelled like this.”
  - Write safest on the board.
- Ask, “How do you think that would be pronounced?” (*safeste* with a long-e.)
- Repeat with other words from Activity A - striped, baking
  - [NOTE: We want students have some sense that there are reasons why words are spelled like they are. It makes the concepts more memorable. We haven’t taught vowel digraphs yet, but they should understand this example anyway. If not, just explain briefly that the double-e would have a long-e sound. The double-e examples are probably clearest.]
- Say, “Now turn your attention to Activity C.”
- Say, “Using the rule we just discovered, add suffixes to the words in this table.”
Activity Book, Lesson 8, Activity C
Add the Suffixes

<table>
<thead>
<tr>
<th>Word</th>
<th>+ ing</th>
<th>+ ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>include</td>
<td>including</td>
<td>included</td>
</tr>
<tr>
<td>deprive</td>
<td>depriving</td>
<td>deprived</td>
</tr>
<tr>
<td>complete</td>
<td>completing</td>
<td>completed</td>
</tr>
<tr>
<td>exile</td>
<td>exiling</td>
<td>exiled</td>
</tr>
<tr>
<td>recognize</td>
<td>recognizing</td>
<td>recognized</td>
</tr>
</tbody>
</table>

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

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


Syllabification

- Say, “It is important to remember the rule about dropping the final e when you read multisyllabic words. Let’s look at some of the examples in Activity C.”

  = Write including on the board.

- Say, “Let’s apply our syllable strategy to read this word. There is no sentence context, so the first step would be to ‘Look for Chunks.’ I see the suffix -ing; I’ll put a box around that. Then I’ll divide between the consonants to separate the first syllable in.”

- Say, “Then the middle syllable is c-l-u-d. That looks like a CVC syllable, doesn’t it? So I have to remember the rule about dropping the final e. When -ing was added, the final e was dropped. So the syllable is c-l-u-d-e, clude, with a long-u sound. So the word is including. If I didn’t remember the rule, I would mispronounce the word as in-clud-ing.” [Pronounce it with a short-u sound.]

- Additional Words for Re-teaching: confide-confiding, suppose-supposed.
**Exceptions to the Rule**  
*Estimated Time: 5 min.*

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

- Write these words on the board for students to see:
  - truly
  - truth
  - ninth
  - argument
  - judgment

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

**Progress Check**  
*Estimated Time: 5 min.*

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

---

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

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

---

**Smooth Reading Practice**  
*Estimated Time: 15 min.*

**Teacher Models the Syllable Strategy**

- Say, “Next we are going to apply what we just learned to figuring out new words when reading. We will be looking for examples where suffixes were added to VCe words.”
Display the transparency/PowerPoint of the Smooth Reading passage.

**Activity Book, Lesson 8, Activity E**

Smooth Reading

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

- Say, “Martha had the…Here is a word I don’t know. First, I’ll ‘Check the Context.’ Martha had the blank baby. So it must be a word describing a new baby. Now, I’ll ‘Look for Chunks’; I’ll look for prefixes and suffixes. Yes, I see the suffix -est.”

  ▲ Draw a box around -est.

- Say, “The root is c-u-t. But I remember the spelling rule that you drop the silent e at the end of a word when adding a suffix starting with a vowel. If I put an e on c-u-t, I get cute. Cute + est = cutest. OK, that makes sense; Martha had a really cute baby.”

Students Apply the Strategy to the Passage

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

- Pause while the students read the passage to themselves. Circulate to see if anyone needs help.

Students Read Words and Discuss

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

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

Teacher Models Smooth Reading

- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]
Activity Book, Lesson 8, Activity A
Document of the Day

Fresh Baked Pies for Sale—Amazing Tastes

Apple for $8.00
Lemon for $6.00
Activity Book, Lesson 8, Activity A
Mark the Long Vowels

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

**Discover the Pattern**

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

**Spelling Rule:**

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

The silent *e* is not dropped if the suffix starts with a **consonant**.
**Activity Book, Lesson 8, Activity C**  
*Add the Suffixes*

<table>
<thead>
<tr>
<th>Word</th>
<th>+ <em>ing</em></th>
<th>+ <em>ed</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>include</td>
<td>including</td>
<td>included</td>
</tr>
<tr>
<td>deprive</td>
<td>depriving</td>
<td>deprived</td>
</tr>
<tr>
<td>complete</td>
<td>completing</td>
<td>completed</td>
</tr>
<tr>
<td>exile</td>
<td>exiling</td>
<td>exiled</td>
</tr>
<tr>
<td>recognize</td>
<td>recognizing</td>
<td>recognized</td>
</tr>
</tbody>
</table>
Activity Book, Lesson 8, Activity E
Smooth Reading

Martha had the **cutest** baby! He is so **wonderful**, it is **fantastic**. Because Martha had surgery, her **movement** is **confined** to the house for a few weeks. She is thinking of **hiring** some help until she is less **tired**. **Sharing** the work with someone will make her life much easier.
| **Lesson Overview** | This lesson focuses on the spelling rule for doubling consonants in one syllable words with the CVC pattern. The lesson includes the following parts:
- Review of spelling rule 3
- Document of the Day
- New Pattern: Doubling final consonant
- Progress Check
- Smooth Reading
Approximate Time: 45 Minutes. |
| **Objective** | To learn the spelling rule for doubling consonants at the end of one syllable CVC words
To review dropping the silent e spelling rule |
| **Materials** | Spelling Rules Chart
Five Transparencies/PowerPoints:
- Activity Book, Lesson 9, Activity A: Document of the Day
- Activity Book, Lesson 9, Activity A: Write the Root Word
- Activity Book, Lesson 9, Activity B: Follow the Rule
- Activity Book, Lesson 9, Activity C: Find the Pattern
- Activity Book, Lesson 9, Activity E: Smooth Reading |
| **Preparation** | Display the Spelling Rules Chart. Put an asterisk next to the forth spelling rule for doubling the final consonant in CVC syllables |
**Introduction**

*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 9. We will learn when to double a consonant when adding a suffix to a word.”

- Say, “First, let’s review the spelling rule we have learned so far: when to drop a silent e when adding a suffix.”

**Review**

*Estimated Time: 5 min.*

- Say, “Please turn to Activity A. Look at the spelling rule at the top of the activity. Let’s read it together and fill in the blank.”

- Say, “The silent e pattern rule says ‘Drop the silent e if the suffix begins with a what?’” (vowel)

- Say, “Correct. So, write vowel in the blank provided. Can someone think of an example?” (For example, bake + ed = baked.)

- Say, “Now complete Activity A. For each word, write the root word.

<table>
<thead>
<tr>
<th>Activity Book, Lesson 9, Activity A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the Root Word</td>
</tr>
</tbody>
</table>

**Spelling Rule**

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>illustrating</td>
<td>illustrate</td>
</tr>
<tr>
<td>relating</td>
<td>relate</td>
</tr>
<tr>
<td>postponed</td>
<td>postpone</td>
</tr>
<tr>
<td>bravely</td>
<td>brave</td>
</tr>
<tr>
<td>pavement</td>
<td>pave</td>
</tr>
<tr>
<td>tiring</td>
<td>tire</td>
</tr>
<tr>
<td>cutest</td>
<td>cute</td>
</tr>
<tr>
<td>inspired</td>
<td>inspire</td>
</tr>
</tbody>
</table>

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

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

Shipping Details
Choose a shipping speed:
   Standard Shipping (3-7 business days)
   Two-Day Shipping (2 business days)
   One-Day Shipping (1 business day)

Your items will arrive in 1 shipment.

Shipping Address:
Joe Blime
Running Deer Lane
Bucksnort, TN 52763

Estimated ship date: 7/7/07

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

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

New Pattern

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

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

Write shipping on the board.

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

Write ship + ing on the board.
Say, “What changed in this word when we added the suffix -ing to the word?” (The \textit{p} doubled.)

Point to the fourth rule of the Spelling Rules Chart for doubling the final consonant in CVC syllables

Say, “Excellent. You have just given us a clue about a useful spelling rule in English, called the Doubling Rule. This is the rule: When a CVC word has \textit{one} vowel, ends in \textit{one} consonant, and is \textit{one} syllable, double the final consonant when adding a suffix beginning with a vowel. So in \textit{shipping}, we are combining \textit{ship} with -\textit{ing}. \textit{Ship} is one syllable, has one vowel, and ends in one consonant. -\textit{ing} is a suffix beginning with a vowel. So, we double the \textit{p} before we add the -\textit{ing}.”

Ask, “Can anyone find another word that follows this pattern?” (\textit{running})

Say, “Good. The word \textit{run} is one syllable, has one vowel, and ends in one consonant. So, we double the \textit{n} before adding the -\textit{ing}, a suffix beginning with a vowel. By the way, what syllable pattern is \textit{run}?” (CVC)

Write \textit{shipment} on the board.

Ask, “What is the root word in \textit{shipment}?” (\textit{ship})

Say, “Right. So, we have a root word with one syllable, one vowel, and ending in one consonant. So, why don’t we double the \textit{p}?” (The ending -\textit{ment} begins with a consonant.)

Write \textit{fastest} on the board.

Say, “Excellent. Take a look at \textit{fastest}. Why don’t you double the \textit{t} in this CVC word?” (It ends in 2 consonants.)

Ask, “Can anyone find a word that follows the drop the silent \textit{e} rule?” (\textit{estimated})

Say, “Now, circle all of the words that double a final consonant when a vowel suffix is added. In other words, circle the words that follow the double the final consonant rule.”

Read the words that should be circled to the students. (\textit{sagging, flopping, hopping, shipping, running}.)

Lesson Plans
Say, “Turn to Activity B. Use the table provided to decide whether or not to double the final consonant before adding the suffix. If you check all three boxes in the table, you will double the final consonant. Then, add the suffixes to the root words, applying the Double the Final Consonant rule: If a one-syllable root word ends in one consonant with one vowel before it, double the final consonant of the root word if the suffix begins with a vowel.”

Say, “Let’s look at the first one together.”

Say, “The root word is clasp. It has one syllable, so check the first box. It has one vowel, so check the next box. The final box asks if it has one final consonant. Clasp ends in two consonants, so we cannot check this box. Therefore, we do not double the final consonant when adding the -ed to clasp. Write clapsed in the final box.”

Say, “Now complete the rest on your own.”

<table>
<thead>
<tr>
<th>Activity Book, Lesson 9, Activity B</th>
<th>One syllable?</th>
<th>One vowel?</th>
<th>One final consonant?</th>
<th>Write the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>clasp + ed</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>clapsed</td>
</tr>
<tr>
<td>big + er</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>bigger</td>
</tr>
<tr>
<td>get + ing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>getting</td>
</tr>
<tr>
<td>wise + er</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>wiser</td>
</tr>
<tr>
<td>stamp + ing</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>stamping</td>
</tr>
<tr>
<td>blame + ed</td>
<td>✓</td>
<td></td>
<td></td>
<td>blamed</td>
</tr>
<tr>
<td>bit + en</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>bitten</td>
</tr>
<tr>
<td>flat + en</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>flatten</td>
</tr>
<tr>
<td>read + ing</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>reading</td>
</tr>
<tr>
<td>shop + ing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>shopping</td>
</tr>
<tr>
<td>box + ed</td>
<td>✓</td>
<td>✓</td>
<td>1 consonant that makes 2 sounds</td>
<td>boxed</td>
</tr>
</tbody>
</table>

Display the transparency/PowerPoint and have students check their work. Discuss any questions students have. Choose several words to review, reinforcing the rule.

Say, “Let’s look at the last item, box. The x is never doubled. Can anyone figure out why this word (box) still fits the pattern? Listen carefully to the number of sounds in the word box: /b/ /o/ /k/ /s/. (X has 2 sounds, /ks/.)”
Say, “Now look at **Activity C.** Read the phrases to yourselves. Underline words that double the final consonant. Then put a box around any words that drop the silent e”

Say, “Some words will not need to be boxed or underlined, and we will talk about the reasons why.”

**Activity Book, Lesson 9, Activity C**

*Find the Pattern*

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

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

Ask, “Why didn’t we underline **clamped**?” (The final consonant was not doubled. The root word is **clasp**—it does not follow the final consonant doubling rule because it does not end in one consonant.)

Ask, “Why didn’t we underline **fixing**?” (X is never doubled because it represents 2 sounds, /k/ and /s/.)

Ask, “What is the root word for **excellent**?” (**excel**)

Say, “Good. The word **excellent** is actually more common than its root **excel**. But, if you realize the root is **excel**, then you will understand why there are 2 l’s and remember to spell the word with 2 l’s.”

Additional Words for re-teaching: shop, hop, hot-hotter, drag-dragged, fix-fixed, walk-walked-walking, draft-drafted, rubbing, robbing, wagging, begging.
Progress Check  Estimated Time: 5 Min.

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

<table>
<thead>
<tr>
<th>Activity Book, Lesson 9, Activity D:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Check</td>
</tr>
<tr>
<td>1. trimming</td>
</tr>
<tr>
<td>2. tending</td>
</tr>
<tr>
<td>3. thrilling</td>
</tr>
<tr>
<td>4. kidding</td>
</tr>
<tr>
<td>5. gotten</td>
</tr>
<tr>
<td>6. chanted</td>
</tr>
<tr>
<td>7. biker</td>
</tr>
<tr>
<td>8. closely</td>
</tr>
<tr>
<td>9. voting</td>
</tr>
<tr>
<td>10. compensate</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Activity Book, Lesson 9, Activity E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smooth Reading</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

- Say, “Sam keeps... Here is a pretty long word. I’m going to skip Checking the Context this time because right away I see the common suffix, -i-n-g. Right in front of it, I see a double-t, so I bet the t was doubled when the suffix was added. I’ll include 1 t with the suffix. That will let me see the original root word.”

- Draw a box around t-i-n-g.

- Say, “The root word that is left is forget. This is a common word that I know. If I didn’t know it, I could divide between the 2 consonants. That would give me for - get - ting, forgetting.”
Say, “Now let me ‘Check the Context.’ Sam keeps forgetting to buy milk when he goes shopping. There is another word with the common suffix, -ing. Just like in forgetting, I’ll put a box around ping. The root word is shop.”

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

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

Teacher Models Smooth Reading
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading
- [NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]
Activity Book, Lesson 9, Activity A
Write the Root Word

Spelling Rule

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>illustrating</td>
<td>illustrate</td>
</tr>
<tr>
<td>relating</td>
<td>relate</td>
</tr>
<tr>
<td>postponed</td>
<td>postpone</td>
</tr>
<tr>
<td>bravely</td>
<td>brave</td>
</tr>
<tr>
<td>pavement</td>
<td>pave</td>
</tr>
<tr>
<td>tiring</td>
<td>tire</td>
</tr>
<tr>
<td>cutest</td>
<td>cute</td>
</tr>
<tr>
<td>inspired</td>
<td>inspire</td>
</tr>
</tbody>
</table>
Lesson 9

**Activity Book, Lesson 9, Activity A**

*Document of the Day*

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

**Shipping Details**

Choose a shipping speed:
- Standard Shipping (3-7 business days)
- Two-Day Shipping (2 business days)
- One-Day Shipping (1 business day)

Your items will arrive in 1 shipment.

**Shipping Address:**
Joe Blime  
Running Deer Lane  
Bucksnort, TN 52763

Estimated ship date: 7/7/07
### Activity Book, Lesson 9, Activity B
### Follow the Rule

<table>
<thead>
<tr>
<th></th>
<th>One syllable?</th>
<th>One vowel?</th>
<th>One final consonant?</th>
<th>Write the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>clasp + ed</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>clasped</td>
</tr>
<tr>
<td>big + er</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>bigger</td>
</tr>
<tr>
<td>get + ing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>getting</td>
</tr>
<tr>
<td>wise + er</td>
<td>✓</td>
<td></td>
<td></td>
<td>wiser</td>
</tr>
<tr>
<td>stamp + ing</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>stamping</td>
</tr>
<tr>
<td>blame + ed</td>
<td>✓</td>
<td></td>
<td></td>
<td>blamed</td>
</tr>
<tr>
<td>bit + en</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>bitten</td>
</tr>
<tr>
<td>flat + en</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>flatten</td>
</tr>
<tr>
<td>read + ing</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>reading</td>
</tr>
<tr>
<td>shop + ing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>shopping</td>
</tr>
<tr>
<td>box + ed</td>
<td>✓</td>
<td>✓</td>
<td>1 consonant that makes 2 sounds</td>
<td>boxed</td>
</tr>
</tbody>
</table>
Activity Book, Lesson 9, Activity C
Find the Pattern

1. clasped pants
2. **saggy** pants
3. **quitting** the job
4. **humming** the tune
5. fixing the problem
6. **excellent** timing
7. **hopping** rabbit
8. **bravest** soldier
9. **saving** lives
10. **cutting** the grass
Activity Book, Lesson 9, Activity E
Smooth Reading

Sam keeps *forgetting* to buy milk when he goes *shopping*. Now he is upset because he has been *consuming* a lot of chocolate chip cookies, and he has a *craving* for a tall glass of milk. Tomorrow, he is *planning* to go to the store, and he is *writing* himself a note so he won’t forget again.
## Lesson 10

**Variations on the Final-e Pattern**

### Lesson Overview

This lesson reviews the VCe syllable pattern. It explains the use of e in words that end in v and works with the suffix -ive. The lesson includes the following parts:
- Review VCe syllable
- Document of the Day
- New Pattern: English words ending in v
- Parts of Words: -ive
- Progress Check
- Smooth Reading

Approximate Time: 45 Minutes

### Objective

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

### Materials

- Six Syllables Patterns Chart
- Strategy for Reading Multisyllabic Words Chart
- Five Transparencies/PowerPoints:
  - Activity Book, Lesson 10, Activity A: Document of the Day
  - Document of the Day: VCe words boxed
  - Activity Book, Lesson 10, Activity B: Sort the Words
  - Activity Book, Lesson 10, Activity C: Syllabification
  - Activity Book, Lesson 10, Activity E: Smooth Reading

### Preparation
Introduction

Say, “Today we are working on Lesson 10. We are going to continue our work with the VCe pattern.”

Explain, “Remember that the silent e at the end of a syllable usually signals that the preceding vowel will be long. The VCe pattern also has some variations. Sometimes the vowel does not have a long vowel sound. We will study some of those alternate pronunciations. First, let’s review the VCe pattern briefly.”

Review

Say, “Turn to Activity A. Please write the words that I say in the first column.”

[NOTE: Work very quickly through this review.]

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

<table>
<thead>
<tr>
<th>Word</th>
<th>+ final e</th>
</tr>
</thead>
<tbody>
<tr>
<td>nap</td>
<td>nape</td>
</tr>
<tr>
<td>sit</td>
<td>site</td>
</tr>
<tr>
<td>lob</td>
<td>lobe</td>
</tr>
<tr>
<td>dud</td>
<td>dude</td>
</tr>
<tr>
<td>pet</td>
<td>Pete</td>
</tr>
</tbody>
</table>

Dictate these words: nap, sit, lob, dud, pet.

Write the correct words on the board and ask students to read them.

Say, “Now, write the words again in column two, but this time add an e to the end of each word.”

Ask students to read the words.

Ask, “Are all of these words real words?” (Yes.)

Ask, “What happens to the vowel sound when you add an e?” (When you add an e, the vowel becomes long.)

[NOTE: Tell students that they can look up any words they don’t know in their glossary.]
Document of the Day

Web Site
State stamps for sale. Collect all of them. Give them to friends. They will love to have their own set.
www.usastamps.gov

Display the Document of the Day transparency/PowerPoint.

Ask, “Can someone please read the Document of the Day?”

Explain, “We have learned two syllable patterns so far. Can anyone tell me what they are?” (CVC and VCe)

Say, “Right. A vowel is usually short in CVC syllables. The CVC pattern means that a single vowel is followed by a consonant. There can be one, two, or three consonants. Can someone find a CVC syllable in the Document of the Day?” (Accept any correct answer.)

Say, “Excellent. Put a box around any VCe syllables.”

Display the transparency/PowerPoint with the correct answers.

Ask, “Do all of the VCe words have a long vowel sound?” (No. Give, love, and have have short vowel sounds.)

Say, “Great. Let’s learn about these words.”

New Pattern

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

Say, “So write slave under the ‘long vowel’ column.”
Activity Book, Lesson 10,
Activity B
Sort the Words

<table>
<thead>
<tr>
<th>short vowel</th>
<th>long vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>live</td>
<td>slave</td>
</tr>
<tr>
<td>have</td>
<td>live</td>
</tr>
<tr>
<td>glove</td>
<td>grave</td>
</tr>
<tr>
<td>give</td>
<td>rove</td>
</tr>
<tr>
<td>slave</td>
<td>glove</td>
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<tr>
<td>have</td>
<td>give</td>
</tr>
<tr>
<td>live</td>
<td>drove</td>
</tr>
<tr>
<td>grave</td>
<td>rove</td>
</tr>
</tbody>
</table>

Display the transparency/PowerPoint with the correct answers.

? Ask, “What is this pattern?” (VCe)

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

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

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

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

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

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

Parts of Words

≈ Write the suffix -ive on the board.

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

➢ Say, “Right. It is an ending on a word that has meaning. So, -s in the word dogs is a suffix. What is the meaning of -s in dogs?” (It means more than one dog. It indicates the word is plural.)
Say, “So, i-v-e is a suffix that follows the VCe pattern but that has a short vowel sound. Why is the e there at all?” (No English word ends in v.)

Say, “Good. The suffix i-v-e means having a tendency for something.”

Write act + ive on the board.

Say, “So, a person who is active has a tendency to act. A number of longer words with the suffix i-v-e are found in Activity C.

Say, “To help read these words, we need to divide them into syllables and then read each syllable. First, underline the vowels. Remember not to underline silent-e. Then put a slash between the consonants. Then read each syllable and put them together to read the word.”

Say, “Let’s do the first one together. I’ll underline the vowels, e, e, and i, but not the final silent-e. There are 2 consonants between each 2 vowels so I’ll divide between the consonants. That gives me ex-pres-sive, expressive. Expressive people like to express themselves.”

Write ex / pres / sive on the board as you do this.

Say, “I could divide it another way. I could start by taking off the suffix—ive. Then the slashes would be a little different. But it doesn’t matter because I would say it the same way. We can be flexible as long as we figure out the word.”

Display the transparency/PowerPoint with correct answers.

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

[NOTE: Students can divide between the consonants or right before the suffix—ive. Tell them that either way is OK. The important thing is to help students be flexible. Explain that they need to get close enough to be able to pronounce the word. In the case of inexpensive, students will only have one consonant between the i and e. Remind them that in is a prefix that they already know how to pronounce.]
Additional Words for Re-teaching: subjective, attractive, defensive, motive, repulsive, constrictive, expulsive, impressive, possessive, unexpressive.

Progress Check  
Estimated Time: 5 Min.

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

Activity Book, Lesson 10, Activity D
Progress Check

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

Smooth Reading Practice  
Estimated Time: 15 Min.

Teacher Models the Syllable Strategy

Say, “Please look at Activity E. We are going to apply what we have learned to figuring out words when we read. We learned about an important exception to the VCe pattern in words that have the letter v. I’ll model how to use that in reading.

Display the transparency/Powepoint with the passage.

Activity Book, Lesson 10, Activity E
Smooth Reading

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

Say, “My boss took me to an...Here is a word I don’t know. First, I’ll ‘Check the Context.’ My boss took me to an blank restaurant. OK. So it’s some kind of restaurant.”
Say, “Next, I’ll ‘Look for Chunks.’ I’ll look for prefixes and suffixes. I see the suffix \(-i-v-e\) that we just learned about.”

▲ Put a box around the suffix \(-ive\ or \(-sive\).

Say, “Let’s divide the rest of the word. I’ll underline the vowels. There are 2 consonants so I’ll divide between them. That gives me \(ex-pen-sive\), \(expensive\).”

Say, “Let’s check the context to see if that makes sense. My boss took me to an \(expensive\) restaurant. OK. That makes sense. I wish my boss would do that.”

Students Apply the Strategy to the Passage

Say, “Now read the passage silently to yourself. Use the strategy to figure out the multisyllabic words in bold italics. Be sure the sentences make sense. Raise your hand if you need help.”

Pause while the students read the passage to themselves. Circulate to see if anyone needs help.

Students Read Words and Discuss

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

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

Teacher Models Smooth Reading

Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]
Activity Book, Lesson 10, Activity A
Document of the Day

Web Site

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

www.usastamps.gov
Activity Book, Lesson 10
Document of the Day
VCe words boxed

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

www.usastamps.gov
**Activity Book, Lesson 10, Activity B**

*Sort the Words*

<table>
<thead>
<tr>
<th>short vowel</th>
<th>long vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>live</td>
<td>slave</td>
</tr>
<tr>
<td>have</td>
<td>live</td>
</tr>
<tr>
<td>glove</td>
<td>grave</td>
</tr>
<tr>
<td>give</td>
<td>rove</td>
</tr>
<tr>
<td></td>
<td>drove</td>
</tr>
</tbody>
</table>
**Activity Book, Lesson 10, Activity C**

**Syllabification**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ex/pres/sive</td>
<td>im/pul/sive</td>
<td>in/ex/pen/sive</td>
</tr>
<tr>
<td></td>
<td>pas/sive</td>
<td>dis/rup/tive</td>
<td>in/ten/sive</td>
</tr>
<tr>
<td></td>
<td>active</td>
<td>con/struc/tive</td>
<td>com/pul/sive</td>
</tr>
</tbody>
</table>
Activity Book, Lesson 10, Activity E
Smooth Reading

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

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

After dinner, I felt really sick.
# Lesson 11

## Review

### Lesson Overview

This lesson is a review of the lessons 7-10. It reviews the VCe syllable pattern and its variations. In addition, it reviews the rule for e-drop and doubling. The lesson includes the following parts:

- Syllable Patterns
- Dropping the Silent e
- Doubling the Final Consonant
- Syllabification

**Approximate Time:** 55 Minutes.

### Objective

- 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

### Materials

- Three Transparencies/PowerPoints:
  - Activity Book, Lesson 11, Activity A: Dropping the e
  - Activity Book, Lesson 11, Activity B: Add the suffixes
  - Activity Book, Lesson 11, Activity C: Syllabification

### Preparation
Introduction

Estimated Time: 1 min.

- Say, “Today we are working on Lesson 11. In this lesson we will review the VCe syllable pattern. We will also review the variations on that pattern like the word give.”

- Say, “We will then look at our two spelling rules and apply them to our work in dividing syllables.”

Syllable Patterns

Estimated Time: 10 min.

- Say, “What two syllable patterns have we learned about so far?” (CVC, VCe)

≈ Write man, cap, plod, and trem in a list on the board.

♀ Ask, “What syllable pattern do these words and syllables have?” (CVC)

♀ Ask, “What makes these CVC syllables?” (They have one vowel and end in a consonant.)

♀ Ask, “What kind of vowel sound do they have?” (short)

♀ Ask, “Can someone read these words and syllables?”

≈ Write mane, cape, plode, and treme next to the other words.

♀ Ask, “What syllable pattern do these syllables have?” (VCe)

♀ Ask, “What happens to the vowel sound when you add an e?” (long vowel)

♀ Ask, “Can someone read these words and syllables?”

- Say, “We learned about one exception to the VCe pattern. Does anyone remember the exception?” (Accept any answer about words with a v.)

≈ Write give, love, and have on the board.

- Say, “A few very common words with the letter v have a vowel-v-e but still have a short vowel sound. This is because no English words end with the letter v.” [NOTE: Some students may mention slang or new technical words like gov or shiv. But no standard words end with v.]

≈ Write active and supportive on the board and put a box around the -ive in both words.
Say, “One fairly common suffix with a v in it, -i-v e, also has a short vowel sound. Can someone read these words?”

**Dropping the Silent e**

Estimate Time: 10 min.

Say, “We have learned two spelling rules about adding suffixes to words. One rule applies to CVC words and the other applies to VCe words.”

Ask, “Can someone tell me what the rule is that applies to VCe words?” (The silent e at the end of a word is dropped if we add an ending starting with a vowel. The silent e is not dropped if the ending starts with a consonant.)

Say, “Now turn your attention to Activity A.”

Say, “Using the spelling rule, add suffixes to the words in this table. Do not add a suffix if there is an X in the box since the word will not be real.”

<table>
<thead>
<tr>
<th>Activity Book, Lesson 11, Activity A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropping the e</td>
</tr>
</tbody>
</table>

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

Display the transparency/PowderPoint and have the students check their work. Call on students to read some of the words.


Say, “Good. The -e-d suffix always has the same meaning. It makes a verb past tense. But it can be pronounced 3 different ways. Sometimes it is a separate syllable, like in completed, and sometimes it is just a /d/ or /t/ sound at the end of the word.”

**Doubling the Final Consonant**

Estimate Time: 10 min.

Say, “The other spelling rule we learned applies to CVC words. Can someone tell me the rule?” (If a one syllable root word ends in one consonant with one vowel before it, double the final consonant of the root word if the suffix begins with a vowel.)
[NOTE: Students might also say that if a CVC word ends with a single vowel, you double the consonant if the suffix starts with a vowel. Accept this answer but stress the 1-1-1 part of the rule to help them remember the rule.]

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

<table>
<thead>
<tr>
<th>Activity Book, Lesson 11, Activity B Add the Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>-s</strong></td>
</tr>
<tr>
<td>slam</td>
</tr>
<tr>
<td>print</td>
</tr>
<tr>
<td>step</td>
</tr>
<tr>
<td>place</td>
</tr>
<tr>
<td>button</td>
</tr>
<tr>
<td>flap</td>
</tr>
<tr>
<td>rock</td>
</tr>
</tbody>
</table>

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

**Syllabification**

- Say, “So far we have reviewed spelling rules for adding suffixes. We also need to remember these rules when we read multisyllabic words. When we divide words, we need to think about whether the final consonant was doubled or a final silent e was dropped.”

  ≈ Write bravest on the board.

  ? Ask, “What is the suffix in this word?” (-est)

  ≈ Write brav / est on the board.

  ? Ask, “Is that right?” (No, you have to add an e to make the vowel long.)

  ≈ Add the e to make brave / est.

  ? Ask, “When you add the suffix -est to brave, what happens to the root word?” (You drop the final e.)
Say, “That’s right. If we didn’t remember about the dropped e, we might not decode the word correctly.”

Say, “Let’s think about why it makes sense to drop the e. Does anybody have any ideas?” (Otherwise, the word would be spelled braveest, which you would pronounce brave - eest.)

Say, “Now turn your attention to Activity C. Each of these sentences has a multisyllabic word in bold italics. We will use our syllable strategy and the spelling rules about adding suffixes to figure out these words.”

≈ Write contemplating on the board. Mark and divide the word as you talk about it. It will end up as con / tem / plat(e) / ing. You can insert the e with a caret.

Say, “Let’s do the first one together. First, I’ll ‘Check the Context.’ Joe sat blank the problem for a long time. OK. Well, it’s something he is doing about a problem.”

Say, “Next, I’ll ‘Look for Chunks.’ I see the common suffix, -i-n-g. I’ll put a box around it.”

Say, “Next, I’ll divide the word into syllables and then read each syllable. I’ll underline the vowels. There are two consonants between the first two, so I’ll divide between the n and t. There are three consonants between the next vowels; I’ll divide after the m to keep the blend p-l together. That gives me con - tem - plat - ing. I can see that there must have been a silent e on p-l-a-t, which would make it plate. So the word is con - tem - plate - ing, contemplating.”

Say, “That means thinking hard about something. So the sentence makes sense. Joe sat contemplating the problem for a long time.”

Say, “Let’s look at number two also. The word has the common -e-d suffix. What is the root word? (slip) What is the whole word? (slipped) Did the -ed suffix make a separate syllable? (no). What sound does it make? (/t/) Good. Remember that the -ed suffix sometimes is a separate syllable and sometimes is just the sound /t/ or /d/.”
Lesson Plans 11-6

Activity Book, Lesson 11, Activity C

Syllabification

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

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

Progress Check Estimated Time: 10 min.

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

Activity Book, Lesson 11, Activity D:

Spelling Words

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

Syllable Division

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

[NOTE: After the completion of Activity D: Progress check and if you have extra time, you can have students practice Smooth Reading in pairs using the passages from Lessons 7-10. This would be excellent practice and review.]
**Activity Book, Lesson 11, Activity A**

*Dropping the e*

<table>
<thead>
<tr>
<th></th>
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<tbody>
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<tr>
<td>state</td>
<td>stating</td>
<td>stately</td>
<td>stated</td>
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</tbody>
</table>
**Activity Book, Lesson 11, Activity B**
*Add the Suffixes*

<table>
<thead>
<tr>
<th></th>
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<th>-ed</th>
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</tr>
</thead>
<tbody>
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<td>rocks</td>
<td>rocked</td>
<td>rocking</td>
</tr>
</tbody>
</table>
Activity Book, Lesson 11, Activity C
Syllabification

1. Joe sat *con / tem / plat / ing* the problem for a long time.

2. I *slip/ped* on the icy stairs.

3. Paula was *in / quir / ing* about her paycheck when I walked in.

4. I *hap / pened* to be in the room when the fight began.

5. I was *mis / tak / en*, your shoes are red, not pink.

6. She made a *state / ment* by coloring her hair purple.

7. Claudia likes to buy *ex / pen / sive* shoes.

8. The troops are *in / fil / trat / ing* enemy lines.

9. The *ac / cus / er* was scared of a trial.

10. The man on the corner is babbling *in / sane / ly* to himself.
### Lesson 12
**The Cle pattern**

| Lesson Overview | This lesson introduces the Cle syllable type. In addition it provides opportunities to read and spell words with closed and Cle syllables. The lesson includes the following parts:  
- Document of the Day  
- New Pattern Cle  
- Spelling tip: Words with CVC and Cle  
- Progress Check  
- Smooth Reading  
Approximate Time: 45 minutes. |
| Objective | To learn the -Cle pattern  
To learn how to divide syllables in words ending with -Cle  
To review final e patterns |
| Materials | Six Syllable Patterns Chart  
Five Transparencies/PowerPoints:  
- Activity Book, Lesson 12, Document of the Day  
- Document of the Day (with underlined the -Cle words)  
- Activity Book, Lesson 12, Activity A: Syllabification  
- Activity Book, Lesson 12, Activity B: Spell the words  
- Activity Book, Lesson 12, Activity D: Smooth Reading |
| Preparation | Display the Six Syllable Patterns Chart. Highlight the -Cle syllable pattern. |
## Introduction

<table>
<thead>
<tr>
<th>Estimated Time: 1 Min.</th>
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</thead>
</table>

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

## Document of the Day

<table>
<thead>
<tr>
<th>Estimated Time: 5 min.</th>
</tr>
</thead>
</table>

### Sporting News

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

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

## New Pattern

<table>
<thead>
<tr>
<th>Estimated Time: 10 min.</th>
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</thead>
</table>

- Explain, “Take a look at the words that you’ve underlined.”
- Ask, “What do you notice about where the -Cle appears in each of these words?” *(It appears at the end.)*
- Say, “That’s right, the -Cle is always at the end of the word.”
- Ask, “What do you notice about the final letter \(e\)?” *(It’s silent.)*
- Say, “That’s correct; the final letter is the silent \(e\). When you hear the -Cle spoken, all you hear is the consonant and the \(l\).”
Say, “Look at the Six Syllable Patterns Chart (on the wall). It lists the syllable types we have learned so far—CVC, VCe, open syllable, and now -Cle.”

Say, “In earlier lessons we discussed how to divide words into syllables to help read long multisyllabic words.”

? Ask, “Can someone tell me the most common place to make the split?” (Between two consonants.)

Say, “That is correct, it usually occurs between two consonants.”

Say, “When there is a -Cle syllable, we keep the consonant and the l-e together in the same syllable. It is very easy to divide the -Cle syllable.”

Say, “Now take a look at Activity A in your Activity Book.”

Explain, “I want you to divide the words into syllables by placing a slash where the division occurs.”

Say, “Let’s do the first one together. The word is crumble and the slash would go between the m and the b. That keeps the b and the l-e together.”

Say, “Go through and put a slash between the syllables in each of the words. Then read the word to yourself.”

<table>
<thead>
<tr>
<th>Activity Book, Lesson 12, Activity A</th>
<th>Syllabification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. crum/ble</td>
<td>4. sprin/kle</td>
</tr>
<tr>
<td>2. siz/zle</td>
<td>5. trem/ble</td>
</tr>
</tbody>
</table>

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

Say, “Look at the first syllable in each of these words. What kind of syllables are these?” (CVC syllables)

? Ask, “How do you know that they are CVC?” (They have a single vowel and end with a consonant.)

Ask, “What kind of vowel sound do they have?” (Short vowel)

Call on students to read the words.
- Say, “Please read the syllables separately and then put them together to form the word. For example: crum ble, crumble.”

- Say, “Look at the last word, whistle. This word shows one exception with -Cle words. When a word ends with -s-tl-e, the t is silent. Other words like this are hustle and bustle.”

- Additional Words for Re-teaching: castle, battle, candle, wrestle.

**Spelling Tip**

- Say, “Now we’re going to talk about how to spell these words. It’s a good idea to spell the words one syllable at a time.”

- Say, “We’ll look at the words in Activity A. The first word is crumble. You told me that the first syllable was a CVC syllable with a short vowel—crum. The second syllable was a -Cle syllable beginning with b—ble. If we spell each syllable separately, we get crumble.”

≈ Write crumble, and then say it, pausing after the first syllable.

- Say, “Now look at the second word—sizzle. The first syllable is siz. It ends with a z. The -Cle syllable begins with a z–zle. If we spell each syllable separately, we get sizzle. Notice that we have a double-z.”

- Say, “Turn to Activity B in your books.”

- Say, “I’m going to read some -Cle words for you to spell. Say the word in separate syllables, and then spell the word each syllable separately.”

### Activity Book, Lesson 12, Activity B

**Spell the Words**

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

Display the transparency/PowerPoint and have the students check their work.
Additional Words for Re-teaching: bundle, saddle, paddle, kindle, fuddle, castle.

Progress Check

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

Activity Book, Lesson 12, Activity C
Progress Check

Example: twinkle twin / kle

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

Smooth Reading

Teacher Models the Syllable Strategy

Say, “Next we are going to practice reading. If you come across a long word that you don’t know, a good strategy is to divide it into syllables. Today we added a new syllable type to use with our strategy.

Point to the Six Syllable Patterns Chart as you read and explain the strategy.

Say, “Let’s go through the strategy. What is the first step in the strategy? (Check the context.) What does that mean? (Read the rest of the sentence and see if you can figure out what word would make sense from the context.) What is the next step?” (Look for Chunks. Is there a prefix or a suffix?)
Ask, “What is the next step? (Divide the word and say the syllables.) How do we do that? (Underline each vowel; if there are 2 consonants between the vowels, divide between them unless they are a blend or a digraph.) For -Cle syllables, we never divide the -Cle. The consonant - l is like a blend.”

Say, “Finally, after you figure out the word, you always read the sentence again to check if it makes sense in context. I’ll show you how I would do this.”

Display the transparency/PowerPoint for this reading passage.

**Activity Book, Lesson 12, Activity D**

**Smooth Reading**

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

Say, “It was a very hot day in the...If I didn’t know that word, I would first check the context. *It was a very hot day in the blank.* It must be someplace hot. Next, I ‘Look for Chunks.’ I don’t see any small words or any prefixes or suffixes.”

Say, “Next, I ‘Divide the Word’ and Say the Syllables. I see a consonant-*l-e* syllable at the end of the word. With the consonant-*l-e* syllable, it’s pretty easy once you learn to recognize them. I see the *g-l-e*, so I know to divide that syllable off.”

▲ Draw a slash between the syllables in **jungle** (*jun / gle*).

Say, “The first syllable is a CVC syllable. So the word is *jun - gle, jungle.*”

**Students Apply the Strategy to the Passage**

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

**Students Read Words and Discuss**

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

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

**Teacher Models Smooth Reading**

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

**Students Practice Smooth Reading**

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

Sporting News

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

Sporting News

Racing great Lance Armstrong took a tumble during the second leg of the Boston Bicycle Classic. The fall happened when he hit a puddle that was the result of the daylong drizzle. With his ankle taped, Armstrong continued to struggle. He went on to win the battle and at the final whistle, he was in first place.
Activity Book, Lesson 12, Activity A  
Syllabification

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

1. Giggle
2. Pimple
3. Gentle
4. Sniffle
5. Puzzle
6. Handle
Activity Book, Lesson 12, Activity D
Smooth Reading

It was a very hot day in the **jungle**. A light **drizzle** fell as James drank from his **bottle** of **apple** juice. The rain water **tickled** his neck and he **struggled** to stay dry. Finally he found a shed next to a **cattle** field and rested there until the rain stopped.
## Lesson 13
*Open Syllables*

### Lesson Overview
The lesson reviews the previously taught patterns and introduces the open syllable. The lesson includes the following parts:
- Review of syllable types: CVC, VCe and Cle
- Document of the Day
- New Pattern: Open Syllable
- Extending the Pattern
- Progress Check
- Smooth Reading

Approximate Time: 45 min.

### Objective
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

### Materials
- Strategy for Reading Multisyllabic Words Chart
- Six Syllable Patterns Chart
- Six Transparencies/PowerPoints:
  - Activity Book, Lesson 13, Document of the Day
  - Document of the Day (underlined)
  - Activity Book, Lesson 13, Activity A: Syllabification
  - New Pattern: Open Syllable
  - Activity Book, Lesson 13, Activity B: Syllabification
  - Activity Book, Lesson 13, Activity D: Smooth Reading

### Preparation
Display the Strategy for Reading Multisyllabic Words Chart. Highlight the following:
If a vowel is followed by 1 consonant, try dividing before the consonant. If that doesn’t work, try after the consonant.

\[ r a / d a r \quad l i m / i t \]

Display the Six Syllable Patterns Chart. Highlight the open syllable.
Introduction

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

Review

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

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

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

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

Display the transparency/PowerPoint of the Document of the Day with the correct words underlined. Have the students check their work. *(Travel, visit, local, discover, behind, tulips, tomato, cozy, cabin, limited, Idaho)*
Ask, “Did anyone have any other words circled that are not on the list?” (If they have circled life, ripe, and/or prize remind them these words follow the VCe syllable pattern.)

≈ Write visit on the board.

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

≈ Write local on the board.

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

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

<table>
<thead>
<tr>
<th>New Pattern</th>
<th>Estimated Time: 10 min</th>
</tr>
</thead>
</table>

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

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

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

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

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

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

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

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

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

▲ Draw a slash between the syllables in local (lo / cal).
 Say, “Now, the first syllable is an open syllable. It has one vowel at the end of the syllable, and it is a long vowel. How would you pronounce the first syllable?” (Lo, with a long o).

 Say, “So, the word is local.”

≈ Write tulip on the board and underline the vowels.

? Ask, “Where should I divide this word into syllables?” (Before the consonant.) [NOTE: If they cannot answer, direct them to look at the strategy.)

▲ Draw a slash between the syllables in tulip (tu / lip).

? Ask, “What kind of syllable is the first syllable? (Open) What kind of vowel does it have?” (Long)

 Say, “So the word is tulip.”

≈ Write tomato on the board and underline the vowels.

? Ask, “Where should I divide this word?” (to / ma / to)

▲ Draw slashes between the syllables in tomato.

? Ask, “What kind of syllables are these? (Open) What kind of vowels are they?” (Long)

 Say, “So the word is to ma to, tomato.” [NOTE: If your students pronounce this word to-mah-to, you will have to adjust the discussion of the middle syllable.]

 Say, “Now I want to connect this new pattern to something we learned before.”

≈ Write hoping on the board.

? Ask, “What is this word? (Hoping) What is the root word? (Hope) How did we get from hope to hoping?” (We dropped the e before adding -ing.)

 Say, “If we divide this word before the consonant, we get an open syllable—ho with a long o. Ho ping.”

▲ Draw a slash between the syllables in hoping.

≈ Write hopping on the board and put a slash between the syllables (hop / ping).
Say, “This word follows our strategy about dividing words between the consonants. The first syllable is a CVC syllable—*hop*, so we have *hopping*.”

Say, “So you see that our new pattern about dividing before the consonant to get an open syllable works with our earlier pattern of dropping the *e* in VCe words.”

Say, “Now turn your attention to **Activity A.**”

Say, “Read the words to yourself. Underline the vowels, and then place a slash before the consonant. Last, put a line over any vowels that have a long vowel sound.”

≈ Write *locate* on the board.

Say, “Let’s do the first one together. The word is *locate*. Underline the vowels *o* and *e*. Place the slash before the consonant *c*. The first syllable is *l-o*, *lo*. It is an open syllable with a long vowel sound. So mark it with a line over the vowel. The second syllable is *c-a-t-e*, *cate*. It is a VCe syllable with a long vowel sound. Mark that vowel, too. So the word is *lo-cate, locate.*”

Say, “Now complete the exercise on your own.”

<table>
<thead>
<tr>
<th>Activity Book, Lesson 13, Activity A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Syllabification</strong></td>
</tr>
<tr>
<td>1. lō / câte</td>
</tr>
<tr>
<td>2. vā / câte</td>
</tr>
<tr>
<td>3. hū / man</td>
</tr>
<tr>
<td>4. rī / ding</td>
</tr>
<tr>
<td>5. trī / pod</td>
</tr>
<tr>
<td>6. ŭ / nįt</td>
</tr>
<tr>
<td>7. hō / bō</td>
</tr>
<tr>
<td>8. rō / dent</td>
</tr>
<tr>
<td>9. ťį / nl</td>
</tr>
<tr>
<td>10. pō / tǎ / tō</td>
</tr>
</tbody>
</table>

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

Say, “Let’s take a look at these words. Notice that in number 6, the open syllable is just a single letter. In number 10, there are 3 open syllables.”

Additional Words for Re-Teaching: silent, vacant, brutal, focus, digraph, total, apron, April, vocalize, naval.
Extending the Pattern

- Explain, “Often, when there is only 1 consonant between the vowels, we divide before the consonant to make an open syllable with a long vowel. But sometimes, we have to divide after the consonant.”

≈ Write cabin on the board and underline the vowels.

- Say, “Let’s try our strategy with this word. First, I try to divide the word before the consonant.”

▲ Draw a slash before the b in cabin (ca / bin).

? Ask, “What kind of syllable is the first syllable? (Open) How would you pronounce it?” (/cā/)

- Say, “Then the word would be cā-bin, but that’s not a word. So I’ll try dividing it after the consonant.”

≈ Erase ca / bin and write cab / in.

- Say, “Now what type of syllable is the first syllable? (CVC) And how would you pronounce it?” (cab)

- Say, “So the word is cabin.”

- Say, “Now turn your attention to Activity B.”

- Say, “Apply the syllable strategy to these words. First, try dividing before the consonant and pronouncing the word with a long vowel. If that doesn’t work, then try dividing after the consonant which will give you a short vowel.”

- Say, “Let’s do the first one together. The word is solid. First, I underline the vowels. If I divide before the consonant, the first syllable would be so which is an open syllable with a long vowel. Then the word would be so-lid. But that isn’t a word. If I divide after the consonant, the first syllable would be sol, a CVC syllable, and the word would be sol-id. That must be right because solid is a word.”

- Say, “Now complete the exercise on your own by dividing the words into syllables. Follow the strategy. First, try dividing before the consonant and pronouncing the word with a long vowel. If that doesn’t work, try dividing after the consonant.”
Display the transparency/PowerPoint and have students check their work. Note the last 2 words are more difficult and have 3 syllables. Give corrective feedback by taking students through the strategy just as you did earlier in the lesson.

Explain, “So, if there is one consonant between two vowels, it is possible to divide before or after the consonant. First, try dividing before the consonant. If that does not work, try dividing after the consonant. There is no sure way to know except to say the word to see which way works. This is another case where it is important to be flexible.”

**Progress Check**

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

**Activity Book, Lesson 13, Activity C**

<table>
<thead>
<tr>
<th>Example: crazy</th>
<th>cра / zу</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. spoken</td>
<td>spo / ken</td>
</tr>
<tr>
<td>2. wagon</td>
<td>wag / on</td>
</tr>
<tr>
<td>3. minus</td>
<td>mi / nus</td>
</tr>
<tr>
<td>4. vacant</td>
<td>va / cant</td>
</tr>
<tr>
<td>5. denim</td>
<td>den / im</td>
</tr>
<tr>
<td>6. product</td>
<td>prod / uct</td>
</tr>
<tr>
<td>7. unite</td>
<td>u / nite</td>
</tr>
<tr>
<td>8. unwise</td>
<td>un / wise</td>
</tr>
<tr>
<td>9. cactus</td>
<td>cac / tus</td>
</tr>
<tr>
<td>10. disconnected</td>
<td>dis / con / nect / ed OR dis / con / nec / ted</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Syllabification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sol/id</td>
</tr>
<tr>
<td>2. lim/it</td>
</tr>
<tr>
<td>3. pro/tect</td>
</tr>
<tr>
<td>4. co/zy</td>
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<tr>
<td>5. sev/en</td>
</tr>
<tr>
<td>6. le/gal</td>
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<tr>
<td>7. grav/el</td>
</tr>
<tr>
<td>8. na/vy</td>
</tr>
<tr>
<td>9. pan/el</td>
</tr>
<tr>
<td>10. com/et</td>
</tr>
<tr>
<td>11. kil/o/gram</td>
</tr>
<tr>
<td>12. pan/to/mine</td>
</tr>
</tbody>
</table>
Lesson 13

Smooth Reading

Estimated Time: 15 min.

Teacher Models the Syllable Strategy

☑ Say, “Next we are going to practice reading. If you come across a long word that you don’t know, a good strategy is to divide it into syllables. Today we learned about a new syllable type, the open syllable, to use with our strategy.

▲ Point to the Strategy for Reading Multisyllabic Words Chart as you read and explain the strategy.

☑ Say, “The rules we have learned so far are highlighted. The first step is to ‘Check the Context’. Then, you ‘Look for Chunks you Know’—small words in the word and prefixes and suffixes. Then you ‘Divide the Root or Word’. You underline the vowels and see how many consonants are between the vowels. The new rule we learned today is about what to do if there is only one consonant between the vowels. The strategy says to try dividing before the consonant. That gives you an open syllable with a long vowel. If you try that and it doesn’t sound like a word, then you try dividing after the consonant. I’ll model it for you.”

☑ Say, “Please look at Activity D in your books.”

Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 13, Activity D

Smooth Reading

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

Teacher’s reference for the target words:

First syllable is:

- open
  - si/ren
  - fe/ver
  - vi/rus
  - dri/ver

- CVC
  - vol/ume
  - pan/ic

- both
  - am/bu/lance

☑ Say, “Yesterday I rode in an…Well, I don’t know that word. First, I’ll ‘Check the Context.’ Yesterday I rode in a blank with my father. It must be
something I could ride in like a car. Next, I’ll ‘Look for Chunks.’ I don’t see any compound words or any prefixes or suffixes.”

➢ Say, “So, I’ll divide the word into syllables and say the syllables. I’ll underline the vowels but I won’t mark the e because it is a final e.”

≈ Underline the vowels in ambulance (except for the final e). Then point to the beginning of the word.

➢ Say, “There are 2 consonants here so I’ll divide between the m and b.

▲ Draw a slash between the m and the b (am / bulance). Then point to the middle of the word.

➢ Say, “There is just 1 consonant here, so I’ll try to divide before the consonant first...am / bu / lance. I’ll try saying the syllables this way to see if it sounds like a word. The first syllable is a CVC syllable—am. The second syllable is an open syllable, which would have a long vowel—bu. Am - bu - lance. Ambulance. [NOTE: Add the correct stress when you put the word together.]

➢ Say, “That’s a word. And it makes sense when I ‘Check the Context.’
‘Yesterday I rode in an ambulance with my father.’”

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

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

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

Teacher Models Smooth Reading
➢ Say, “Now I will read the passage to model smooth reading.”

➢ Read the passage to the class with appropriate expression.

Students Practice Smooth Reading
[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]
Travel and Enjoy the Life on the Farm!

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

Spend the night in a cozy cabin. Space is limited so sign up now. Contact the Idaho Farm Program in Sun Valley.
**Document of the Day (underlined)**

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

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

no, go, me, try, fly
Activity Book, Lesson 13, Activity A
Syllabification

<table>
<thead>
<tr>
<th></th>
<th>Syllabification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>lō / cāte</td>
</tr>
<tr>
<td>2</td>
<td>vā / cāte</td>
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<tr>
<td>3</td>
<td>hū / man</td>
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<td>rī / ding</td>
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<td>5</td>
<td>trī / pod</td>
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<td>6</td>
<td>ū / nīt</td>
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<td>7</td>
<td>hō / bō</td>
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<td>8</td>
<td>rō / dent</td>
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<tr>
<td>9</td>
<td>fī / nāl</td>
</tr>
<tr>
<td>10</td>
<td>pō / tā / tō</td>
</tr>
</tbody>
</table>
**Activity Book, Lesson 13, Activity B**

**Syllabification**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>sol/ɪd</td>
<td>7.</td>
</tr>
<tr>
<td>2.</td>
<td>lɪm/ɪt</td>
<td>8.</td>
</tr>
<tr>
<td>3.</td>
<td>pro/tɛkt</td>
<td>9.</td>
</tr>
<tr>
<td>4.</td>
<td>co/zɪ</td>
<td>10.</td>
</tr>
<tr>
<td>5.</td>
<td>sev/ɛn</td>
<td>11.</td>
</tr>
<tr>
<td>6.</td>
<td>le/gæl</td>
<td>12.</td>
</tr>
</tbody>
</table>
Activity Book, Lesson 13, Activity D
Smooth Reading

Yesterday I rode in an *ambulance* with my father. The *driver* turned the *volume* of the *siren* up as high as it would go! My father had a high *fever* because of a *virus*. I was in a *panic* by the time we got to the hospital, but my father was all right.
# Lesson 14
*Stress and Schwa*

## Lesson Overview
The lesson reviews the previously taught patterns (CVC, VCe, Cle, open syllable). In addition, it provides instruction on the schwa sound and unstressed syllables.

The lesson includes the following parts:
- Review of syllable types: CVC, VCe, Cle and Open
- Document of the Day
- New Pattern: Stress
- More Practice
- Extending the Concept: Schwa
- Progress Check
- Smooth Reading

Approximate Time: 60 min.

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

## Materials
- Six Syllable Patterns Chart
- Strategy for Reading Multisyllabic Words Chart
- Five Transparencies/PowerPoints:
  - Activity Book, Lesson 14, Document of the Day
  - Sentences
  - Activity Book, Lesson 14, Activity A: Shifts in stress
  - Activity Book, Lesson 14, Activity B: Mark the stress
  - Activity Book, Lesson 14, Activity D: Smooth Reading

## Preparation
Display the Strategy for Reading Multisyllabic Words Chart.
Mark the following new section:

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

Display the Six Syllable Patterns of the English Language Chart.
Introduction

Estimated Time: 1 min.

- Say, “Today we are working on Lesson 14. In this lesson we will learn about the schwa sound, which is the sound that a vowel can have when it is in an unstressed syllable.”

- Say, “We will also review the syllable patterns we have already learned, and practice the steps for dividing multisyllabic words into syllables.”

Review

Estimated Time: 5 min.

- Say, “Let’s review the syllable patterns that we have learned so far. Look at the Six Syllable Patterns Chart.

≈ Write bed, bad, bid, bod, and bud on the board.

? Ask, “Could someone tell me what syllable pattern these words follow?” (CVC)

? Ask, “What can you tell me about the vowel in all of these words?” (The vowel is short.)

- Say, “That’s correct; the vowel in a CVC word is short.”

- On the board, add an e to the keywords making bade, bede, bide, bode, and bude.

? Ask, “Another syllable pattern that we learned is VCe. What happens when we add a silent e to the keywords?” (The vowels become long.)

≈ Write bicycle, thimble, whistle, and jungle on the board.

- Say, “The third pattern we’ve discussed so far is the consonant-l-e pattern.”

? Ask, “Can someone tell me what the rules are for this pattern?” (It always appears at the end of the word. It has the sound of the consonant that comes just before the l.)

≈ Write co / zy, tu / lip, ho / bo, and u / nit on the board. Include the slashes for syllables division.

- Explain, “The syllable pattern that we worked on in our last lesson is called an open syllable.”

? Ask, “Can someone tell me what the rules are for this pattern?” (An open syllable always ends in a vowel. It usually has a long vowel.)
Display the Document of the Day transparency/PowerPoint.

**Recording Artist Celebrates 80th Birthday**

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

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

- Say, “In words with more than one syllable, one syllable is usually more emphasized or stressed than the others. To decode these words, it is helpful to recognize which syllable is most stressed. If you don’t put the stress on the right syllable, the word won’t sound right.”

- Say, “There are a number of two-syllable words in English that are spelled the same, but shifting the stress from the first to the second syllable changes the meaning of the word. We just talked about 2 of them from the Document of the Day.”

- Explain, “If the stress is on the first syllable, it is a noun. If it is on the second syllable it is a verb. Does everyone know the difference between a noun and a verb?” (A noun is an object, place or thing; a verb is the action word in the sentence.)

- Say, “Look at the words and sentences in Activity A.”

- Say, “Read the sentences to yourself. You’ll notice that the same word appears twice in each sentence, once as a noun and once as a verb.”

- Say, “Go through and underline the syllable that is stressed. Remember if the first syllable is stressed, the word is a noun.”

- Say, “Let’s do the first one together. The word is object. The sentence is: I object to that ugly object being in the room.”

- Say, “In the first use of object, the syllable that is stressed is ject. It is a verb meaning to protest or complain. In the second use, it is acting as the noun and ob is stressed. There it means a thing.”

- Say, “The main idea is that some words have different meanings depending on which syllable is stressed.”

- Say, “Do the rest yourself. Underline the syllable that is stressed. You can say the word to yourself to see which way sounds right.”
**Activity Book, Lesson 14, Activity A**

**Shifts in Stress**

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

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

Say, “Would someone like to read sentence number two to the class?”

Say, “As you are reading the sentence, really emphasize the stressed syllables in the targeted words.”

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

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

**More Practice**

Estimated Time: 5 min.

Say, “Stress is not an easy concept to learn but with repeated practice and some handy tips you will get better at recognizing which syllable has the stress. Here is another way to think about it.”

Say, “When we stress something, we give it more emphasis and force. For example, I might stress that attendance in class is very important. To stress this point, I might say it more loudly or more slowly.” [NOTE: Say the sentence loudly and/or slowly to show how you might stress it.]

Say, “Sometimes we stress a word in a sentence for emphasis.”

Display the transparency/PowerPoint of the following sentences:

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

Ask, “Can someone read sentence one, stressing the italicized word?” (Repeat for sentences two and three.)
Say, “Notice that the meaning changes a little bit, depending on the emphasis.”

Say, “You can try this out with names. I’m going to say a very common name but with the stress on the wrong syllable—JenNIFer. What name did I say?” (JENNifer) (Try this with other names. Have the students try saying their own names and each others’ names with the stress in the wrong place.)

Extending the Concept—Schwa

| Estimated Time: 15 min |

Explain, “The idea of stress can be difficult to master, but it is important for decoding and spelling. When you are reading long words, you may need to try putting the stress on different syllables to get the right word. In many words, stress can change the vowel sound.”

Explain, “When a vowel is in a syllable that is not stressed, it is often reduced to a neutral sound that we call schwa.”

Say, “Listen closely to the following words as I say them.”

human
private
person

Say, “I will say these words again, but this time I want you to say them aloud after me.”

Ask, “Which syllable in these words has the stress?” (The first.)

Say, “Listen to the vowel sound in the second syllable in human. The second syllable that doesn’t have the stress is pronounced /ə/.” [NOTE: Repeat with the words private and person.]

Explain, “The schwa makes the sound /ə/.”

Say, “Now turn to Activity B.”

Say, “The words are divided into syllables for you. Put a mark next to the syllable that is stressed. Then underline the vowel in each word that has the schwa sound.”

Write a / bout and in / stru / ment on the board.

Say, “Let’s do the first two together. The first word is about. It has 2 syllables: a - BOUT. [Exaggerate the stress]. The second syllable has the stress. I’ll put a mark next to b-o-u-t like this. [Draw a mark: a / bout’] The
Lesson Plans

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

- Say, “The next word is instrument; it has three syllables. The last syllable is a suffix. IN - stru - ment. [Exaggerate the stress on in]. The second syllable ends with a vowel, but it does not have either the long or short u sound. It has the sound of the schwa, so I underline it.”

- Say, “Now go through and complete the exercise on your own. The words are divided into syllables for you. Mark the syllable that is stressed. Then underline the vowel letter in each word that has the schwa sound.”

<table>
<thead>
<tr>
<th>Activity Book, Lesson 14, Activity B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark the Stress</td>
</tr>
<tr>
<td>1. a / bout´</td>
</tr>
<tr>
<td>2. in´/ stru / ment</td>
</tr>
<tr>
<td>3. a / way´</td>
</tr>
<tr>
<td>4. pol / lute´</td>
</tr>
<tr>
<td>5. en´/ e / my</td>
</tr>
</tbody>
</table>

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

- Say, “Now I am going to pronounce each word. After each word, I am going to pronounce the syllable with the schwa, followed by the sound of the schwa.”

- Explain, “The schwa is tricky in English because any vowel can make the sound. Therefore, it is hard to know how to spell the sound. Sometimes there are clues, and we will learn about them later. Sometimes you just have to look it up. Once you can recognize the word, it will be easier to make sure you are spelling it correctly.”

- **Additional Words for Re-teaching:** above, stomach, antelope, octopus, oven, colony, absolute, negative, legacy.
Progress Check

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

<table>
<thead>
<tr>
<th>Activity Book, Lesson 14, Activity C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Check</td>
</tr>
<tr>
<td>Example: seldom</td>
</tr>
<tr>
<td>1. banana</td>
</tr>
<tr>
<td>2. Canada</td>
</tr>
<tr>
<td>3. around</td>
</tr>
<tr>
<td>4. vista</td>
</tr>
<tr>
<td>5. spectacle</td>
</tr>
<tr>
<td>6. computer</td>
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</tbody>
</table>

Smooth Reading

Teacher Models the Syllable Strategy
- Say, “Now turn to Activity D. We are going to practice reading and using our Strategy for Reading Multisyllabic Words. If you come across a long word that you don’t know, a good strategy is to divide it into syllables. Today we added a new rule to our strategy.”

▲ Point to the Strategy for Reading Multisyllabic Words Chart as you read and explain the strategy.

- Say, “The first step is to ‘Check the Context.’ What does that mean?” (Read the rest of the sentence and see if you can figure out what word would make sense from the context.)

- Say, “Then, you ‘Look for Chunks.’ What kinds of chunks can we look for?” (Small words in a compound word and prefixes and suffixes.)

- Say, “Then you ‘Divide the Word and Say the Syllables.’ You underline the vowels and see how many consonants are between the vowels.”
Say, “The new rule we learned today is to ‘Be Flexible.’ What are the two parts of the step ‘Be Flexible’?” (Try putting the stress on different syllables and remember the schwa.)

Say, “Right. You have to try different ways to pronounce the word until you find one that makes sense. So at the end, it is important to ‘Check the Context’ to make sure it makes sense. I’ll model it for you.”

Display the transparency/PowerPoint for this reading passage.

**Activity Book, Lesson 14, Activity D**

Smooth Reading

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

**Teachers’ Guide to Target Words:**

<table>
<thead>
<tr>
<th>Words with Schwa</th>
<th>Words without schwa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Del/a/ware</td>
<td>splen/did</td>
</tr>
<tr>
<td>Al/a/bam/a</td>
<td>ret/ro/spec</td>
</tr>
<tr>
<td>a/ma/zing or a/maz/ing</td>
<td>sa/cred</td>
</tr>
<tr>
<td>pho/tog/ra/pho/to/graph/y</td>
<td>va/ca/tion</td>
</tr>
<tr>
<td>Chi/na</td>
<td></td>
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<tr>
<td>Ja/pan</td>
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</tbody>
</table>

Say, “I see some multisyllabic words in this first sentence. I’ll try to ‘Check the Context’ first. We went on a blank rafting trip on the blank River last month. That first blank must be a kind of raft trip. The second blank must be the name of the river because it starts with a capital letter. I’ll try the first word. I don’t see any prefixes or suffixes. Next, I’ll divide the word into syllables. I’ll underline the vowels. There are 2 consonants here so I’ll divide between them.”

▲ Draw a slash between the n and the d (splen / did).


Say, “When I put the stress on the first syllable, it makes a word. Does it make sense? A splendid rafting trip. Yes, that makes sense because splendid means wonderful or terrific.”
Say, “Now I’ll try the second word, the name of the river. I’ll underline the vowels, except for that final e. [Underline the vowels.] There is 1 consonant between e and a so I’ll try to divide before the consonant. Same for the next division. [De / la / ware]. That would be De - la - ware. [Pronounce all 3 vowels as long vowels.] That doesn’t sound like any place I know. Now I have to ‘Be Flexible.’ Let’s divide after the l. Del - a - ware. [Pronounce the a as a long vowel and stress all syllables the same.] That still doesn’t sound right. Let’s try putting the stress on the first syllable—DELaware. OK, that is a state I know. It must be the Delaware River.”

Explain, “It’s important to be flexible and try pronouncing words with the stress in different places. In this word, the second syllable is a schwa sound which didn’t sound right until I put the stress on the first syllable.”

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

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

Teacher Models Smooth Reading
Say, “Now I will read the passage to model smooth reading.”

Read the passage to the class with appropriate expression.

Students Practice Smooth Reading
[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]
Recording Artist Celebrates 80\textsuperscript{th} Birthday

Martin Johnson, who has been playing the blues guitar for 70 years, celebrated his 80\textsuperscript{th} birthday on Friday. He is best known for his \textit{record}, \textit{Alabama Blues}, which he \textit{recorded} in 1954. The Blues Society \textit{presented} him with an award for lifetime achievement. In accepting the award, Johnson said it was the best birthday \textit{present} he had ever received.
Activity Book, Lesson 14, Activity A
Shifts in Stress

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

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

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

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

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

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

1. I *want* to go home now.

2. I want to go home *now*.

3. I want to go *home* now.
Activity Book, Lesson 14, Activity B
Mark the Stress

1. a / bout´
2. in´ / stru / ment
3. a / way´
4. pol / lute´
5. en´ / e / my
6. al´ / pha / bet
7. cus´ / tom / er
8. ac´ / ro / bat
9. a / part´ / ment
10. rel´ / a / tive
We went on a splendid rafting trip on the Delaware River last month. However, in retrospect, the river in Alabama was better. We took some amazing wildlife photography. Our next vacation will be to visit the sacred temples of China, Japan, and Tibet.
# Lesson 15
## Review

### Lesson Overview
The lesson reviews the previously taught syllable patterns (CVC, VCe, Cle and open syllable). In addition, it reviews stress and schwa in unaccented syllables.
The lesson includes the following parts:
- Review of four syllable patterns
- Syllabification review
- Stress review
- Schwa Sound review
- Smooth reading

Approximate Time: 60 min.

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

### Materials
- Strategy for Reading Multisyllabic Words Chart
- Five Transparencies/PowerPoints:
  - Activity Book, Lesson 15, Activity A: Syllable Patterns
  - Activity Book, Lesson 15, Activity B: Syllabification
  - Activity Book, Lesson 15, Activity B: Syllabification (with stress marks)
  - Activity Book, Lesson 15, Activity C: Find the Schwa
  - Activity Book, Lesson 15, Activity E: Smooth Reading

### Preparation
Introduction

Estimated Time: 1 min.

- Say, “Today we are working on Lesson 15. We will review the 4 syllable patterns we have learned so far: the CVC syllable, the VCe syllable, the consonant-l-e syllable, and the open syllable.”

- Say, “We will also review what we learned about placing stress on some syllables and what can happen to vowels in syllables that are not stressed. We will put this all together by practicing the Strategy for Reading Multisyllabic Words.”

Review of 4 Syllable Patterns

Estimated Time: 10 min.

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

- Say, “First we will review the 4 syllable patterns.”

≈ Write plod, scrap, pos, and flat in a vertical list on the board.

? Ask, “What kind of syllables are these? (CVC) How do we know that they are CVC? (They have 1 vowel and end in a consonant.) What kind of vowel sound do they have?” (short)

? Ask, “Can someone read the syllables?”

- Add an e to each of the syllables: plode, scrape, pose, and flate.

? Ask, “What happens when I add an e to these syllables? (The vowel becomes long.) What kind of syllables are these? (VCe, the vowel is long.) Can someone read these aloud?”

≈ Write cra, bru, cli, and va on the board.

- Ask, “What kind of syllables are these? (Open syllables.) How do you know? (They have just one vowel and end in a vowel.) What kind of vowel sound do they have? (long) Can someone read these?”

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

? Ask, “Can you think of words that start with these syllables?” (crater, brutal, climate, vacant, or others.)

≈ Write cle, ble, ple, and fle on the board.
Lesson 15

Ask, “What kind of syllables are these? (-Cle) Where do these syllables come in a word? (At the end) Can someone read them for us?”

Say, “Look at Activity A. In this activity, words are divided into syllables for you. Below each syllable, write what syllable pattern it is—CVC, VCe, -Cle, or open. Then pronounce the syllables and the word quietly to yourself.”

Say, “Let’s do the first one together. The first syllable is r-e. What is the syllable pattern and how would you pronounce it?” (Open, /rē/.)

Ask, “What is the syllable pattern for t-i-r-e and how do you pronounce it? (VCe, tire.) Who can do the last one in that word?” (CVC, ment.)

**Activity Book, Lesson 15, Activity A**

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
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<tr>
<td>retirement</td>
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<td>bez CVC</td>
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<td></td>
<td>zle -Cle</td>
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</tbody>
</table>

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

**Syllabification Review**

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

Write, He was hypnotized by the TV on the board.
Say, “Let’s try it together. What is the first step in the strategy? (Check the Context.) OK. He was _____ by the TV. Well, I’m not sure that helps much. What could the TV do to him?” [NOTE: Encourage them to use the displayed Chart or the Chart in their Activity Books if they have any trouble.]

Ask, “What is the next step? (Look for Chunks.) OK. It isn’t a compound word. There isn’t a prefix, but there is an -ed suffix. So it is past tense.”

Ask, “What is the next step? (Divide the Word.) OK. So I underline the vowels. There are 2 consonants between the y and the o, so I’ll divide between them. There is one consonant between the o and i, so I’ll try dividing before the consonant. What about that last e? What is that?” (A final, silent e)

Say, “I think it is a final, silent e, so I won’t underline it. What do I have? The first syllable is CVC—hyp. In CVC syllables, the y often sounds just like the letter i. So this syllable is pronounced hip. The second is open—no. The third syllable is VCe with the e dropped to add the ed ending—tized. Hyp - no - tized, hypnotized. That’s a word.”

Ask, “Are we done? (No, we have to Check the Context.) OK. He was hypnotized by the TV. That makes sense; he was staring hard at the TV without thinking, just like he had been hypnotized.”

Say, “Now turn to Activity B. Underline the vowels except for silent-e’s. Divide each word into syllables. Think about the syllable patterns and pronounce the words. The first one is done for you.”

Activity Book, Lesson 15, Activity B

Syllabification

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

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

[NOTE: 1. The only vowel in the -Cle syllable is the silent-e. Remind students that in -Cle syllables, you only hear the consonant and the l.
2. The last syllable in cohesive is a VCe syllable but it is one of the exceptions because it has a short vowel. They learned this in an earlier lesson. Remind them that -ive is a common suffix.]
Lesson 15

Stress Review  Estimated Time: 5 min.

➢ Say, “Now we are going to review what we learned about stress. What do we mean when we say that some syllables are stressed in a word?” (Some syllables are emphasized more; some syllables are said longer or louder.)

➢ Say, “Right. In words with more than one syllable, one syllable is stressed or emphasized more than the others.”

➢ Say, “Remember we experimented with stress in our names. What name is this: ChrisTOPHer?” (CHRISstopher)

➢ Say, “Right. The stress should be on the first syllable."

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

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

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

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

≈ Mark the stress.

➢ Say, “OK, now you do the rest.”

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

Second transparency/PowerPoint with stress marks:

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

Estimated Time: 10 min.

- Say, “The idea of stress can be difficult to master, but it is important for decoding and spelling. When you are reading long words, you may need to try putting the stress on different syllables to get the right word.”

- Say, “One reason that stress is important is because in many words, stress can change the vowel sound. When a vowel is in a syllable that is not stressed, it is often reduced to a neutral sound that we call schwa. We just learned about the schwa sound in the last lesson.”

- Say, “Listen to this word: about. How many syllables are in about? (2) Which syllable is stressed? (The 2nd) How do you pronounce the first syllable?” (Students should pronounce the first syllable as a schwa sound.)

- Say, “That is the schwa sound: /ə/. What is the first letter in about?” (a)

≈ Write about on the board.

- Say, “In this word, the schwa sound is spelled with the letter a.”

- Say, “Listen to this word: upon. How many syllables are in upon? (2) Which syllable is stressed? (The 2nd) What is the sound in the first syllable?” (Schwa)

≈ Write upon on the board.

- Say, “In this word, the schwa sound is spelled with the letter u.”

- Explain, “The schwa sound is /ə/. It only occurs in syllables that are not stressed. It can be spelled with any of the vowels.”

- Say, “Now turn to Activity C.”

- Say, “The words are divided into syllables for you. Mark the syllable that is stressed. Then underline the vowel letter in each word that has the schwa sound.”

- Say, “Let’s do the first two together. The first word is random. It has 2 syllables. ran / dom. [Exaggerate the stress]. The first syllable has the stress. I’ll mark the stress like this.”

▲ Draw the stress mark: ran’ / dom.

- Say, “The second syllable has the vowel o, but it does not have either the long or short o sound. It has a schwa sound, so we underline it.”
Say, “The next word is larceny; it has three syllables. Larceny means stealing. [Exaggerate the stress on lar]. The second syllable ends with the vowel e, but it does not have either the long or short e sound. It has the sound of the schwa.”

Say, “Now go through and complete the exercise on your own.”

Activity Book, Lesson 15, Activity C
Find the Schwa
1. ranˈ / dom 6. ab / so / luteˈ 
2. larˈ / ce / ny 7. fanˈ / ta / sy 
3. a / genˈ / da 8. modˈ / ɪ / fy 
4. fuˈ / gi / tive 9. symˈ / pa / thy 
5. specˈ / ta / cle 10. at / tenˈ / dant 

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

Progress Check

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

Activity Book, Lesson 15, Activity D
Progress Check

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

Syllable Division
1. Nosy no/sy 2. Bubble bub/ble
7. Tentacle ten/ta/cle 8. Spectacle spec/ta/cle
9. Relative rel/a/tive 10. Cabin cab/in
Teacher Models the Syllable Strategy

- Say, “Now turn to Activity E. We are going to practice reading and applying what we have learned. Today, we reviewed the 4 syllable patterns we have learned so far and our strategy for reading multisyllabic words. We also reviewed the idea of stress and the schwa sound that occurs in unstressed syllables. Now we are going to put it all together and apply it in practice reading.”

▲ Point to the Strategy for Reading Multisyllabic Words Chart as you read and explain the strategy.

- Say, “The first step is to ‘Check the Context.’ What does that mean?” (Read the rest of the sentence and see if you can figure out what word would make sense from the context.)

- Say, “Then, you ‘Look for Chunks.’ What kinds of chunks can we look for?” (Small words in a compound word and prefixes and suffixes.)

? Ask, “What is the next step?” (Divide the word and say the syllables.)

- Say, “We have learned about 4 patterns of syllables, so we want to look for those syllables. We mark the vowels and see how many consonants are between them. Then we try dividing the syllables and pronouncing the syllables.”

- Say, “We have to remember to be flexible. What does it mean to be flexible?” (Try different pronunciations, different stresses, and schwa sounds.)

- Say, “Right. You have to try different ways to pronounce the word until you find one that makes sense.”

- Say, “Finally, after you figure out the word, you always read the sentence again to check if it makes sense in context. I’ll show you how I would do this.”

Display the transparency/PowerPoint for this reading passage.

<table>
<thead>
<tr>
<th>Activity Book, Lesson 15, Activity E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smooth Reading</td>
</tr>
<tr>
<td><strong>Toxins</strong> are <em>polluting</em> 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.</td>
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</tbody>
</table>

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

- Say, “Let’s try that first word.”
Write *Toxins* on the board.

- Say, “First, I’ll ‘Look for Chunks.’ I see the suffix—s. I don’t see any other chunks.”

- Put a box around the s.

- Say, “Next, I’ll try to divide the word. I’ll underline the vowels o and i. There is just one consonant between them, so I’ll try dividing before the x. The first syllable is t-o; that’s an open syllable, so the vowel would be long—tō. The next syllable would be x-i-n, that’s a CVC syllable and I guess it would be pronounced *zin*. Tō-zin. That’s not a word. So I’ll try dividing after the x. The first syllable is t-o-x; a CVC syllable with a short vowel—tox. Then the rest is i-n. That’s another CVC syllable and a common syllable—in. Putting them together, I get tox-in, toxin. I’ve heard that word. It’s a poison.”

- Say, “Does this make any sense yet? *Toxins are blank the land around the power plant.* Do poison and a power plant make you think of anything?”

Write *polluting* on the board. [NOTE: Underline the vowels and put slashes as appropriate in the script below.]

- Say, “I’ll start by looking for chunks. I see the suffix -i-n-g. When I take off a suffix that starts with a vowel like -ing, I have to think about what the root word was before the suffix was added. I think there was a silent-e that was dropped.”

- Say, “Next, I’ll divide the root word. The vowels are o and u, and there are 2 consonants between them. So I’ll divide between them. The first syllable is CVC—pol. The second syllable would be VCe—l-u-t-e; the e was dropped to add -ing. So it has a long vowel—lute. If I put it together, I get pol-lute-ing, polluting.”

- Say, “Now let’s see if it makes sense. *Toxins are polluting the land around the power plant.* OK. That makes sense.”

**Students Apply the Strategy to the Passage**

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

**Students Read Words and Discuss**

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

- Write the target word(s) with slashes between their syllables on the board.
Teacher Models Smooth Reading

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

➢ Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]
### Activity Book, Lesson 15, Activity A

**Syllable Patterns**

<table>
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<tr>
<th>Word</th>
<th>Syllables</th>
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Activity Book, Lesson 15, Activity B
Syllabification

1. gentlemen gen / tle / men
2. movement move / ment
3. unruly un / ru / ly
4. cohesive co / he / sive
5. renovate ren / o / vate
6. deducted de / duct / ed
Activity Book, Lesson 15, Activity B
Syllabification (with stress marks)

1. gentlemen gen´/ tle / men
2. movement move´/ ment
3. unruly un / ru´/ ly
4. cohesive co / he´/ sive
5. renovate ren´/ o / vate
6. deducted de / duct´/ ed
**Activity Book, Lesson 15, Activity C**  
*Find the Schwa*

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<tbody>
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<td>sym´/ pa/ thy</td>
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<td>10.</td>
<td>at/ ten´/ dant</td>
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</table>
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 Plans

## Lesson 16

### Sounds of y; Words Ending in y and ey

#### Lesson Overview

This lesson briefly reviews the syllable patterns CVC, VCe, Cle, Open, and introduces the sounds of -y. In addition, instruction is provided on the spelling of words ending in -y and -ey.

The lesson includes the following parts:

- Review
- Document of the Day
- New Pattern (-y)
- Reading Words
- Extending the Pattern
- Progress Check
- Smooth Reading

Approximate Time: 45 min.

#### Objective

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.)

#### Materials

Strategy for Reading Multisyllabic Words Chart
Two Transparencies/PowerPoints:
- Activity Book, Lesson 16, Document of the Day
- Activity Book, Lesson 16, Activity D: Smooth Reading

#### Preparation
Introduction

Estimated Time: 1 min.

➢ Say, “Today we are working on Lesson 16. We are going to learn three ways to pronounce the vowel y.”

➢ Say, “First, let’s review the four syllable patterns we have learned so far.”

Review

Estimated Time: 5 min.

➢ Say, “You have learned four different syllable patterns. Can anyone tell me what they are?” (CVC, VCe, open, -Cle.)

➢ Ask, “Who can give me an example of a CVC word or syllable? (bad) VCe? (bade) Open? (ho) -Cle?” (tackle)

➢ Say, “Great. Now let’s review how to divide long words into syllables. Thinking about long words syllable by syllable allows us to read and spell them more easily. Recognizing the syllable pattern also gives you a clue about how to pronounce the vowel.”

Document of the Day

Estimated Time: 5 min.

Sly Spy Exhibit
by Crazy Works, Inc.
See the mystery of the dirty deeds that took place right in the alleys of our own city!

Display the Document of the Day transparency/PowerPoint.

➢ Say, “Look at the title of the Document of the Day. The title says Sly Spy, but I don’t know the third word. Let’s use the Strategy for Reading Multisyllabic Words to figure out this word. Hmmm. I don’t have enough words in the title to guess from context, so I’m going to decode it.”

➢ Refer to the Strategy for Reading Multisyllabic Words Chart while you review the steps in the strategy. The Chart also appears in the students’ books.

≈ Write exhibit on the board and mark the word using the following script.

➢ Say, “First, I will look for big chunks. I recognize ex, which is often a prefix, so I know how to pronounce the first syllable.”

≈ Put a box around the ex.

➢ Say, “Next, I will underline the vowels that remain.”
Say, “O.K. I now need to look at the consonants between the 2 i’s. How many consonants are there?” (There is one—b.)

Say, “Right. So, according to the Chart, I should try to divide before the consonant.”

▲ Draw a slash before the b.

Say, “h - i is an open syllable, so it would have a long i sound. The word would be /ex/ /hī/ /bit/.”

Say exhibit with a long i a couple of times.

Say, “I don’t recognize that word. So let me try dividing after the consonant.”

≈ Erase the slash before the b and put it after the b: ex / hib / it/.

Say, “Now h-i-b is a CVC syllable—hib. Ex - hib - it. Exhibit. That is a word I know. Let’s see if it fits. ‘Sly Spy Exhibit.’ OK. This Document of the Day must be about some sort of show or exhibit about spies.”

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

New Pattern

Estimated Time: 5 min.

? Ask a student to read the Document of the Day.

➢ Say, “Now go through the Document and circle all of the y’s.”

➢ Ask, “How many pronunciations does the vowel y have in the Document?” (3)

➢ Say, “Great. Look at the Document again. Who can tell me one pronunciation of y and a word that has that pronunciation?” (/ī/ as in spy or sly.)

➢ Say, “Good. How about a second one?” (/ē/ as in dirty, city, or crazy.)

➢ Say, “Right. What is the third one?” (/i/ as in the first y in mystery.)

➢ Say, “O.K. So, there are three pronunciations for the vowel y.”

≈ Write spy and sly on the board.
Ask, “What syllable pattern are these words?” (open)

Say, “Right. When the y is in an open syllable, it sometimes represents the sound /i/."

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

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

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

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

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

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

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

Reading Words

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

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

Say, “Can someone please read the words in Column 1? Column 2? Column 3?”
Activity Book, Lesson 16, Activity A
Reading Words

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>gym</td>
<td>satisfy</td>
<td>hypnotize</td>
</tr>
<tr>
<td></td>
<td>spry</td>
<td>symbol</td>
<td>skinny</td>
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<tr>
<td></td>
<td>synonym</td>
<td>gypsy</td>
<td>carbohydrate</td>
</tr>
<tr>
<td></td>
<td>empty</td>
<td>family</td>
<td>sympathy</td>
</tr>
</tbody>
</table>

Extending the Pattern

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

Activity Book, Lesson 16, Activity B
Reading Words

- key
- monkey
- honey
- turkey
- whiskey
- journey
- pulley

- Say, “Notice that each of these words ends in e-y, which represents the sound /e/. Most of the time, the sound /e/ at the end of the word is spelled y. There are about forty words that end in e-y. There is no way to know which ones they are, except to be familiar with them. Some of the most familiar ones are in Activity C.”

- Additional Words for Re-teaching: kidney, donkey, hockey, volley.

Progress Check

- Say, “Please look at Activity C. Read the words to yourself and focus on the sound of the bolded letter or letters. Place a check in one of the three columns, depending on the sound the y represents.”

- Say, “Use your syllable division procedures if you have any difficulty reading the words.”
Say, “Let’s do the first one together. The word is turkey. The sound the final e-y makes is /ê/; so we put a check under the baby column because the y in baby makes the sound of the long e, just like the e-y at the end of turkey.”

**Activity Book, Lesson 16, Activity C**

<table>
<thead>
<tr>
<th></th>
<th>cry</th>
<th>baby</th>
<th>system</th>
</tr>
</thead>
<tbody>
<tr>
<td>turkey</td>
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</tr>
<tr>
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</tr>
<tr>
<td>pulley</td>
<td></td>
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</tr>
<tr>
<td>clarify</td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td>mystic</td>
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</tr>
<tr>
<td>monkey</td>
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<td>✓</td>
<td></td>
</tr>
<tr>
<td>rusty</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>crazy</td>
<td></td>
<td>✓</td>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>hydrogen</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sympathy</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

**Smooth Reading**

Say, “Now turn to Activity D. We are going to practice reading and using our Strategy for Reading Multisyllabic Words. If you come across a long word that you don’t know, a good strategy is to divide it into syllables.”

▲ Point to the Strategy for Reading Multisyllabic Words Chart as you read and explain the strategy.

 зр Display the transparency/PowerPoint for this reading passage.

**Activity Book, Lesson 16, Activity D**

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

Say, “I’ll read the first sentence to you. The...I don’t know the second word. Let me read on to see if I can get it from context. The blank insists that its members are in top blank shape. OK. I am going to guess that the second
word is *physical*. That would fit in the context. Let me divide it to be sure. I recognize the ending *a-l*, and I think that might be a suffix, so I’ll put a box around it. OK. So, now I will underline my vowels: *y*, *i*, and *a*. There is one *s* between the *y* and *i*. If I divide before the *s*, I get *p-h-y*. That is an open syllable and would be pronounced /phɪ/. The next syllable would be /sic/ and the last /al/.”

- Repeat the word several times with a long *i* sound in the first syllable and a short *a* sound in the last syllable.

- Say, “Well, that isn’t right, but it is so close to *physical* and *physical* fits in the context, so I know I’m right. The word is *physical* and *top physical shape* makes sense.”

- Say, “Now I’ll look at the first word I didn’t know.”

≈ Write *military* on the board.

- Say, “Now I’ll look at that first word. I don’t really see any prefixes or suffixes that I recognize. I’m not sure about the *y* at the end. So, I’ll mark the vowels. There is only one consonant between the *i*’s. So, I’ll try /mɪ/ /lɪ/. The next syllable would be *t-a*. So it would be /tā/.”

- Say the word with long vowel sounds.

- Say, “That’s not right. I know if I divided after the consonants, I’d get CVC syllables and they have short vowels. The first syllable would be /mil/. Oh, I think I can get it from context now. The word is *military*. Let’s check it in the context: *The military insists that its members are in top physical shape*. That makes sense.”

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

- Say, “Now I would like you to read the passage silently to yourself. Use the strategy to figure out words you don’t know. Underline the vowels and divide the words into syllables. Be sure the sentences make sense. Raise your hand if you need help.
Students Apply the Strategy to the Passage
- Say, “Now read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Look for the consonant-\textit{l-e} syllables. Be sure the sentences make sense. Raise your hand if you need help.”

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

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

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

- Read the passage to the class with appropriate expression.

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

Sly Spy Exhibit

by Crazy Works, Inc.

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

<table>
<thead>
<tr>
<th>Lesson Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>This lesson reviews the sounds of y, and introduces the rule about changing -y to -i when adding an ending. The lesson includes the following parts:</td>
</tr>
<tr>
<td>- Review</td>
</tr>
<tr>
<td>- Document of the Day</td>
</tr>
<tr>
<td>- New Pattern (-y to an -i)</td>
</tr>
<tr>
<td>- Parts of Words</td>
</tr>
<tr>
<td>- Spelling Words</td>
</tr>
<tr>
<td>- Syllabification: Roots and Suffixes</td>
</tr>
<tr>
<td>- Extending the Pattern</td>
</tr>
<tr>
<td>- Progress Check</td>
</tr>
<tr>
<td>- Smooth Reading</td>
</tr>
<tr>
<td><strong>Approximate Time:</strong> 60 min.</td>
</tr>
</tbody>
</table>

## Objective

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

## Materials

- Spelling Rules Chart
- Seven Transparencies/PoerPoints:
  - Activity Book, Lesson 17, Document of the Day
  - Activity Book, Lesson 17, Activity A: Parts of Words
  - Activity Book, Lesson 17, Activity B: Write the Phrases
  - Activity Book, Lesson 17, Activity C: Syllabification
  - Activity Book, Lesson 17, Activity D: Extending the Pattern
  - Activity Book, Lesson 17, Activity E: Complete the Rule
  - Activity Book, Lesson 17, Activity H: Smooth Reading

## Preparation

Display the Spelling Rules Chart. Put an asterisk next to the fifth spelling rule for changing Y to I.
Introduction

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

Estimated Time: 1 min.

Review

- Write rely, gymnastics, and sensibly on the board.
- Say, “Look at the first word.”
- Point to rely.
- Say, “I am going to mark the vowels.”
- Underline the e and the y.
- Say, “Do you see that the y is a vowel in this word? There is one consonant between the 2 vowels, so first I will try dividing the word before the consonant.”
- Write re / ly on the board.
- Say, “So my first syllable is an open syllable ending in a vowel. How would I say it?” (rē)
- Say, “Great. How about the second syllable: ly?” (lī)

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

- Say, “Can someone read the second word? What is the sound that the y represents in gymnastics?” (/i/) [NOTE: Have a student model the syllable division procedure to gymnastics for a quick review of dividing words into syllables.]
- Say, “Can someone read the third word? What is the sound that the y represents in sensibly?” (/ē/)”
- Say, “So, the vowel y can represent three sounds: /i/, /ĭ/, and /ē/.”
Lesson 17

- Say, “When the vowel y is at the end of a word and represents /ë/, it is sometimes spelled e-y. Can anyone think of a word that is spelled with e-y on the end and pronounced /ë/?” (For example: whiskey, turkey.)

- Say, “Today we are going to continue our work with the vowel y at the end of words.”

- Additional Words for Re-teaching: retry, suddenly, abruptly, commonly.

**Document of the Day**

*Estimated Time: 5 min.*

**Lecture Series: Spies, Lies, and Sneaky Guys**

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

- Display the Document of the Day transparency/PowerPoint.

- Ask, “Can someone read the Document of the Day?”

**New Pattern**

*Estimated Time: 10 min.*

- Say, “Thank you. Let’s look at some of the words in this advertisement for a lecture series.”

  ≈ Write business on the board.

- Ask, “Can anyone tell me the root word for business?” (busy)

  ≈ Write busy + ness on the board.

- Say, “What changed in this word when we added the suffix -ness to the word?” (The y changed to an i.)

- Say, “Excellent. You have just given us a useful spelling rule, called the ‘y to i rule’. This is the rule: When a word ends in a consonant and a y, we change the y to an i unless the ending begins with i.”

  ▲ Point to the fifth rule on the Spelling Rules Chart

- Say, “Look at the displayed Spelling Rules Chart or the copy in your books. This is our fifth spelling rule.”
Say, “So, in business, we are combining busy with -ness. Busy ends with a consonant and a y. [NOTE: Point out the s-y.] -ness is an ending or suffix and it does not begin with i. So, we change the y to an i before we add the -ness. Business is a word that many people misspell. If you realize that it is just busy + ness, it is not hard to spell.”

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

≈ Write guys on the board.

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

≈ Say, “Right. So, we have a root word ending in y and we are adding an ending that doesn’t begin with an i. So, why don’t we change the y to an i?” (The word doesn’t end in consonant + y. It ends in a vowel + y. You have to have a consonant before the y to change the y to an i.)

≈ Say, “Let’s look at one more example of this spelling rule.”

≈ Write spying on the board.

≈ Ask, “Why didn’t we change the y in spy to an i?” (The suffix begins with an i. It looks weird to have 2 i’s together, so we don’t change the y to an i if the suffix begins with an i.)

≈ Additional Words for Re-Teaching: study-studied, petty- Pettiness, penny- penniless, happy-happiness, annoy- annoyance, annoyed.

Parts of Words

Estimated Time: 5 min.

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

Activity Book, Lesson 17, Activity A
Parts of Words

1. carry + ed  carried  7. busy + er  busier
2. study + ous studious  8. hurry + ing hurrying
3. greedy + er greedier  9. beauty + ful beautiful
4. ninety + eth ninetieth  10. annoy + ed annoyed
5. supply + ing supplying  11. copy + ed copied
6. enjoy + ing enjoying  12. rely + able reliable
Display the transparency/PowerPoint and have students check their work. Discuss any questions students have. Choose several words to review, reinforcing the rule. Make sure to point out examples where the y does not change because it follows a vowel or because the suffix starts with i.

**Spelling Words**

**Estimated Time: 5 min.**

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

<table>
<thead>
<tr>
<th>Activity Book, Lesson 17, Activity B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Phrases</td>
</tr>
<tr>
<td>1. crying boys</td>
</tr>
<tr>
<td>2. studying spelling</td>
</tr>
<tr>
<td>3. tiniest payment</td>
</tr>
<tr>
<td>4. devastating loneliness</td>
</tr>
<tr>
<td>5. furious teacher</td>
</tr>
</tbody>
</table>

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

[NOTE: Point out the following:

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

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

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

**Syllabification: Roots and Suffixes**

**Estimated Time: 5 min.**

- Say, “Turn to Activity C. Each of the words you wrote in Activity B has a root word and suffix. Now, rewrite the words dividing them into their roots and suffixes.”
Display the transparency/PowerPoint and have students check their work. Note that *loneliness* had two suffixes. If students have any difficulty, break the words into roots and suffixes and review the appropriate spelling rule.

### Extending the Pattern

*Estimated Time: 10 min.*

- Say, “There is one small piece to add to the y to i spelling rule. When a word ends in a consonant plus y and you are adding an -s, you need to use e-s instead of -s. Let me show you an example: *cry* + s = *cries*. The y was changed to i and e-s was added.”

- Say, “Look back at the Document of the Day. Look at the word *spies*. What is the root word for *spies*?” (spy)

≈ Write *spy* + s on the board.

- Say, “This word follows our addition to the rule. *Spy* ends in a consonant plus y, so I have to add -e-s.”

≈ Write *spies* on the board.

- Say, “Let’s practice this addition to the rule. Turn to Activity D and combine these roots and suffixes.”
**Activity Book, Lesson 17, Activity D**

*Extending the Pattern*

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

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

Say, “Now look at Activity E. Let’s make sure you know both parts of the rule. Fill in the blanks to complete the rule.”

**Activity Book, Lesson 17, Activity E**

*Complete the Rule*

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

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

Say, “There are a few exceptions to this rule that are common words. I’m going to write them on the board for you to see. Copy these words in Activity F.”

≈ Write these words on the board:

1. day + ly = daily
2. pay + ed = paid
3. say + ed = said
4. shy + ly = shyly
5. shy + ness = shyness
6. dry + ly = dryly
7. dry + ness = dryness

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

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

**Progress Check**

Estimated Time: 5 min.

Say, “Now turn to Activity G. Add the suffix to the root to make a new word. Remember to use our new spelling rule.”
Activity Book, Lesson 17, Activity G

Progress Check

<table>
<thead>
<tr>
<th>Root</th>
<th>Suffix</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>key</td>
<td>s</td>
<td>keys</td>
</tr>
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<td>s</td>
<td>cries</td>
</tr>
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<td>recital</td>
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<td>lonely</td>
</tr>
<tr>
<td>big</td>
<td>est</td>
<td>biggest</td>
</tr>
</tbody>
</table>

Smooth Reading

Estimated Time: 15 min.

- Say, “Please look at Activity H. We are going to practice reading, using our Strategy for Decoding Multisyllabic Words.”

Display the transparency/PowerPoint of this passage.

Activity Book, Lesson 17, Activity H

Smooth Reading

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

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

≈ Write testified on the board.
Say, “I see the suffix -e-d, so I’ll put a box around it. I’ll mark the vowels: e, i, and i. There are two consonants between the e and the i, so I’ll divide between the s and the t.

There is one consonant between the two i’s. I’ll divide before it. Let me try saying the word. The first syllable is CVC so the vowel should be short: /tes/. The second syllable is open, so I’ll try /tī/.

F-i-e-d is left. This is harder. I know that the ed ending can have 3 pronunciations: /d/, /t/, or /ed/. So, I know I’ll have to be flexible and try all 3 until I get the word. The other tricky part is that I think the word changed a y to i when the -ed was added. Tricky, but I can handle it. So the word is /tes/ - /tī/ - /fied/. I know that the vowel in an unstressed syllable is often a schwa. So I’ll make the first i a schwa. The word is testified. Let me try it in the sentence: On the twentieth of July Sal testified in court. Yep. That works.”

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

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

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

Teacher Models Smooth Reading
Say, “Now I will read the passage to model smooth reading.”

Read the passage to the class with appropriate expression.

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

Lecture Series: Spies, Lies, and Sneaky Guys

Hear about the business of the CIA from the spies of the Cold War.
Activity Book, Lesson 17, Activity A
Parts of Words

1. carry + ed  carried
2. study + ous  studious
3. greedy + er  greedier
4. ninety + eth  ninetieth
5. supply + ing  supplying
6. enjoy + ing  enjoying
7. busy + er  busier
8. hurry + ing  hurrying
9. beauty + ful  beautiful
10. annoy + ed  annoyed
11. copy +ed  copied
12. rely + able  reliable
Activity Book, Lesson 17, Activity B
Write the Phrases

1. crying boys
2. studying spelling
3. tiniest payment
4. devastating loneliness
5. furious teacher
### Activity Book, Lesson 17, Activity C
**Syllabification**

<table>
<thead>
<tr>
<th>Word</th>
<th>Root</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>crying</td>
<td>cry</td>
<td>ing</td>
</tr>
<tr>
<td>boys</td>
<td>boy</td>
<td>s</td>
</tr>
<tr>
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<td>ing</td>
</tr>
<tr>
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</tr>
<tr>
<td>payment</td>
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<td>ment</td>
</tr>
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<td>ing</td>
</tr>
<tr>
<td>loneliness</td>
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<td>ly + ness</td>
</tr>
<tr>
<td>furious</td>
<td>fury</td>
<td>ous</td>
</tr>
<tr>
<td>teacher</td>
<td>teach</td>
<td>er</td>
</tr>
</tbody>
</table>
Activity Book, Lesson 17, Activity D
Extending the Pattern

1. carry + s  carries
2. copy + s  copies
3. supply + s  supplies
4. deny + s  denies
5. spy + s  spies
6. baby + s  babies
Activity Book, Lesson 17, Activity E
Complete the Rule

When a word ends in a **consonant** and a **y**, we change the **y** to an **i** unless the ending begins with **i**. If we are adding the ending **s**, then we change the **y** to **i** and add **es**.
Activity Book, Lesson 17, Activity H
Smooth Reading

On the twentieth of July, Sal testified in court. He was very tired, and he began crying on the stand. The suddenness of all the prying questions began to confuse him. He thought his enemies would win even though he was innocent.
### Lesson Overview
The lesson includes the following parts:
- Review (from -y to i)
- Document of the Day
- New Pattern: Prefixes and Suffixes
- Extending the Pattern: Words Ending in -ion
- Progress Check
- Smooth Reading

*Approximate Time: 55 min.*

### Objective
- 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

### Materials
- Strategy for Reading Multisyllabic Words Chart
- Spelling Rules Chart
- Eight Transparencies/PowerPoints:
  - Activity Book, Lesson 18, Document of the Day
  - Activity Book, Lesson 18, Activity A: Find the Prefix
  - Activity Book, Lesson 18, Activity B: Build the Words
  - Activity Book, Lesson 18, Activity C: Separate the Words
  - Activity Book, Lesson 18, Activity D: Build the Words
  - Activity Book, Lesson 18, Activity F: Write the Root Word
  - Activity Book, Lesson 18, Activity H: Add the Suffix
  - Activity Book, Lesson 18, Activity J: Smooth Reading
Introduction  
Estimated Time: 1 min.

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

- Say, “In Lesson 5 we learned some of the most common prefixes and suffixes in English. Today we will expand our knowledge of prefixes and suffixes.”

Document of the Day  
Estimated Time: 1 min.

ött Display the Document of the Day transparency/PowerPoint.

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

Review  
Estimated Time: 5 min.


- Say, “Let’s look at some word parts. When we put two words together, we call it a compound word. Can anyone find the compound word?” (inside)

- Say, “Good. Now, I have a real challenge for you. There is another word that used to be two words. This word may not look like a compound word because the y has been changed to an i. Can anyone find it?” (holiday used to be holy day)

- Say, “I’m impressed if you figured out that holiday used to be holy day. Paying attention to how words work is what we have been doing in this curriculum. When you understand how words work, they are much easier to read and spell. They are also easier to understand.”

New Pattern  
Estimated Time: 15 min.

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

arrêt Write subzero on the board.
Say, “Does anyone see a prefix in the word subzero?”  (sub)

≈ Box the sub in subzero.

Say, “Right. Does anyone know what the prefix sub means?”  (below) So subzero means below zero.”

≈ Write warmly on the board.

? Ask, “What is this word?  (warmly) What is the root word?  (warm) What is the suffix?”  (-ly)

≈ Write unexpectedly on the board.

? Ask, “Who can find the prefix in this word?”  (un)

≈ Box the un in unexpected.

Say, “Right.  U-n is a prefix.  How does it change the meaning of the root expect?”  (makes it mean not expected)

Say, “The meaning of the new word is ‘not expected’, so in this case adding a prefix turned the word expect into its opposite, unexpected.  What is the suffix in unexpected?”  (e-d)

Say, “Right.  The e-d tells us that something happened in the past.  So, we can add both prefixes and suffixes to words.”

? Ask, “If you were to divide the root, between which two letters would you divide?”  (x and p)

≈ Say, “Excellent.  How many sounds does the x have?  (2, /k/ and /s/)

Lesson Plans 18-3
Say, “Right. X is a tricky letter. It is a good one to pay attention to because even though it is 1 letter, it has 2 sounds. Let’s do a quick review of the Doubling the Final Consonant spelling rule.”

▲ Point to the Spelling Rules Chart. Write the words run + ing and box + ing on the board.

? Ask, “How do you spell running?”

Say, “Yes. How would you spell boxing?” (Boxing because the x makes 2 sounds.)

Say, “Good job. I can see that you are becoming more aware of how the letters, sounds, and patterns work in English.”

Say, “Let’s look at Activity A in your books. Each of these words has a prefix added to a root. Find all of the prefixes and put a box around them. Then write each prefix on the line next to the word.”

<table>
<thead>
<tr>
<th>Activity Book, Lesson 18, Activity A</th>
<th>Find the Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. recall</td>
<td>re</td>
</tr>
<tr>
<td>2. dis conect</td>
<td>dis</td>
</tr>
<tr>
<td>3. subs sist</td>
<td>sub</td>
</tr>
<tr>
<td>4. recite</td>
<td>re</td>
</tr>
<tr>
<td>5. pres school</td>
<td>pre</td>
</tr>
<tr>
<td>6. dis credit</td>
<td>dis</td>
</tr>
<tr>
<td>7. un born</td>
<td>un</td>
</tr>
<tr>
<td>8. regard</td>
<td>re</td>
</tr>
<tr>
<td>9. uncover</td>
<td>un</td>
</tr>
<tr>
<td>10. subscribe</td>
<td>sub</td>
</tr>
<tr>
<td>11. prefix</td>
<td>pre</td>
</tr>
<tr>
<td>12. reform</td>
<td>re</td>
</tr>
<tr>
<td>13. in consistent</td>
<td>in</td>
</tr>
<tr>
<td>14. pre natal</td>
<td>pre</td>
</tr>
<tr>
<td>15. ind ent</td>
<td>in</td>
</tr>
</tbody>
</table>

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

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

≈ Write the prefixes on the board: dis, in, pre, re, sub, un. Circle dis, in, re, and un.
Explain, “We are studying the most common prefixes and suffixes today. The four prefixes that I have circled (dis, in, re, and un) account for 97% of words with prefixes in English that we find used in schools. In other words, when a word has prefix, 97% of the time it will be one of these four. So, you can see that they are really worth knowing. Let’s look at them in more depth.”

Say, “The meaning of most of these prefixes is clear. What does the re in recall mean?” (again)

Say, “Yes, so recall means to call or to call upon again. What about the prefix pre in preschool?” (before)

Explain, “Many toddlers attend preschool before they go off to official grade school.”

Say, “Now look at the words with the prefix dis. What do you think it means?” (not or opposite of)

Say, “Good, so disconnect means to not connect.”

Ask, “How about un?” (It also means not.)

Say, “Excellent. So different prefixes can have the same meaning. Dis and un can both mean not.”

Say, “Finally, let’s look at in together. In the word inconsistent, the prefix means not, so the word means not consistent. But, look at indent. The prefix in means something different in indent. Anyone want to take a guess?” (It means in, just like the word.)

Say, “Good, so indent means to dent (or move) in. So the same prefix can have different meanings. The prefix in can mean not or in.”

Say, “This is a really quick look at the meanings of prefixes. Our curriculum is concentrating on reading and spelling the words, so we won’t spend much time on the meanings, but you should know that learning the meanings of some common prefixes is valuable. Remember, if you know these 4 prefixes (dis, in, re, and un), you know the prefixes that appear the most in English.”

Say, “Knowing the prefixes and suffixes also helps us to read and spell words. If we are able to easily recognize the smaller parts of a word, it may be easier to spell longer, multisyllabic words and eventually read them with greater ease. The prefixes are usually fairly easy to read and spell.”
Say, “In Activity B, there is a list of prefixes and roots. Find a prefix in column 1 that can be combined with a root in column 2 to build a new word. Draw a line connecting the two.”

**Activity Book, Lesson 18, Activity B**

*Build the Words*

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>sub</td>
<td>pect</td>
</tr>
<tr>
<td>pre</td>
<td>move</td>
</tr>
<tr>
<td>ex</td>
<td>view</td>
</tr>
<tr>
<td>un</td>
<td>fair</td>
</tr>
<tr>
<td>de</td>
<td>merge</td>
</tr>
<tr>
<td>re</td>
<td>fend</td>
</tr>
</tbody>
</table>

Display the transparency/PowerPoint and have students check their work. Read the words aloud to the students. Discuss the answers and note that the prefix *re* can be combined with either *move* or *view*.

Say, “We added a couple of common prefixes in this exercise: *ex* and *de*. Did you have any trouble with them? Usually, prefixes are easier to figure out than suffixes.”

Say, “Let’s look at some suffixes now.”

Write *payment* on the board.

Ask, “Does anyone see the suffix in this word?” (-ment)

Box the -ment in payment.

Say, “Right. The suffix -ment is fairly common in English. It means ‘the action or process of’.”

Write *ment = the act or process of* under the word payment on the board.

Write *development* on the board. Put a box around -ment.

Ask, “Who can give us a definition for the word development?” (The act or process of developing something.)

Say, “In these examples, the meaning of the suffix is pretty clear. This is not always the case. But the more familiar we are with these parts of words, the easier it will be to spell words which contain several of them.”
Say, “Many words in English combine two or three prefixes or suffixes with a root to build a new word.”

Write unrelated on the board.

Ask, “Who can tell me what the root of this word is?” (relate)

Ask, “So what other word parts do we have then?” (The prefix un and the suffix -ed.)

Box un and -ed on the board.

Ask, “What happened to the spelling in this word when the e-d was added?” (The silent e was dropped.)

Say, “Yes, remember when the word ends in a silent e and we add a suffix that begins with a vowel, the e is dropped, as in dine-dining.”

Write dine and dining on the board.

Say, “Turn to Activity C. Write the prefixes, roots, and suffixes for each word on the lines provided. You may have to change the spelling of the root if an e was dropped or a y changed to i.”

Activity Book, Lesson 18, Activity C
Separate the Words
1. unpacked = un + pack + ed
2. reproduced = re + produce + ed
3. unhappiness = un + happy + ness
4. defrosting = de + frost + ing
5. dishonesty = dis + honest + y
6. revisited = re + visit + ed
7. discredited = dis + credit + ed
8. mispronounced = mis + pronounce + ed

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

[NOTE: Point out the dropped e in numbers 2 and 8. Point out the y → i change in number 3.]

Ask the students to read the words.

Say, “In Activity D, you will work on combining prefixes and suffixes to build new words, just as we have done in the preceding example. Look at the list of roots first. Then look at the prefixes and suffixes in the box. Think about words you can build from them. There are several possibilities for each word.
Activity Book, Lesson 18, Activity D
Build the Words

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis</td>
<td>ment</td>
</tr>
<tr>
<td>over</td>
<td>ate</td>
</tr>
<tr>
<td>mis</td>
<td>able</td>
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</tbody>
</table>

accept
accepted
acceptable
unaccepted
accepts
accepting

understand
misunderstand
understanding
understandable
understands

populate
population
populated
unpopulated
populates
overpopulate
populating

like
likeness
likeable
disliked
likes
liking
liked

enchant
enchanted
enchantment
disenchant
enchants
disenchanted
enchanting

Display the transparency/PowerPoint with the correct answers and have students check their work. Answers will vary.

Additional Words for Re-Teaching: unbutton, subbasement, subheading, disseminate, disgusted, disadvantaged, disrespectfulness, ungratefulness, Occupy-occupying-preoccupy-preoccupied; Admire-admiring-admired-admirable; Print-misprint-misprinted-misprinting
Extending the Pattern: Words ending in -ion  Estimated Time: 15 min.

≈ Write adoption on the board. Put a box around the suffix -ion.

? Ask, “Can someone pronounce this word for us?”

➢ Say, “The suffix in this word is -i-o-n. But when we divide the word by syllables, we would put our slash between the 2 consonants, p and t. That is why we often think of the suffix being -t-i-o-n. The suffix in this word is pronounced /shən/.”

➢ Say, “Take a look at the words in Activity E. Let’s read these aloud to practice this suffix. Can someone read column 1? Column 2?”

Activity Book, Lesson 18, Activity E
Read the Words

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>reaction</td>
<td>subtraction</td>
</tr>
<tr>
<td>taxation</td>
<td>edition</td>
</tr>
<tr>
<td>limitation</td>
<td>invention</td>
</tr>
<tr>
<td>station</td>
<td>expectation</td>
</tr>
<tr>
<td>temptation</td>
<td>education</td>
</tr>
</tbody>
</table>

➢ Say, “O.K. Now, let’s look at how some of these words are spelled. In Activity F, write the root word on the line provided.”

Activity Book, Lesson 18, Activity F
Write the Root Words

1. adoption   adopt
2. reaction   react
3. translation translate
4. concentration concentrate
5. instruction instruct

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

➢ Ask, “Did you get translate and concentrate? What did you have to know about these words?” (These words follow the Drop the Final e spelling rule.)

➢ Ask, “What is the last sound in each of the roots?” (/t/)

➢ Say, “That’s right. Even though translate and concentrate end in an e, the final e is silent, so the last sound is /t/. So, we just add the suffix -i-o-n to the root. The suffix is really -i-o-n. If you know the root, you know the syllable begins with a t.”
Say, “Sometimes when we add the suffix -i-o-n, we need to add some extra letters to connect the word and the suffix. I don’t think this will be hard for you because you can hear the letters. Let’s practice reading a few of these words in Activity G.”

**Activity Book, Lesson 18, Activity G**

**Read the Words**

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

≈ Write television on the board.

Say, “The root for television is televise.”

≈ Write televise on the board.

Say, “When we add -i-o-n to televise, we drop the e and just add the -i-o-n. So, when a word ends in /s/ or /z/, the last syllable will be spelled -s-i-o-n. For your information, this is also true of roots that end in d or s-e. Let’s try a few. Turn to Activity H. Add the -i-o-n suffix to the root words.”

**Activity Book, Lesson 18, Activity H**

**Add the Suffix**

1. precise + ion  
   precision
2. transfuse + ion  
   transfusion
3. collide + ion  
   collision
4. include + ion  
   inclusion
5. confuse + ion  
   confusion

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

Ask, “Did you remember to drop the silent e before you added the suffix beginning with a vowel? So, in words ending in d or s, the final syllable is spelled -s-i-o-n.”

Say, “Let’s read these words aloud. Read the root and then the noun to which you created by adding the suffix -ion.”
[NOTE: Spelling the suffix -ion is tricky for students. We have presented the patterns that are most frequent:

1. When the suffix ends in /t/, spell the last syllable tion. For your information, one exception is the root vert (version, conversion, introversion).
2. If the root ends in s or d, use -sion.]

Additional Words for Re-teaching: compete-competition, operate-operation, expect-expectation, examine-examination, oppose-opposition, discuss-discussion, confess-confession, suppress-suppression, omit-omission, expand-expansion,

Progress Check

Say, “I am going to dictate some real words for you to write in Activity I. For the last four words, you will have to think about the spelling rules you use when adding suffixes.”

Activity Book, Lesson 18, Activity I

Progress Check

1. homeless There is a homeless shelter nearby.
2. reinvest We will reinvest our money in stocks.
3. prepare Please prepare the coffee for our guests.
4. reaction Did you see Tara’s reaction when she won the lottery?
5. disrespect I will not tolerate any disrespect of my mother.
6. helpful Can you be helpful and sweep the floor?
7. relating I was washing the dishes as Ted was relating the story.
8. running I saw Jen running through the park.
9. ugliest Those are the ugliest shoes I have ever seen!
10. loneliness My loneliness has gotten worse since Stew left.

Smooth Reading

Say, “Please turn to Activity J. We are going to practice reading, using our Strategy for Decoding Multisyllabic Words.”

Display the transparency/PowerPoint for this reading passage.
Activity Book, Lesson 18, Activity J

Smooth Reading

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

- Say, “I’ll read the first sentence to you. I am not sure about the first word. The rest of the sentences says: *Jan was not badly hurt in the disaster at work.* I’ll divide the first word.”

≈ Write *thankfully* on the board.

- Say, “Oh, this word is easy. There are two suffixes, so I’ll box *ful* and *ly.* I recognize the root word: *thank.* The word is *thankfully.* *Thankfully, Jan was not badly hurt in the disaster at work.* That makes sense.”

Students Apply the Strategy to the Passage

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

Students Read Words and Discuss

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

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

Teacher Models Smooth Reading

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

- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

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

Weather Report

Unexpected subzero temperatures for the holidays.

Stay inside. Dress warmly if you must go out.
**Activity Book, Lesson 18, Activity A**

**Find the Prefix**

1. **recall**  \( \text{re} \)  
2. **disconnect**  \( \text{dis} \)  
3. **subsist**  \( \text{sub} \)  
4. **recite**  \( \text{re} \)  
5. **preschool**  \( \text{pre} \)  
6. **discredit**  \( \text{dis} \)  
7. **unborn**  \( \text{un} \)  
8. **regard**  \( \text{re} \)  
9. **uncover**  \( \text{un} \)  
10. **subscribe**  \( \text{sub} \)  
11. **prefix**  \( \text{pre} \)  
12. **reform**  \( \text{re} \)  
13. **inconsistent**  \( \text{in} \)  
14. **prenatal**  \( \text{pre} \)  
15. **indent**  \( \text{in} \)
Activity Book, Lesson 18, Activity B
Build the Words

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>sub</td>
<td>pect</td>
</tr>
<tr>
<td>pre</td>
<td>move</td>
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<td>ex</td>
<td>view</td>
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<td>un</td>
<td>fair</td>
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<td>de</td>
<td>merge</td>
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<tr>
<td>re</td>
<td>fend</td>
</tr>
</tbody>
</table>
Activity Book, Lesson 18, Activity C
Separate the Words

1. unpacked = un + pack + ed
2. reproduced = re + produce + ed
3. unhappiness = un + happy + ness
4. defrosting = de + frost + ing
5. dishonesty = dis + honest + y
6. revisited = re + visit + ed
7. discredited = dis + credit + ed
8. mispronounced = mis + pronounce + ed
Activity Book, Lesson 18, Activity D
Build the Words

Prefixes

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis</td>
<td>ment</td>
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<tr>
<th>accept</th>
<th>understand</th>
<th>enchant</th>
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<tr>
<td>accepted</td>
<td>misunderstand</td>
<td>enchanted</td>
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<td>acceptable</td>
<td>understanding</td>
<td>enchantment</td>
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<td>understands</td>
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<th>populate</th>
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<tr>
<td>population</td>
<td>likeness</td>
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<td>populated</td>
<td>likeable</td>
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<td>unpopulated</td>
<td>disliked</td>
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<tr>
<td>populates</td>
<td>likes</td>
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<tr>
<td>overpopulate</td>
<td>liking</td>
</tr>
<tr>
<td>populating</td>
<td>liked</td>
</tr>
</tbody>
</table>
Activity Book, Lesson 18, Activity F
Write the Root Words

1. adoption               adopt
2. reaction               react
3. translation            translate
4. concentration          concentrate
5. instruction            instruct
Activity Book, Lesson 18, Activity H
Add the Suffix

1. precise + ion    precision
2. transfuse + ion  transfusion
3. collide + ion    collision
4. include + ion    inclusion
5. confuse + ion    confusion
Activity Book, Lesson 18, Activity J
Smooth Reading

**Thankfully**, Jan was not badly hurt in the disaster at work. Three people were crushed and two machines were destroyed. Her *dishonest* boss had *neglected* to *distribute* hard hats for the new project. This was *inexcusable*, and Jan hoped that the police would get *involved*. 
# Lesson 19
## Review

### Lesson Overview
This lesson reviews the content from lesson 16 to 18. It provides a review of the sounds of -y, syllable division with prefixes and suffixes and reviews the previously taught spelling rules.

The lesson includes the following parts:
- Review
- Document of the Day
- New Pattern (-y to an -i)
- Parts of Words
- Spelling Words
- Syllabification: Roots and Suffixes
- Extending the Pattern:
- Progress Check
- Smooth Reading

Approximate Time: 50 min.

### Objective
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

### Materials
Spelling Rules Chart
Strategy for Reading Multisyllabic Words Chart
Five Transparencies/PowerPoints:
- Activity Book, Lesson 19, Activity A: Apply the Rules
- Activity Book, Lesson 19, Activity B: Separate the Words
- Activity Book, Lesson 19, Activity C: Identify the Sound
- Activity Book, Lesson 19, Activity D: Spell the Words by Syllable
Lesson Plans

Lesson 19

**Introduction**

Estimated Time: 1 min.

- Say, “Today we are working on Lesson 19. We will review the sounds of y; syllable division with prefixes and suffixes, CVC, VCe, -Cle, and open syllables; and three basic spelling rules: drop silent e, doubling the final consonant, and changing y to i.”

**Spelling Rules**

Estimated Time: 10 min.

- Say, “Please turn to Activity A. Look at the three spelling rules at the top of the activity. They are the spelling rules 3, 4 and 5 from our spelling rules chart. For this activity, you will combine the root words and suffixes and indicate the rule that you used.”

- Do the first item with the students to demonstrate.

**Spelling Rules**

3. Dropping the Silent e in VCe Syllables.
   When a word ends with a silent e, drop the e when you add a suffix beginning with a vowel.

4. Doubling the Final Consonant in CVC Syllables.
   If a one syllable root word ends in one consonant with one vowel before it, double the final consonant of the root word if the suffix begins with a vowel.

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

**Activity Book, Lesson 19, Activity A**

Apply the Rules

<table>
<thead>
<tr>
<th>Word</th>
<th>Rule #</th>
</tr>
</thead>
<tbody>
<tr>
<td>rotten</td>
<td>4</td>
</tr>
<tr>
<td>safer</td>
<td>3</td>
</tr>
<tr>
<td>completely</td>
<td>3</td>
</tr>
<tr>
<td>luckiest</td>
<td>5</td>
</tr>
<tr>
<td>drummer</td>
<td>4</td>
</tr>
<tr>
<td>loneliness</td>
<td>3, 5</td>
</tr>
<tr>
<td>surely</td>
<td>3</td>
</tr>
<tr>
<td>shining</td>
<td>3</td>
</tr>
<tr>
<td>stripped</td>
<td>4</td>
</tr>
<tr>
<td>carrying</td>
<td>3</td>
</tr>
<tr>
<td>bravely</td>
<td>3</td>
</tr>
<tr>
<td>carried</td>
<td>5</td>
</tr>
</tbody>
</table>
Display the transparency/PowerPoint and have students check their work. Go over *lone* + *ly* + *ness* and *luck* + *y* + *est*. Be sure students understood that they added two suffixes. Explain that adding prefixes and suffixes is a way that we build longer words.

Say, “Now turn to **Activity B**. In **Activity A**, you combined roots and suffixes. Now, I want you to find the root words. Take the words apart and write them by roots and suffixes.”

| Activity Book, Lesson 19, Activity B  
Separate the Words | Root Word | Suffix |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>hopping</td>
<td>hop</td>
<td>ing</td>
</tr>
<tr>
<td>hoping</td>
<td>hope</td>
<td>ing</td>
</tr>
<tr>
<td>scary</td>
<td>scare</td>
<td>y</td>
</tr>
<tr>
<td>gripping</td>
<td>grip</td>
<td>ing</td>
</tr>
<tr>
<td>griping</td>
<td>gripe</td>
<td>ing</td>
</tr>
<tr>
<td>hurrying</td>
<td>hurry</td>
<td>ing</td>
</tr>
<tr>
<td>supplied</td>
<td>supply</td>
<td>ed</td>
</tr>
</tbody>
</table>

Display the transparency/PowerPoint and have students check their work. Point out that doubling the *p* in *hopping* and *gripping* keeps the first syllable a CVC syllable with a short vowel. In *hopping* and *gripping*, the *e* is dropped. The syllable division occurs before the single consonant, resulting in an open syllable and a long vowel.

**Review of Sounds of y**  
*Estimated Time: 10 min.*

Say, “Turn to **Activity C**. All of these words have the letter *y* used as a vowel. What are the sounds the vowel *y* can represent?” (*/iː/ as in *cry*, */eɪ/ as in *baby*, and */i/ as in *system.*)

Say, “Read the words to yourself and place a check in one of the three columns, depending on the sound the *y* represents.”

Say, “Let’s do the first one together. The word is *synonym*. The sound the first *y* makes is */i/*, so we put a check under the *system* column.”

Say, “Use your syllable division procedures if you have any difficulty reading the words.”
**Activity Book, Lesson 19, Activity C**

*Identify the Sound*

<table>
<thead>
<tr>
<th></th>
<th>cry</th>
<th>baby</th>
<th>system</th>
</tr>
</thead>
<tbody>
<tr>
<td>synonym</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>empty</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>multiply</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>occupy</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hypocrisy</td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>fifty</td>
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<tr>
<td>qualify</td>
<td>✓</td>
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<td>cynical</td>
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<td>✓</td>
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<tr>
<td>hydrogen</td>
<td>✓</td>
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<tr>
<td>synthetic</td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>dynamite</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cyclone</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Spelling Words with the Vowel y**

*Estimated Time: 5 min.*

- Say, “Turn to **Activity D**. I am going to dictate some words. First, I’ll say the word. Then, I’ll say the word more slowly by syllable. Spell these words by writing the word syllable-by-syllable on the lines provided. All of these words use y as a vowel.”

**Activity Book, Lesson 19, Activity D**

*Spell the Words by Syllable*

1. copy     cop y
2. hypnotize hyp no tize
3. system   sys tem
4. systematic sys tem at ic
5. justify  jus ti fy

[NOTE: When saying words by syllable, just where to place a consonant sound may not be clear. Sometimes they can go either at the end of one syllable or at the beginning of the next one. Don’t worry too much about this. One of the things you are teaching students is to be flexible. For the word systematic, the second syllable will be /tə/. When reviewing the answers, point out that the /tə/ is difficult to spell because the schwa can be spelled with any vowel. However, point out that the students spelled the root word in the previous item: system. This gives them a clue as how to spell the schwa in systematic. Justify also has a schwa sound. That explains why the second syllable does not have a long-i sound even though it ends with a vowel. If you have time, have students identify the syllable pattern for each syllable.]
Display the transparency/PowerPoint with the correct answers.

**Syllabification**  
*Estimated Time: 15 min.*

- Say, “You have studied four different syllable patterns. Can anyone tell me one syllable pattern? (CVC) Can anyone give an example of a CVC syllable?” (cat) [NOTE: Continue with all four syllable patterns: CVC, VCe, open, and Cle.]

≈ Write the syllable patterns and examples on the board.

- Say, “Good. Now let’s review the procedure for recognizing and dividing words into syllables. When we read and spell by syllable, long words become much easier. The combination of using the procedure plus recognizing by sight common syllable patterns will make you a more fluent reader and speller.”

≈ Write ‘The accident was an unintended result of negligence.’ on the board.

- Say, “The accident was a blank result of blank. I don’t know two of these words. The first word is a multisyllabic word, that is, it has more than one syllable. The first thing to do is see if we can guess what the word is from the context. The accident was a blank result of blank. I really don’t know what the word might be. I’m going to go to the next step and look for roots, suffixes, and prefixes.

≈ Ask, “Do you see any prefixes or suffixes?” (un-, in-, -ed)

≈ Divide the prefixes and suffix from the root by putting a box around them: un / in / tend / ed.

≈ Say, “So, just by recognizing the prefixes and suffix, we have divided all of the syllables in this word. Can someone read the word?”

≈ Say, “Let’s check the context. The accident was an unintended result of blank. OK, I’ve got unintended, but I’m still not sure of the last word. I’m going to divide it.”

≈ Write negligence on the board and mark the word as you use the following script.

≈ Say, “OK, I don’t recognize any prefixes or suffixes.” [NOTE: If students tell you that -ence is a suffix, tell them that you are so proud of them finding a suffix that you missed.]

≈ Say, “I’m going to underline the vowels.”
Say, “OK, between the e and i, there are 2 consonants, so I’m going to divide between them.”

Say, “Between the i and e, there is only one consonant, so I’m going to divide before the g. Let’s see if can get the word now. Wow. This is a really, really hard word. Can anyone read it?”

Pronounce the word with alternate pronunciations.

Say, “l-i is an open syllable. I’ll try a long i: negligence

Say, “That just doesn’t sound right. I remember that sometimes the vowel in an open syllable in the middle of the word is a schwa. I’ll try that: /negləgence/.

Say, “Let me try that word in the sentence: The accident was an unintended result of negligence. That makes sense to me, but negligence is a tough vocabulary word. Does anyone know what it means?” It has the same root as the word neglect. What does neglect mean?” (To not take care of your responsibilities.)

Say, “So negligence is when you don’t take care of your responsibilities. The driver must have been driving without being responsible. She didn’t intend, or mean, to have an accident, but it was her fault because she was negligent.”

Say, “Now turn your attention to Activity E.”

Say, “Now it is your turn to divide the words into syllables. If you need help, refer to the Strategy for Reading Multisyllabic Words in your Activity Book.”

Activity Book E

Syllabification

1. ın / mate
2. hope / less / ly
3. ac / com / plish / ıng
4. pun / ish / ment
5. syn / thet / ic
6. e / lec / tion
7. a / dop / tion
8. ın / ten / ıve

[NOTE: We have boxed the prefixes and suffixes in this activity. The students are not likely to recognize all of them, which is not a problem. For example, we would not expect them to recognize that ac is an assimilated prefix coming from ad in the word accomplishing. It is fine for them to treat the ac as a syllable. Also, accept either -tion or -ion as the suffix in 6 and 7.]
Display the transparency/PowerPoint and have students check their work. Review each word with the students, working through the procedure each time.

Ask the students to read the words in Activity E.

**Progress Check**

- Say, “Now turn to Activity Book F for Lesson 19. I am going to dictate some words for you to write. Then you will divide some words into syllables.”

### Activity Book, Lesson 19, Activity F

#### Progress Check

1. **Monkey**  
   A monkey as a baboon is a primate.

2. **Reply**  
   He received his reply to his invitation within seconds.

3. **Boneless**  
   I prefer buying boneless chicken as it cooks faster.

4. **Restate**  
   I will restate the question so you will understand it better.

5. **Dismissed**  
   The captain dismissed the soldiers from their line.

6. **Penniless**  
   I have lost all my money and I am left penniless.

7. **Satisfy**  
   He always likes to try different foods but he can never satisfy his hunger.

8. **Angry**  
   The ticket for violation of parking time made me so angry.

9. **Laziness**  
   When you move from the couch to the bed your laziness is so obvious.

10. **Sickness**  
    It is astonishing that despite his sickness and his lack of movement his spirit remains uplifted.

### Syllabification

**Example:** reduction  

1. **Translation**  
   trans/la/tion

2. **Completion**  
   com/ple/tion

3. **Calculation**  
   cal/cu/la/tion

4. **Refinish**  
   re/fin/ish

5. **Astonishment**  
   as/ton/ish/ment

6. **Shamefulness**  
   shame/ful/ness

7. **Spiteful**  
   spite/ful

8. **Development**  
   de/vel/op/ment

9. **Unlikely**  
   un/like/ly

10. **Gratefulness**  
    grate/ful/ness
### Activity Book, Lesson 19, Activity A

**Apply the Rules**

<table>
<thead>
<tr>
<th>Word</th>
<th>Rule #</th>
</tr>
</thead>
<tbody>
<tr>
<td>rot + en</td>
<td>rotten</td>
</tr>
<tr>
<td>safe + er</td>
<td>safer</td>
</tr>
<tr>
<td>complete + ly</td>
<td>completely</td>
</tr>
<tr>
<td>luck + y + est</td>
<td>luckiest</td>
</tr>
<tr>
<td>drum + er</td>
<td>drummer</td>
</tr>
<tr>
<td>lone + ly + ness</td>
<td>loneliness</td>
</tr>
<tr>
<td>sure + ly</td>
<td>surely</td>
</tr>
<tr>
<td>shine + ing</td>
<td>shining</td>
</tr>
<tr>
<td>strip + ed</td>
<td>stripped</td>
</tr>
<tr>
<td>carry + ing</td>
<td>carrying</td>
</tr>
<tr>
<td>brave + ly</td>
<td>bravely</td>
</tr>
<tr>
<td>carry + ed</td>
<td>carried</td>
</tr>
</tbody>
</table>
### Activity Book, Lesson 19, Activity B
### Separate the Words

<table>
<thead>
<tr>
<th>Root Word</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>hopping</td>
<td>hop</td>
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<tr>
<td>hoping</td>
<td>hope</td>
</tr>
<tr>
<td>scary</td>
<td>scare</td>
</tr>
<tr>
<td>gripping</td>
<td>grip</td>
</tr>
<tr>
<td>griping</td>
<td>gripe</td>
</tr>
<tr>
<td>hurrying</td>
<td>hurry</td>
</tr>
<tr>
<td>supplied</td>
<td>supply</td>
</tr>
</tbody>
</table>
**Activity Book, Lesson 19, Activity C**

**Identify the Sound**

<table>
<thead>
<tr>
<th></th>
<th>cry</th>
<th>baby</th>
<th>system</th>
</tr>
</thead>
<tbody>
<tr>
<td>synonym</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
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<td>✓</td>
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<td></td>
</tr>
<tr>
<td>multiply</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>occupy</td>
<td>✓</td>
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<tr>
<td>hypocrisy</td>
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<tr>
<td>qualify</td>
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<td>cynical</td>
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<td>hydrogen</td>
<td>✓</td>
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<td>synthetic</td>
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</tr>
<tr>
<td>dynamite</td>
<td>✓</td>
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</tr>
<tr>
<td>cyclone</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Activity Book, Lesson 19, Activity D

**Spell the Words by Syllable**

<table>
<thead>
<tr>
<th></th>
<th>Word</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>copy</td>
<td>cop / y</td>
</tr>
<tr>
<td>2.</td>
<td>hypnotize</td>
<td>hyp / no / tize</td>
</tr>
<tr>
<td>3.</td>
<td>system</td>
<td>sys / tem</td>
</tr>
<tr>
<td>4.</td>
<td>systematic</td>
<td>sys / tem / at / ic</td>
</tr>
<tr>
<td>5.</td>
<td>justify</td>
<td>jus / ti / fy</td>
</tr>
</tbody>
</table>
Activity Book, Lesson 19, Activity E
Syllabification

1. **in** / mate
2. hope / **less** / **ly**
3. **ac** / com / plish / **ing**
4. pun / ish / **ment**
5. syn / thet / **ic**
6. e / lec / **tion**
7. a / dop / **tion**
8. **in** / ten / **ive**
## Lesson 20

*Digraph vowels: ai, ay, ee, ey*

| **Lesson Overview** | This lesson reviews the short and long vowel sounds and introduces the vowel digraph syllable pattern. In addition, it provides syllabification practice with words that have the vowel digraph syllable pattern and the previous taught patterns. The lesson includes the following parts:
- Review
- Document of the Day
- New Pattern (-ai- and -ay)
- Extending the Pattern
- Syllabification
- Extending the Pattern: Prefixes and Suffixes
- Progress Check
- Smooth Reading
Approximate Time: 50 min. |
| **Objective** | To learn the vowel digraph syllable pattern
To review short and long vowels |
| **Materials** | Six Syllable Patterns Chart
Five Transparencies/PowerPoints:
- Activity Book, Lesson 20, Activity A: Sort the Words
- Activity Book, Lesson 20, Activity B: Sort the Words
- Activity Book, Lesson 20, Activity C: Sort the Words
- Activity Book, Lesson 20, Activity D: Syllabification
- Activity Book, Lesson 20, Activity F: Smooth Reading |
| **Preparation** | Display the Six Syllable Patterns Chart. Put an asterisk next to the Vowel digraph pattern |
Lesson 20

Introduction

- Say, “Today we are working on Lesson 20. In this lesson we will learn about digraph vowels, which are vowels that appear together to represent one sound or a new sound. This is a new syllable pattern for us. This is the fifth of six patterns we will learn. So, we are getting close to knowing all of the syllable patterns.”

- Say, “Before we start on digraphs, let’s do a quick review of syllable patterns we have already learned.”

Review

- Write ‘dem strate on’ on the board.

- Ask students to read each syllable and to identify each syllable pattern (e.g., dem is a CVC syllable).

- Say, “Can anyone put these three syllables together in an order that would form a word?” (dem/on/strate)

- Say, “Great. So, recognizing syllable patterns helps us to read long words. Let’s try a couple more.”

- Repeat with incompletely: (in ly com plete) and confiscate: (fi con scate)

Document of the Day

- Say, “Please take a look at the Document of the Day in your Activity Book.”

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

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

- Say, “Could someone read the Document to the class?”
Lesson 20

New Pattern

Estimated Time: 10 min.

- Say, “Many of the words in this document have a double vowel pattern or digraph.”

▲ Point to the Vowel Digraph pattern on the Six Syllable Patterns Chart.

- Read the explanation for the vowel digraph pattern. Say “In a vowel digraph we have two vowels that work together to represent one sound. For example in the word wait the letters a and i make the long /a/ sound. We will work with the different vowel combinations in this lesson and in another lesson.”

- Say, “Go through the document and circle all of the words that have a double vowel. Remember that the letter y can act as either a vowel or a consonant.” (main, street, meet, greet, Sunday, May, three, day, play, money, rain, green, valley)

- Say, “Read the words to yourself and listen to the vowel pairs.”

- Explain, “Even though there are two vowels, each pair represents one sound.”

? Ask, “What are the vowel sounds that you hear?” (/ā/, /ē/)

? Ask, “What are the vowel combinations that represent each sound?” (ai, ay = /ā/, ee, ey = /ē/)

- Say, “That is right. Notice that they have the same long vowel sound that we find in the VCe syllable.”

≈ Write mane and main on the board.

? Ask, “How do you pronounce m-a-i-n? How about m-a-n-e? Is there any difference between the way we say the two words?” (no)

- Say, “Right. They are homonyms. They sound the same, but they don’t mean the same thing. What does m-a-n-e mean?” (It is what you find on the neck of a horse or lion.)

? Ask, “How about m-a-i-n?” (It means primary, like the main idea.)

- Say, “Good. So the digraphs we are studying today have the same long vowel sounds that we find in VCe syllables.”

- Say, “Let’s look at Activity A.”
Explain, “Using the words that you’ve circled in the Document of the Day, list the words by their vowel sounds in the appropriate column.”

<table>
<thead>
<tr>
<th>Activity Book, Lesson 20, Activity A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sort the Words</strong></td>
</tr>
<tr>
<td>/ã/</td>
</tr>
<tr>
<td>main</td>
</tr>
<tr>
<td>Sunday</td>
</tr>
<tr>
<td>May</td>
</tr>
<tr>
<td>day</td>
</tr>
<tr>
<td>play</td>
</tr>
<tr>
<td>rain</td>
</tr>
<tr>
<td>money</td>
</tr>
</tbody>
</table>

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

Say, “In Activity A, you sorted the words by their sounds. Now, in Activity B, let’s sort the words by their spellings. Write the words under the correct columns according to the way they are spelled.”

<table>
<thead>
<tr>
<th>Activity Book, Lesson 20, Activity B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sort the Words</strong></td>
</tr>
<tr>
<td>ai</td>
</tr>
<tr>
<td>main</td>
</tr>
<tr>
<td>rain</td>
</tr>
<tr>
<td>day</td>
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</tbody>
</table>

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

Ask, “Look at the columns in Activity B. Can someone tell me what the pattern is for when the different spellings are used?” (ai, ee, are used in the middle of words; ay, ey are used at the end.)

Additional Words for Re-Teaching: ai-plain, stain, grain, claim, ay bay, clay, stay, May, ee feet, screen, seen, weed, -ey monkey, alley, hockey, Jersey.

**Extending the Pattern**  
*Estimated Time: 5 min.*

Say, “The vowel digraph e-y has two sounds.”

? Ask, “What is the sound that e-y represents in key?” (/ē/)

? Ask “What is the sound that e-y represents in they?” (/ã/)
Say, “Read the words in Activity C and sort them according to the sound that e-y represents. Write each word under the key word that matches its e-y sound.”

<table>
<thead>
<tr>
<th>Activity Book, Lesson 20, Activity C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sort the Words</strong></td>
</tr>
<tr>
<td>1. parsley</td>
</tr>
<tr>
<td>2. hey</td>
</tr>
<tr>
<td>3. chimney</td>
</tr>
<tr>
<td>4. prey</td>
</tr>
<tr>
<td>5. money</td>
</tr>
<tr>
<td>6. obey</td>
</tr>
<tr>
<td>7. turkey</td>
</tr>
<tr>
<td>8. survey</td>
</tr>
<tr>
<td>9. valley</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>key</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>parsley</td>
<td>hey</td>
</tr>
<tr>
<td>chimney</td>
<td>obey</td>
</tr>
<tr>
<td>money</td>
<td>survey</td>
</tr>
<tr>
<td>turkey</td>
<td>prey</td>
</tr>
<tr>
<td>valley</td>
<td></td>
</tr>
</tbody>
</table>

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

Ask, “Would someone like to read the words they have listed under the key word key?” (parsley, chimney, money, turkey, valley)

Explain, “There are really very few words in English that end in e-y and have the long a sound. They are mostly common words. Would someone please read the words under the key word they?” (hey, obey, survey, prey)

[NOTE: Students have learned about the e-y digraph at the end of words when they studied the sounds of y. This lesson extends the pronunciation to the words with the digraph e-y pronounced /ā/.)

**Syllabification**

Estimated Time: 5 min

Say, “Now turn to Activity D in your books.”

Say, “There is a list of ten words. Follow the syllable division strategy to divide the words.”

Say, “Let’s do the first one together. I will underline the vowels, a-i and the e. I underline the a-i as one vowel because the digraph a-i represents one sound, /ā/). There is one d between the vowels. I will try dividing before the d. OK, the pronunciation of the first syllable would be /ā/. The word is maiden.”

Ask, “I wanted to demonstrate marking the vowel digraph a-i as one vowel sound. But, I skipped a step in our procedure. Can anyone explain what I skipped?” (Looking for chunks like prefixes or suffixes.)

Say, “Right. So, are there any chunks?” (Yes, there is the suffix, en, and the root maid.)
Say, “Great. So I could also read this word by recognizing the suffix and the root. Flexibility is the key.”

Say, “Now go through and complete the list on your own, using the syllable division strategy.”

**Activity Book, Lesson 20, Activity D**

**Syllabification**

1. mai/den
2. ho/key-po/key
3. ap/prais/al
4. chim/ney
5. main/stay
6. re/main/der
7. jam/bor/ee
8. fif/teen
9. re/pair/man
10. pray/er

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

**Progress Check**

Estimated Time: 5 min.

Say, “I am going to dictate some real words for you to write in Activity E.”

**Activity Book, Lesson 20, Activity E**

**Progress Check**

1. strain
2. kidney
3. subway
4. explain
5. display
6. street
7. wiping
8. promotion
9. punish
10. absent

The strain of lifting the bricks hurt her back.
John had his kidney removed in the hospital.
Riding on the subway is always interesting.
It is hard to explain why the sky is blue.
The display of lights was quite lovely.
Look both ways when crossing the street.
Use the clean sponge when wiping the table.
Jill’s promotion at work increased her salary.
Parents punish their children for bad behavior.
Katie was absent from school all week.

**Smooth Reading**

Estimated Time: 15 min.

**Teacher Models the Syllable Strategy**

Say, “Please look at Activity F. We are going to practice reading. If you come across a long word that you don’t know, a good strategy is to divide it into syllables. Today we added a new syllable pattern to use with our strategy.”
Lesson 20

Display the transparency/PowerPoint with the passage.

Activity Book, Lesson 20, Activity F
Smooth Reading

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

- Say, “I will read the sentence to check the context of the words. Vaneeda is blank and wants more blank from her parents.”

- Say, “O.K. The first word doesn’t look too hard. I don’t see any chunks that I recognize, so I’ll divide the syllables. I’ll underline the i and the e-e. I know that the vowel pair in the second syllable is a digraph and that the two e’s make one sound. So, between the i and the e-e, there are two consonants. I’ll divide between the f and the t. The first syllable is a CVC with a short vowel. That would be /fif/ and the second syllable is /teen/. The double e-e has a long e sound. So the word is fifteen. Let me check the context again. Vaneeda is fifteen and wants more blank from her parents. That works so far.”

- Say, “I’m going to guess that she wants more freedom. I recognize a chunk in the word—free, which is the root word, and I know it makes sense with the context.”

[NOTE: Students may have difficulty reading the name, Vaneeda. Tell them that it is a name and that names can be difficult to pronounce because sometimes they don’t follow the patterns. But, tell them that they can apply their strategy to get this name. Ask a student to model the strategy.]

Students Apply the Strategy to the Passage

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

Students Read Words and Discuss

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

≈ Write the target word(s) with slashes between their syllables on the board.
**Teacher Models Smooth Reading**
- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

**Students Practice Smooth Reading**
[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it two or more times.]
Activity Book, Lesson 20, Activity A
Sort the Words

<table>
<thead>
<tr>
<th>/ā/</th>
<th>/ē/</th>
</tr>
</thead>
<tbody>
<tr>
<td>main</td>
<td>street</td>
</tr>
<tr>
<td>Sunday</td>
<td>meet</td>
</tr>
<tr>
<td>May</td>
<td>greet</td>
</tr>
<tr>
<td>day</td>
<td>three</td>
</tr>
<tr>
<td>play</td>
<td>money</td>
</tr>
<tr>
<td>rain</td>
<td>green</td>
</tr>
<tr>
<td></td>
<td>valley</td>
</tr>
</tbody>
</table>
### Activity Book, Lesson 20, Activity B
Sort the Words

<table>
<thead>
<tr>
<th>ai</th>
<th>ay</th>
<th>ee</th>
<th>ey</th>
</tr>
</thead>
<tbody>
<tr>
<td>main</td>
<td>Sunday</td>
<td>street</td>
<td>money</td>
</tr>
<tr>
<td>rain</td>
<td>May</td>
<td>meet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>day</td>
<td>greet</td>
<td>valley</td>
</tr>
<tr>
<td></td>
<td>play</td>
<td>three</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>green</td>
<td></td>
</tr>
</tbody>
</table>
**Activity Book, Lesson 20, Activity C**

*Sort the Words*

<table>
<thead>
<tr>
<th>key</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>parsley</td>
<td>hey</td>
</tr>
<tr>
<td>chimney</td>
<td>obey</td>
</tr>
<tr>
<td>money</td>
<td>survey</td>
</tr>
<tr>
<td>turkey</td>
<td>prey</td>
</tr>
<tr>
<td>valley</td>
<td></td>
</tr>
</tbody>
</table>
### Activity Book, Lesson 20, Activity D

**Syllabification**

1. mai/den
2. ho/key-po/key
3. ap/prais/al
4. chim/ney
5. main/stay
6. re/main/der
7. jam/bor/ee
8. fif/teen
9. re/pair/man
10. pray/er
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 Overview
This lesson reviews the digraph vowels (ai, ay, ee and ey) and introduces the digraph vowels oa, ou and ow. In addition, the lesson provides instruction in regards to the spelling of the digraph vowels.

The lesson includes the following parts:
- Review
- Document of the Day
- New Pattern oa, ou, ow
- Sounds of ow
- Three spellings for long /o/
- More practice for ou and ow
- Progress Check
- Smooth Reading

Approximate Time: 60 min.

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

### Materials
Six Syllable Patterns Chart
Five Transparencies/PowerPoints:
- Activity Book, Lesson 21, Document of the Day
- Activity Book, Lesson 21, Activity B: Sort the Words
- Activity Book, Lesson 21, Activity D: Sort the Words by their Spelling
- Activity Book, Lesson 21, Activity E: Underline the Correct Spelling
- Activity Book, Lesson 21, Activity G: Smooth Reading

### Preparation
Introduction

- Say, “Today we are working on Lesson 21. In this lesson we will learn about the digraphs o-a, o-u, and o-w.”
- Say, “You learned that digraph vowels are vowels that always appear together to represent one sound or a new sound.”
- Say, “Before we start on the new digraphs, let’s quickly review the vowel digraphs we’ve already covered.”

Review

- Write main, day, meet, and valley on the board.
- Explain, “Even though there are two vowels, each pair represents one sound.”
- Ask, “What are the vowel sounds that you hear?” (/ā/, /ē/)
- Ask, “What are the vowel combinations that represent the sound /ā/?” (ai, ay = /ā/)
- Ask, “What are the vowel combinations that represent the sound /ē/?” (ee, ey = /ē/)
- Ask, “Where do we find the a-i and the a-y in words?” (ai is used in the middle of words; ay is used at the end.)
- Ask, “What about e-e and e-y?” (ee is used in the middle of words; ey is used at the end.)
- Say, “The vowel digraph e-y has two sounds.”
- Ask, “What is the sound that e-y represents in key?” (/ē/)
- Ask, “What is the sound that e-y represents in they?” (/ā/)

Document of the Day

- Say, “Please take a look at the Document of the Day in your Activity Book.”
- Display the Document of the Day transparency/PowerPoint.
Al’s Drug Store
We discount all eye shadow and eyebrow pencils.
We carry thousands of products for all beauty needs.
All soap on sale tomorrow!

- Say, “Could someone read the document to the class?”

- Say, “Look at the word **discount**. The second syllable is **count**. What is the sound of the vowel?” (/ou/)

- Say, “That is right: /ou/. This is a new sound for us. It is one of the 44 sounds in English. Sometimes when we put two vowels together, they represent a new sound. Some vowel sounds are neither long vowels nor short vowels; we can call them ‘other vowels’. These vowel sounds are usually spelled with vowel digraphs. Listen as I segment the sounds in **count**: /c/ /ou/ /n/ /t/. Can someone say the vowel sound that the o-u represents in the word **count**?” (/ou/)

- Say, “That is right. It has a new sound. There is another vowel digraph that also represents that sound: o-w.”

≈ Write cow on the board. Segment the word: /k/ /ou/.

- Say, “So, there are 2 ways to spell the sound /ou/: o-u or o-w. Now, I have a tricky question for you. Can anyone find a word in the Document of the Day that has the vowel digraph o-w and represents the sound /ou/? Be careful. This is a bit of a trick question.” (eyebrow)

- Say, “Excellent. **Eyebrow** is a compound word. The second syllable is **brow**. If I segment it, the sounds are /b/ /r/ /ou/. You are right. The vowel digraph o-w represents the sound /ou/. But, what about **shadow**? **Shadow** has the vowel digraph o-w.” (But the o-w in shadow represents the sound of a long o: /ɔ/.)

- Say, “So, let’s summarize what we have learned from the words in the Document of the Day:
  1. Sometimes 2 vowels come together to form a vowel digraph that makes a new sound that is neither a short vowel nor a long vowel.
  2. In our Document, the new sound we are studying is /ou/.
  3. There are 2 ways to spell /ou/: o-u and o-w.
  4. The digraph o-w can also be pronounced like a long o: /ɔ/.

- Say, “There are 2 other things I’d like to point out before we practice these vowel digraphs:
  1. Remember that w can sometimes be used as a vowel. That is why we call o-w a vowel digraph.
2. There is one other vowel digraph in our Document of the Day. It does not represent a new sound. Take a look at the word soap in the last line. Notice that the o-a in soap represents a long o sound. O.K. Let’s practice reading and spelling our new vowel digraphs.”

New Pattern  Estimated Time: 10 min.

- Say, “Our three new vowel digraphs in this lesson are o-a, o-u, and o-w. Remember that w sometimes is a vowel.”

- Say, “Let’s look at Activity A. There are two columns of words that use our three vowel digraphs in this lesson. Let’s read the lists to make sure we know how to pronounce the words.”

**Activity Book, Lesson 21, Activity A**

*Read the Words*

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>boat</td>
<td>town</td>
</tr>
<tr>
<td>coast</td>
<td>low</td>
</tr>
<tr>
<td>throat</td>
<td>cow</td>
</tr>
<tr>
<td>loan</td>
<td>mow</td>
</tr>
<tr>
<td>out</td>
<td>now</td>
</tr>
<tr>
<td>noun</td>
<td>allow</td>
</tr>
<tr>
<td>cloud</td>
<td>follow</td>
</tr>
<tr>
<td>around</td>
<td>window</td>
</tr>
</tbody>
</table>

- Say, “Now, in Activity B, we are going to sort these words by the sound that the vowel digraphs make. Notice that I said the sound. So, the words in each column will have the same vowel sound but not necessarily the same spelling. Let’s do the first one together.”

[NOTE: If students find this task difficult, work through several words with them until they can do the task independently. You may wish to do the activity as a whole class activity to demonstrate and reinforce the sounds of the digraphs.]
Sort the Words

<table>
<thead>
<tr>
<th>/ō/ as in go</th>
<th>/ou/ as in loud</th>
</tr>
</thead>
<tbody>
<tr>
<td>boat</td>
<td>out</td>
</tr>
<tr>
<td>coast</td>
<td>noun</td>
</tr>
<tr>
<td>throat</td>
<td>cloud</td>
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<tr>
<td>follow</td>
<td>now</td>
</tr>
<tr>
<td>window</td>
<td>allow</td>
</tr>
</tbody>
</table>

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

? Ask, “What are the vowel sounds that you hear?” (/ō/, /ou/)

Say, “Right. The words with long o are in the first column. The words with the /ou/ sound are in the second column. Now let’s look at each of the vowel digraphs separately. What sound does o-a represent?” (long o; /ō/)

Say, “Great. Does the o-a have any other sound?” (no)

Say, “OK. What about the sound of o-u?” (It has the sound /ou/.)

Say, “Right. Any other sound?” (no)

? Ask, “What about the sound of o-w?” (It has 2 sounds. ou can represent either /ou/ or /ō/.)

Say, “Let’s write this information on the board.”

Write: long o sound = ow or oa.
ou as in loud = ou or ow.

Say, "Take a look at the words with ow in Activity B. Where do you find the ow in the words? (It is at the end of the words except in town.)

Say, “That’s right. When ow represents the sound /ō/, it comes at the end of words.”

Say, “Let’s investigate these digraphs a little more.”

Additional Words for Re-Teaching: ow- growl, owl, frown, below, billow, oa-boast, goat, toast, coat ou-sound, couch, scout, count
Sounds of ow

Say, “Now turn to Activity C in your books. Remember we discovered there are two pronunciations for o-w: /ō/ or /ou/. Read the words in Activity C to yourself. If the word doesn’t make sense with one pronunciation, try the other one. Then we will read the words aloud.”

<table>
<thead>
<tr>
<th>Activity Book, Lesson 21, Activity C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the Words</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>down</td>
</tr>
<tr>
<td>drown</td>
</tr>
<tr>
<td>bowl</td>
</tr>
<tr>
<td>thrown</td>
</tr>
<tr>
<td>towel</td>
</tr>
<tr>
<td>shower</td>
</tr>
</tbody>
</table>

[NOTE: Point out that bow can be pronounced either way.]

Three Spellings for Long o

Say, “We now know three spellings of long o: o-consonant-e, o-a and o-w. Please turn to Activity D so we can practice these different spellings for the same sound.

Say, “I am going to dictate some words. Write the words under the correct column, that is, write the words under the column where the key word has the same spelling for the long o sound. Let’s do the first one together.”

Say, “The first word is coast. It is spelled c-o-a-s-t. So, I will write it under coat. The long o is spelled with an o-a.”

Dictate the following words:
- below
- cone
- throat
- follow
- throne
- loan
- window
- stroke
Activity Book, Lesson 21, Activity D
Sort the Words by their Spelling

<table>
<thead>
<tr>
<th>pok</th>
<th>coat</th>
<th>snow</th>
</tr>
</thead>
<tbody>
<tr>
<td>cone</td>
<td>coast</td>
<td>below</td>
</tr>
<tr>
<td>throne</td>
<td>throat</td>
<td>follow</td>
</tr>
<tr>
<td>stroke</td>
<td>loan</td>
<td>window</td>
</tr>
</tbody>
</table>

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

Additional Words for Re-Teaching: VCe-stone, chose, broke, oa- float, load, toad, ow- glow, flow, widow.

More Practice with ou and ow

Say, “It is sometimes hard to know whether to use o-u or o-w to spell the sound /ou/. Turn to Activity E in your books. Each of the words is spelled two ways, but only one is correct. Underline the one that you think is correct.”

Activity Book, Lesson 21, Activity E
Underline the Correct Spelling

- 1. pouerful
- 2. vowel
- 3. towel
- 4. announce
- 5. thowsand
- 6. around
- 7. cownter
- 8. account
- 9. county
- 10. discownt

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

Say, “Let me give you a few hints about spelling the vowel digraphs o-u and o-w. These hints are written in your book below Activity E.

1. o-w is the most common way to spell the long o sound at the end of word.
   For example: snow, low, show.
2. Use o-w at the end of word for the /ou/ sound.
   For example: cow, now, eyebrow
3. o-u appears in the middle of words more often than o-w.
   For example: out, mouth, loud
Additional Words for Re-Teaching: **ou**-amount, pound, found, **ow**-drown, gown, growl.

**Progress Check**

Estimated Time: 5 min.

- Say, “I am going to dictate some real words for you to write in Activity F.”

### Activity Book, Lesson 21, Activity F

**Progress Check**

1. throat I had a sore **throat** from shouting last night.
2. yellow The sun looks **yellow** in the sky.
3. discount I get a **discount** at this store because my friend owns it.
4. window My car **window** was smashed last night.
5. outstanding You did an **outstanding** job on your homework!
6. allow My mother would not **allow** me to stay home alone.
7. treatment I did not like my **treatment** at the prison facility.
8. concentrate I can’t **concentrate** when the television is on.
9. example The test had one **example** before the test items.
10. advocate My lawyer is an **advocate** of my legal rights.

**Smooth Reading**

Estimated Time: 15 min.

### Teacher Models the Syllable Strategy

- Say, “Now turn to Activity G. We are going to practice reading and using our Strategy for Reading Multisyllabic Words. If you come across a long word that you don’t know, a good strategy is to divide it into syllables.”

- Display the transparency/PowerPoint for this reading passage.

### Activity Book, Lesson 21, Activity G

**Smooth Reading**

You have **grown** so much since I saw you for your last doctor’s **appointment**!

You **sprouted** like a weed! I remember when you didn’t know how to **pronounce** your name or **count** to ten. You used to **throw** your food on the floor and **shout loudly** when you didn’t get what you wanted.

- Say, “I am going to read the first sentence of our Smooth Reading paragraph. I’m pleased because I can read the first targeted word. It is **grown**. So, the sentence is ‘**You have grown so much since I saw you for your last doctor’s**
blank.’ Context really helps in this sentence. I think the word is appointment.”

➢ Say, “I’ll double-check by decoding it. First, I’ll Look for Chunks. I recognize ment, so I’ll box it. I’ll underline the vowels: the a and the o-i. I know to keep the o-i together because it is a digraph. There are two p’s between the vowels. I’ll divide between them. The first CVC syllable would be /ap/. I recognize the next syllable which is a root word: point. Ap-point-ment. I’m close enough to realize my guess from context is right. I just have to make the first a a schwa, and I have got the word: appointment.”

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

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

Teacher Models Smooth Reading
➢ Say, “Now I will read the passage to model smooth reading.”

➢ Read the passage to the class with appropriate expression.

Students Practice Smooth Reading
[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it two or more times.]
Document of the Day
Words with o-u, o-w, and o-a Digraphs

Al’s Drug Store

We discount all eye shadow and eyebrow pencils.

We carry thousands of products for all of your beauty needs.

All soap on sale tomorrow!
Activity Book, Lesson 21, Activity B
Sort the Words

<table>
<thead>
<tr>
<th>/o/ as in go</th>
<th>/ou/ as in loud</th>
</tr>
</thead>
<tbody>
<tr>
<td>boat</td>
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<td>cloud</td>
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</tr>
<tr>
<td>low</td>
<td>town</td>
</tr>
<tr>
<td>mow</td>
<td>cow</td>
</tr>
<tr>
<td>follow</td>
<td>now</td>
</tr>
<tr>
<td>window</td>
<td>allow</td>
</tr>
</tbody>
</table>
**Activity Book, Lesson 21, Activity D**  
**Sort the Words by their Spelling**

<table>
<thead>
<tr>
<th>poke</th>
<th>coat</th>
<th>snow</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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<td>throne</td>
<td>throat</td>
<td>follow</td>
</tr>
<tr>
<td>stroke</td>
<td>loan</td>
<td>window</td>
</tr>
</tbody>
</table>
Activity Book, Lesson 21, Activity E
Underline the Correct Spelling

1. pouerful  powerful
2. vowel  vouel
3. towel  touel
4. announce  annownce
5. thowsand  thousand
6. around  arownd
7. cownter  counter
8. account  accownt
9. county  cownty
10. discownt  discount
Activity Book, Lesson 21, Activity G
Smooth Reading

You have **grown** so much since I saw you for your last doctor’s **appointment**! You **sprouted** like a weed! I remember when you didn’t know how to **pronounce** your name or **count** to ten. You used to **throw** your food on the floor and **shout loudly** when you didn’t get what you wanted.
Lesson 22  
*Digraph vowels: oi, oy, oo*

| Lesson Overview | This lesson reviews the previously taught digraph vowels and focuses on the digraph vowels oi, oy and oo. In addition instruction is provided on the spelling of syllable vowels. The lesson includes the following parts:
|                | - Document of the Day
|                | - Review
|                | - New Pattern (oi, oy, oo)
|                | - Spellings of /oi/
|                | - Syllabification
|                | - Progress Check
|                | - Smooth Reading
| Approximate Time: | 55 min.

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

| Materials | Strategy for Reading Multi-syllabic Words Chart
|           | Six Syllable Patterns Chart
|           | Five Transparencies/PowerPoints:
|           | - Activity Book, Lesson 22, Activity A: Sort the Underlined Words
|           | - Activity Book, Lesson 22, Activity B: Sort the Italicized Words
|           | - Activity Book, Lesson 22, Activity C: Sort the Words
|           | - Activity Book D, Lesson 22, Activity: Syllabification
|           | - Activity Book, Lesson 22, Activity F: Smooth Reading

| Preparation |
Lesson 22

Introduction

- Say, “Today we are working on Lesson 22. In this lesson we will learn about the vowel digraphs o-i, o-y, and o-o.”

- Say, “You learned that digraph vowels are vowels that always appear together to represent one sound. Sometimes they can make a new sound. For example, o-i represents the sound /oi/, which is one of the approximately 44 sounds in English. The /oi/ sound can also be spelled o-y.”

- Say, “Before we start on the new digraphs, let’s have a quick review of the vowel sounds we’ve already covered.”

Document of the Day

- Say, “Please take a look at the Document of the Day in your Activity Book.”

<table>
<thead>
<tr>
<th>Boy Scout Cook’s Round-up Menu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Food</td>
</tr>
<tr>
<td>*</td>
</tr>
<tr>
<td>Oyster Chowder</td>
</tr>
<tr>
<td>*</td>
</tr>
<tr>
<td>Sprouted Soy and Bamboo Shoot Salad</td>
</tr>
<tr>
<td>*</td>
</tr>
<tr>
<td>Pan Fried Brook Trout with Sour Lemon</td>
</tr>
<tr>
<td>Pork Tenderloin with Grilled Asparagus</td>
</tr>
<tr>
<td>Sirloin Tips with Wild Mushrooms</td>
</tr>
<tr>
<td>Yellow Fin Tuna with Mango Salsa</td>
</tr>
<tr>
<td>Flour-dusted Kangaroo with Brown Sauce</td>
</tr>
<tr>
<td>Bowtie Pasta or Elbow Macaroni with Garlic Olive Oil</td>
</tr>
<tr>
<td>*</td>
</tr>
<tr>
<td>Oatmeal Cookies or Macaroons</td>
</tr>
</tbody>
</table>

- Say, “Our Document of the Day is loaded with vowel digraphs. Could someone read the document to the class?”

Review

- Say, “Let’s review a couple of the digraphs we have already learned.”

- Say, “Turn to Activity A in your books.”
Explain, “Using the words that are underlined in the Document of the Day, list them in the column that has the word with the same vowel sound. You will need to read the words to yourself and listen to the vowel sound. If you need to say them out loud quietly, that is fine.”

Say, “Let’s do the first one together. The first underlined word is scout. If I segment the word into its sounds, I get /s/ /k/ /ou/ /t/.”

Segment the word several times, isolating the vowel. Then compare the vowel sound to the key words below: out and snow. Be sure that students can recognize that the vowel sound in scout and out is the same. Then write scout under the column headed out.

**Activity Book, Lesson 22, Activity A**

*Sort the Underlined Words*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>out</strong></td>
<td><strong>snow</strong></td>
</tr>
<tr>
<td>scout</td>
<td>yellow</td>
</tr>
<tr>
<td>round</td>
<td>bowtie</td>
</tr>
<tr>
<td>chowder</td>
<td>elbow</td>
</tr>
<tr>
<td>sprouted</td>
<td></td>
</tr>
<tr>
<td>trout</td>
<td></td>
</tr>
<tr>
<td>sour</td>
<td></td>
</tr>
<tr>
<td>flour</td>
<td></td>
</tr>
<tr>
<td>brown</td>
<td></td>
</tr>
</tbody>
</table>

Display the transparency/PowerPoint and ask students to check their work. Have students read the words in the ‘out’ column.

Ask, “How many spellings did you find for the sound /ou/?” (2; o-u and o-w)

Say, “Great. Look at the second column labeled snow. Please read those words aloud. So, I see that this o-w has 2 sounds. What are they?” ( /ou/ and /ō/)

**New Pattern**

Estimated Time: 10 min.

Say, “Now let’s take a look at Activity B.”

Explain, “Sort the italicized words from the Document of the Day into the column that has the word with the same vowel sound. Read the words to yourself and listen to the vowel sounds.”
Say, “Let’s do the first one together. The first word is boy. The digraph vowel o-y in sounds the same as the o-y in joy, so write boy it in the column labeled joy.”

Say, “Now continue the rest of the exercise on your own.”

[NOTE: If students have difficulty seeing the words with italics, have them circle or highlight them.]

<table>
<thead>
<tr>
<th>Activity Book, Lesson 22, Activity B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sort the Italicized Words</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>joy</th>
<th>boot</th>
<th>book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boy</td>
<td>Food</td>
<td>Cook’s</td>
</tr>
<tr>
<td>Oyster</td>
<td>Bamboo</td>
<td>Good</td>
</tr>
<tr>
<td>Soy</td>
<td>Shoot</td>
<td>Brook</td>
</tr>
<tr>
<td>Tenderloin</td>
<td>Mushrooms</td>
<td>Cookies</td>
</tr>
<tr>
<td>Sirloin</td>
<td>Kangaroo</td>
<td></td>
</tr>
<tr>
<td>Oil</td>
<td>Macaroons</td>
<td></td>
</tr>
</tbody>
</table>

Display the transparency/Presentation and ask students to check their work. Have students read the words in the ‘joy’ column.

Say, “Notice the sound of the vowel in these words: /oi/. It is a new sound and one of the approximately 44 sounds in English. Remember that when we put 2 vowels together, we sometimes get a new sound. /oi/ is one of those new sounds.”

? Ask, “How many spellings do you find for the sound /oi/ in the first column?” (2; o- i and o-y)

? Ask, “Where in a word do you find the spelling o-y?” (At the end of the word.)

? Ask, “Where in a word do you find the spelling o-i?” (In the middle of the word.)

Say, “Excellent. So, this is a case where there are a number of ways to spell the same sound, the long u sound. Vowels are the hardest thing there is about English.”

? Ask, “Would someone please read the words in the ‘book’ column?”

? Say, “Thank you. What 2 letters are used to spell the sound /oo/?” (o-o)
- Say, “Great. So the vowel digraph o-o has 2 pronunciations. What are they?” (/ū/ (rhymes with boot) and /oo/)

- **Additional Words for Re-Teaching:** oi-choice, point, hoist, boil, anthropoid, - oo as in boot-root, soon, cool, troop, rooster, oo as in book- hook, stood, wool, crook, wood.

**Spellings of /oi/**

- Say, “Now turn to Activity C in your books. For this activity, I will dictate some words. I want you to write them under the correct column, according to their spellings. All of these words will have the sound /oi/. You must decide whether the /oi/ is spelled o-i or o-y.”

- Say, “Let’s do the first one together. The first word is toy. Which column would you write toy in?” (under joy)

- Say, “OK. Now I will dictate some words for you to write in your books. Listen carefully for the sound /oi/. All of these words except the first one have more than one syllable, so you must listen for the syllable with the sound /oi/. Remember the clue: o-y is used at the end of words.”

- Dictate these words:
  - noise
  - employ
  - annoy
  - appointment
  - boyhood
  - avoid
  - destroy

<table>
<thead>
<tr>
<th>joy</th>
<th>oil</th>
</tr>
</thead>
<tbody>
<tr>
<td>employ</td>
<td>noise</td>
</tr>
<tr>
<td>annoy</td>
<td>appointment</td>
</tr>
<tr>
<td>boyhood</td>
<td>avoid</td>
</tr>
<tr>
<td>destroy</td>
<td></td>
</tr>
</tbody>
</table>

Display the transparency/PowerPoint and ask students to check their work.

[NOTE: Explain that in the word boyhood the part boy is spelled with oy, instead of oi as it is the first part of a compound word. The same happens in words with common suffixes, e.g., enjoyment, joyful, employment.]
Lesson 22

Syllabification  
Estimated Time: 10 min.

- Say, “Now turn to Activity D in your books.”
- Say, “There’s a list of 8 words. Using your syllable division procedure, divide the words into syllables. Then pronounce the word quietly to yourself.”

<table>
<thead>
<tr>
<th>Activity Book, Lesson 22, Activity D</th>
<th>Syllabification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. un/der/stood</td>
<td>5. a/dult/hood</td>
</tr>
<tr>
<td>2. boy/cott</td>
<td>6. bam/boo/zle</td>
</tr>
<tr>
<td>3. ap/point/ment</td>
<td>7. an/noyed</td>
</tr>
<tr>
<td>4. hon/ey/moon</td>
<td>8. poi/son/ing</td>
</tr>
</tbody>
</table>

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

Progress Check  
Estimated Time: 5 min.

- Say, “I am going to dictate some real words for you to write in Activity E.”

1. joyful  
I am glad you could join us on this joyful occasion!

2. employment  
Ben had temporary employment at the gas station.

3. avoiding  
Boris has been avoiding his wife this whole week.

4. shampoo  
Please buy me the shampoo for dry hair.

5. join  
We will join the fitness club once I get a raise.

6. cookbook  
Look in the cookbook for a recipe for meatballs.

7. Sunday  
My dad makes me dinner every Sunday.

8. complain  
I don’t mean to complain, but this dinner is awful.

9. discount  
I hope to get a discount on this stained shirt.

10. Friday  
I would like to arrange a meeting for Friday.

Smooth Reading  
Estimated Time: 15 min.

Teacher Models the Syllable Strategy

- Say, “Now turn to Activity F. We are going to practice reading and using our Strategy for Reading Multisyllabic Words. If you come across a long word that you don’t know, a good strategy is to divide it into syllables.”

Display the transparency/PowerPoint for this reading passage.
Activity Book, Lesson 22, Activity F

Smooth Reading

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

Students Apply the Strategy to the Passage

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

Students Read Words and Discuss

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

Teacher Models Smooth Reading

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

➢ Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]
### Activity Book, Lesson 22, Activity A
Sort the Underlined Words

<table>
<thead>
<tr>
<th>out</th>
<th>snow</th>
</tr>
</thead>
<tbody>
<tr>
<td>scout</td>
<td></td>
</tr>
<tr>
<td>round</td>
<td></td>
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<tr>
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<tr>
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<tr>
<td>trout</td>
<td></td>
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<tr>
<td>sour</td>
<td></td>
</tr>
<tr>
<td>flour</td>
<td></td>
</tr>
<tr>
<td>brown</td>
<td></td>
</tr>
<tr>
<td>yellow</td>
<td></td>
</tr>
<tr>
<td>bowtie</td>
<td></td>
</tr>
<tr>
<td>elbow</td>
<td></td>
</tr>
</tbody>
</table>
Activity Book, Lesson 22, Activity B
Sort the Italicized Words

<table>
<thead>
<tr>
<th>joy</th>
<th>boot</th>
<th>book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boy</td>
<td>Food</td>
<td>Cook’s</td>
</tr>
<tr>
<td>Oyster</td>
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<td></td>
</tr>
<tr>
<td>Oil</td>
<td>Macaroons</td>
<td></td>
</tr>
</tbody>
</table>
**Activity Book, Lesson 22, Activity C**
Sort the Words

<table>
<thead>
<tr>
<th>joy</th>
<th>oil</th>
</tr>
</thead>
<tbody>
<tr>
<td>employ</td>
<td>noise</td>
</tr>
<tr>
<td>annoy</td>
<td>appointment</td>
</tr>
<tr>
<td>boyhood</td>
<td>avoid</td>
</tr>
<tr>
<td>destroy</td>
<td></td>
</tr>
</tbody>
</table>
Activity Book, Lesson 22, Activity D
Syllabification

1. un/der/stood
2. boy/cott
3. ap/point/ment
4. hon/ey/moon
5. a/dult/hood
6. bam/boo/zle
7. an/oyed
8. poi/son/ing
The nuns *rejoiced* when *they heard* they were going to meet the newly *appointed* pope. They prepared a large *needlepoint* picture for him to express their total loyalty. Their *voyage* to Rome was tiring, but the nuns were still *boisterous* when they arrived.
Lesson 23
Digraph vowels: ea

### Lesson Overview
This lesson reviews the previously taught digraph vowels. In addition, it provides instruction on the different pronunciation of the digraph vowel ea.
The lesson includes the following parts:
- Document of the Day
- Review
- New Pattern (ea)
- Syllabification
- Progress Check
- Smooth Reading
Approximate Time: 60 min.

### Objective
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*

### Materials
Strategy for Reading Multisyllabic Words Chart
Four Transparencies/PowerPoints:
- Activity Book, Lesson 23, Activity A: Match the Vowel Sounds
- Activity Book, Lesson 23, Activity B: Sort the Words with ea
- Activity Book, Lesson 23, Activity C: Syllabification
- Activity Book, Lesson 23, Activity E: Smooth Reading

### Preparation
Lesson 23

**Introduction**

*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 23. In this lesson we will learn about three different pronunciations of the vowel digraph *ea*.”

**Review**

*Estimated Time: 10 min.*

- Say, “Before we start on the new digraphs, let’s do a quick activity to review the digraphs we’ve already covered.”
- Say, “Turn to Activity A in your books.”
- Explain, “You will see a column of words on the left. For each word in this column, there is at least one word above the table with a matching vowel pronunciation spelled with a vowel digraph.”
- Say, “Write the word from the list that has the matching sound in the space next to the word in the left column. The letters representing the vowel sounds are in bold.”
- Say, “Let’s do the first word together. The word is *train*. Its matching word is *stay*. They both have the long *a* sound.”
- Say, “Remember that the same digraph can have more than one pronunciation, and that different digraphs may be pronounced the same.

**Activity Book, Lesson 23, Activity A**

*Match the Vowel Sounds*

<table>
<thead>
<tr>
<th>Word</th>
<th>Matches</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>stay</td>
</tr>
<tr>
<td>meet</td>
<td>valley</td>
</tr>
<tr>
<td>throat</td>
<td>crow</td>
</tr>
<tr>
<td>boil</td>
<td>boy</td>
</tr>
<tr>
<td>chow</td>
<td>pound</td>
</tr>
<tr>
<td>rude</td>
<td>boot</td>
</tr>
<tr>
<td>cook</td>
<td>brook</td>
</tr>
</tbody>
</table>

Display the transparency/PowerPoint and have the students check their work.
Say, “As you can see, there’s a lot to remember about digraph vowels. The key to learning which spelling to use is to practice reading and writing. The more exposure you have to seeing the different spellings in print, the more familiar they’ll become.”

Say, “Also, be flexible! When you are writing a word and you are unsure of the spelling, try it one way and see if it looks correct. If not, try using an alternate spelling.”

Say, “If you are using a word processing program, many of the misspellings will show up as errors. There are of course instances where the spell check will not catch it as a spelling error because there is more than one way to spell a word.”

Write tail and tale on the board.

For example, tail and tale sound the same but are spelled differently and have different meanings. Do you know what each of these words mean? And of course, if you are really stuck, use the dictionary.”

**Document of the Day**

**Estimated Time: 2 min.**

Say, “Please take a look at the Document of the Day in your Activity Book.”

Say, “Could someone read the document to the class?”

Dear Mom and Dad,

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

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

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

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

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

Love,
Heather
New Pattern  

Estimated Time: 10 min.

- Say, “Go through the letter from camp and underline all of the words that have the digraph e-a. The e-a will be in bold print so they should be easy to find.”

- Say, “Read the words to yourself and listen to the vowel pairs.”

- Explain, “Now look at Activity B. Using the words that you’ve underlined in the Document of the Day, list them in the column that has the word with the same vowel sound.”

- Say, “Let’s do the first one together. The first word with an e-a digraph vowel is great. The digraph vowel e-a in this word rhymes with mate so write it in that column.”

- Say, “The e-a digraph has three separate sounds.”

- Say, “Now continue the rest of the exercise on your own. Take your time and say the words aloud. This is a challenging activity.”

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

Activity Book, Lesson 23, Activity B
Sort the Words with ea

<table>
<thead>
<tr>
<th>meet</th>
<th>met</th>
<th>mate</th>
</tr>
</thead>
<tbody>
<tr>
<td>leadership</td>
<td>weather</td>
<td>great</td>
</tr>
<tr>
<td>season</td>
<td>pleasant</td>
<td>bear</td>
</tr>
<tr>
<td>eagles</td>
<td>sweater</td>
<td>tear</td>
</tr>
<tr>
<td>leaf</td>
<td>meadow</td>
<td>steak</td>
</tr>
<tr>
<td>stream</td>
<td>pheasants</td>
<td></td>
</tr>
<tr>
<td>beavers</td>
<td>feather</td>
<td></td>
</tr>
<tr>
<td>sneakers</td>
<td>breakfast</td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td>healthy</td>
<td></td>
</tr>
<tr>
<td>oatmeal</td>
<td>bread</td>
<td></td>
</tr>
<tr>
<td>tea</td>
<td>Heather</td>
<td></td>
</tr>
<tr>
<td>meat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>peanut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>really</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hear</td>
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</tr>
</tbody>
</table>

Ask, “How did everyone do? Did anyone have trouble with the words bear and tear?”
Say, “Congratulations if you got them. These are difficult. They do make the long a sound but the vowel sound is affected by the r that follows the vowels. This is called an r-colored vowel and you will be learning about them in your next two lessons.”

Say, “As you can see from the words you wrote in the columns, e-a usually represents the sound /ē/. The second most common pronunciation of e-a is /e/. Finally, e-a sometimes represents /ā/.”

Write the sentence ‘Eat steak and bread’ on the board. Ask students to pronounce the sound that the ea makes in each of these words. Explain that this sentence can help them remember the sounds of e-a.

**Syllabification**  
*Estimated Time: 10 min.*

Say, “Turn to Activity C in your books.”

Say, “There’s a list of ten words. Divide the words into syllables using your syllable procedure.”

<table>
<thead>
<tr>
<th>Activity Book, Lesson 23, Activity C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabification</td>
</tr>
<tr>
<td>1. in/crease</td>
</tr>
<tr>
<td>2. heav/en/ly</td>
</tr>
<tr>
<td>3. un/pleas/ant</td>
</tr>
<tr>
<td>4. dis/pleas/ed</td>
</tr>
<tr>
<td>5. prea/cher</td>
</tr>
<tr>
<td>6. threat/en/ed</td>
</tr>
<tr>
<td>7. un/bear/a/ble</td>
</tr>
<tr>
<td>8. en/deav/or</td>
</tr>
<tr>
<td>9. seam/stress/es</td>
</tr>
<tr>
<td>10. weath/er</td>
</tr>
</tbody>
</table>

Display the transparency/PowerPoint and have students check their work. Ask students to read the words aloud. Discuss the syllable division patterns and syllable patterns with students (e.g., In the word unpleasant, they might divide by boxing the prefix and suffix. Point out that the root is please. Ask what happened to the final e.)

**Progress Check**  
*Estimated Time: 10 min.*

Say, “I am going to dictate some real words for you to write in Activity D.”
**Activity Book, Lesson 23, Activity D**

**Progress Check**

1. Greatness  
   His greatness in leadership was shown from the first day.

2. Breakable  
   I didn’t know that this set of glasses was breakable.

3. Teacher  
   Her dream is to become a teacher when she grow up.

4. Reason  
   Please do not give me a reason to expel you.

5. Repeat  
   I will repeat the question so you can write it down.

6. Pleasant  
   My Summers in Greece are always so pleasant.

7. Relationship  
   We need to reevaluate the relationship with our employees.

8. Around  
   Please do not run around because you make me dizzy.

9. Avoid  
   I am trying to avoid this meeting, but I am not sure I will succeed.

10. Mushroom  
    I asked for a vegetable dish without mushrooms due to my allergy

---

**Smooth Reading**

**Estimated Time: 15 min.**

**Teacher Models the Syllable Strategy**

- Say, “Now turn to Activity E. We are going to practice reading the text using our Strategy for Reading Multisyllabic Words and paying attention to the different sounds for the ea. If you come across a long word that you don’t know, a good strategy is to divide it into syllables.”

Display the transparency/PowerPoint for this reading passage.

**Activity Book, Lesson 23, Activity E**

**Smooth Reading**

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

➤ Say, “Now I would like you to read the passage silently to yourself. The words with the different sounds of ea are in bold italics. Use the strategy to figure out those words and then determine what the sound for the ea is. Underline the vowels and divide the words into syllables. Be sure the sentences make sense. Raise your hand if you need help.”

Students Read Words and Discuss

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

[NOTE: If you have time you may ask the students to create a sort for the different sounds for the ea. The students may categorize the words and discuss in their groups the sound that ea makes]

Teacher Models Smooth Reading

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

➤ Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]
**Activity Book, Lesson 23, Activity A**

*Match the Vowel Sounds*

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

<table>
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<tr>
<td>chow</td>
<td>pound</td>
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<tr>
<td>rude</td>
<td>boot</td>
</tr>
<tr>
<td>cook</td>
<td>brook</td>
</tr>
</tbody>
</table>
**Activity Book, Lesson 23, Activity B**
*Sort the Words with ea*

<table>
<thead>
<tr>
<th>meet</th>
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<td>season</td>
<td>weather</td>
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<td>eagles</td>
<td>pleasant</td>
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<td>leaf</td>
<td>sweater</td>
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<td>stream</td>
<td>meadow</td>
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<td>beavers</td>
<td>pheasants</td>
<td>great</td>
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<tr>
<td>sneakers</td>
<td>feather</td>
<td>bear</td>
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<tr>
<td>eat</td>
<td>breakfast</td>
<td>tear</td>
</tr>
<tr>
<td>oatmeal</td>
<td>healthy</td>
<td>steak</td>
</tr>
<tr>
<td>tea</td>
<td>bread</td>
<td></td>
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<tr>
<td>meat</td>
<td></td>
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<tr>
<td>peanut</td>
<td>Heather</td>
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<tr>
<td>really</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hear</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity Book, Lesson 23, Activity C
Syllabification

1. in/crease
2. heav/en/ly
3. un/pleas/ant
4. dis/pleas/ed
5. prea/cher
6. threat/en/ed
7. un/bear/a/ble
8. en/deav/or
9. seam/stress/es
10. weath/er
I had a **great dream** last night. I dream that I found a hidden **treasure** in a grassy **meadow**. When I woke up, I was so hungry, I ate a steak for breakfast! Then I went outside to check the **weather** and took a **breath** of fresh air.
**Lesson Overview**

This lesson provides a review of the spelling patterns of the vowel digraphs introduced in the previous lessons. It introduces the \( r \)-colored vowels, its variations and finally, it examines the suffix \(-er\) in words. The lesson includes the following parts:
- Review
- New pattern
- Reading Words
- Extending the pattern: \(-e-a-r\)
- Syllabification
- Progress Check
- Smooth Reading

Approximate Time: 55 min.

**Objective**

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

**Materials**

- Strategy for Reading Multisyllabic Words Chart
- Six Syllable Patterns Chart
- Six Transparencies/PowerPoints:
  - Document of the Day
  - Activity Book, Lesson 24, Activity A: Find the Misspelled Words
  - Activity Book, Lesson 24, Activity B: Read the words
  - Activity Book, Lesson 24, Activity C: Underline the Correct Spelling
  - Activity Book, Lesson 24, Activity E: Add the \(-er\) Suffix
  - Activity Book, Lesson 24, Activity G: Smooth Reading

**Preparation**

Display the Six Syllable Patterns Chart. Put an asterisk next to the \( r \)-colored pattern
Introduction

Estimated Time: 1 min.

- Say, “Today we are working in Lesson 24. We will learn how to read and spell syllables that have a vowel affected by the consonant r. We call them r-colored vowels.”

- Say, “First, let’s review some of the vowel digraphs that we have been studying.”

Review

Estimated Time: 5 min.

- Say, “Please turn your attention to Activity A.”

- Explain, “In this activity, you have a paragraph with ten misspelled words. Go through the paragraph and underline all the words that are misspelled. Then write the correct spellings above the underlined words.”

Activity Book, Lesson 24, Activity A

Find the Misspelled Words

One morning, I went outside to get my newspaper, but it was not there. It was cold out, and I did not have my coat on. I waited until nine and then I called the paperboy. He said he ran out of papers! I became angry and demanded that he find a paper for me by noon. He agreed and by 11:30, I had my Friday paper. I thanked him and gave him a piece of the bread I had just baked.

Display the transparency/Pow...
**Document of the Day**

*Estimated Time: 1 min.*

Display the Document of the day transparency/PowerPoint.

---

<table>
<thead>
<tr>
<th><strong>Accident Report Form</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Patient:</strong> Derk Thurber</td>
</tr>
<tr>
<td><strong>Address:</strong> 10 Redbird Lane, Lake Placid, New York</td>
</tr>
<tr>
<td><strong>Relationship to Insured:</strong> Self</td>
</tr>
<tr>
<td><strong>Other Health Insurance Coverage (include policy number):</strong> None</td>
</tr>
</tbody>
</table>

---

**New Pattern**

*Estimated Time: 10 min.*

- Say, “Today we are going to look at the effect that the consonant r can have on the sound of vowels. Look at your Document of the Day. What is the name of the patient?” (*Derk Thurber*)

- Say, “Good. Who can segment the name Derk into its sounds?” (/d/ /er/ /k/)

- Say, “OK. So how many sounds are in Derk?” (3)

- Say, “Excellent. There are four letters and three sounds. Why aren’t there four sounds?” (*The e doesn’t really have a sound. All you really hear is the /r/.*)

- [Point to the r-colored pattern at the Six Syllable Patterns Chart.]

- Say, “Today, we are learning about the last of the 6 syllable types - r-colored. An r-colored syllable has an r after the vowel. The r changes the sound of the vowel. There are two examples on the chart, ‘car’ and ‘stir’.”

- Say, “Often when r follows a vowel, the sound of the vowel is affected by the r. Take a look at Derk’s last name. There are two syllables in his name. We divide between the two consonants, the r and the b. So, the first syllable is /thur/. Can someone segment Thur?” (/th/ /er/)

- Say, “So, Thur only has two sounds. The t-h represents the one sound, and the u-r also represents one sound. What is the name of the patient’s street?” (*Redbird Lane*)
≈ Write Derk, Thurber, and Redbird on the board. Circle the er in Derk, the ur and er in Thurber, and the ir in Redbird.

➢ Say, “How is the e-r pronounced in Derk? (/er/) The u-r in Thurber? (/er/) The i-r in Redbird?” (/er/)

➢ Say, “So, we have three spellings, e-r, u-r, and i-r, but they are all pronounced the same way. Just like many of the vowel digraphs, the r-colored vowels can have the same pronunciation but different spellings.”

≈ Write bird, burd, and berd on the board.

➢ Ask, “Which one of these words would be pronounced /berd/?” (All of them.)

➢ Ask, “Which one spells /berd/?” (bird)

➢ Say, “When an r follows a vowel and changes the pronunciation of the vowel so that it is neither long nor short, we say that the vowel is an r-colored vowel.”


≈ Write Report and Form on the board.

➢ Say, “These words have an o that is colored by the r. What is the pronunciation of the o-r?” (/or/)

➢ Say, “Great. So, when o is followed by r, the pronunciation is often a little different from e-r, i-r, and u-r. Can anyone find any other words that have r-colored vowels?” (birth, New York, other, coverage, number.)

[NOTE: If students mention February, commend them for noticing. Say that the pronunciation is different and that we will be discussing it later. If students mention insured, ask them to give the root word of insured. Ask what kind of syllable sure is. (VCe) Explain that sure is a tricky word and one that is good to learn, both as a word and as a syllable in words. Some students will pronounce the syllable as if it rhymed with her. Others will say it as if it rhymes with more of a long u. Would it work to say rhymes with ‘your’? If you wish, you can mention that different dialects will alter the pronunciation. Any pronunciation is OK, but the student must learn to recognize and spell the word.]

➢ Additional Words for Re-Teaching: lure, church, burst, surf, start, sharp, shark, march, form, corn, north, storm, swirl, shirt, twirl, dirt.
Lesson Plans

Lesson 24

Reading Words

- Say, “Turn to Activity B in your books. You will read words with -ur, -ir and -er. Remember how the vowel sound changes next to the r. Remember to use our syllabification strategy when reading the words.”

- Display the transparency/PowerPoint with the reading words

- Say, “Let’s do the first word together. I will use the strategy for reading multisyllabic words. I cannot figure out the word from the context. I see though that there are two parts and this is a compound word. I see that the first part of the word has an r-colored syllable /birth/. The second part is day. I will now read the word. The word is birthday.

- Say, “Read the words to yourself first. Then read them with a partner.”

Activity Book, Lesson 24, Activity B

Read the Words

2. Stir 10. Urgent
3. Hurt 11. Affirm
4. Term 12. Furnish
5. Confirm 13. Fern
7. Concert 15. Lantern
8. Exert 16. Return

- Say, “Now turn to Activity C in your books. When you are writing, sometimes you are not sure how to spell a sound that can have different ways of spelling it. Below are some words with the sound /er/. The /er/ can be spelled e-r, i-r, or u-r in these words. Look at the two spellings given and underline the one that is correct.”

Activity Book, Lesson 24, Activity C

Underline the Correct Spelling

1. **affirm** afferm
2. **return**
3. **occur** occer
4. **furniture**
5. **sergery** surgery
6. **injury** injury

Estimated Time: 10 min.
Display the transparency/PowerPoint and have students check their work.

**Extending the Pattern: e-a-r**

- Write early on the board.
- Ask, “What is the first syllable in the word early?” (/er/)
- Explain, “A less common way to spell the sound /er/ is e-a-r.”
- Say, “Now turn to Activity D. Let’s read some of the words that are spelled e-a-r.”

<table>
<thead>
<tr>
<th>Activity Book, Lesson 24, Activity D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read the Words</strong></td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>---</td>
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<tr>
<td>earth</td>
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<tr>
<td>earnest</td>
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<tr>
<td>research</td>
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</tbody>
</table>

- Say, “The words in Activity D are some of the common words that spell /er/ e-a-r.”

**Syllabification**

- Say, “-E-r is often used as a suffix indicating a person or thing that does something. For example, a teacher is a person who teaches. Turn to Activity E. Add the suffix -e-r to the words in the exercise.”

<table>
<thead>
<tr>
<th>Activity Book, Lesson 24, Activity E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Add the -er Suffix</strong></td>
</tr>
<tr>
<td>1. vote + er</td>
</tr>
<tr>
<td>2. roof + er</td>
</tr>
<tr>
<td>3. remove + er</td>
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<tr>
<td>4. receive + er</td>
</tr>
</tbody>
</table>

- Ask the students to read the words they have created.

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

- Ask, “What spelling rule did you have to use when adding the suffix -e-r?” (The drop a silent e rule. For example, in vote, you drop the silent e at the end of the word and add -er.)
Lesson 24

Progress Check

Estimated Time: 5 min.

- Say, “Now look at Activity F. Underline the correct spelling of the word in each row.”

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<tr>
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<th>burn</th>
<th>binc</th>
<th>bincn</th>
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<td>chir</td>
<td>cherch</td>
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<td>subirb</td>
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<td>cloudy</td>
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<td>cloke</td>
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Smooth Reading

Estimated Time: 15 min.

- Say, “Please turn to Activity G. We are going to practice reading, using our Strategy for Decoding Multisyllabic Words.”

- Display the transparency/PenPoint for this reading passage.

Activity Book, Lesson 24, Activity G

Smooth Reading

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

- Say, “I am having trouble finding... Well, I don’t know that word. First, I’ll check the context. I am having trouble finding blank to the blank this weekend. The context is not helping me.”

- Say, “Next, I’ll Look for Chunks. I see a prefix-trans and a suffix-tion. I’ll put a box around them.”
➢ Say, “Next, I’ll divide the word into syllables. I’ll underline the vowels. There are two consonants between the o and the a, so I’ll try dividing between them.”

≈ Underline the vowels and divide the word with slashes as noted:
Trans/ por/ ta/ tion

➢ Say, “por is an r-colored syllable, so I’ll say it like for. ta is an open syllable, so I’ll try a long a.”

➢ Say, “I’ll blend the syllables. trans por ta tion. That is a word.”

➢ Say, “So the whole sentence is: “I am having trouble finding transportation to the gathering.” That makes sense.”

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

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

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

Teacher Models Smooth Reading
➢ Say, “Now I will read the passage to model smooth reading.”

➢ Read the passage to the class with appropriate expression.

Students Practice Smooth Reading
[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it 2 or more times.]
Activity Book, Lesson 24, Activity A
Find the Misspelled Words

One morning, I went outside to get my newspaper, but it was not there. It was cold out, and I did not have my coat on. I waited until nine and then I called the paperboy. He said he ran out of papers! I became angry and demanded that he find a paper for me by noon. He agreed and by 11:30, I had my Friday paper. I thanked him and gave him a piece of the bread I had just baked.
Document of the Day

Accident Report Form

Name of Patient: Derk Thurber  Date of Birth: February 12, 1964

Address: 10 Redbird Lane  Sex: Male
Lake Placid, New York

Relationship to Insured: Self

Other Health Insurance Coverage (include policy number): None
**Activity Book, Lesson 24, Activity B**

*Read the Words*

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<table>
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<tbody>
<tr>
<td>2. Stir</td>
<td>10. Urgent</td>
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<tr>
<td>3. Hurt</td>
<td>11. Affirm</td>
</tr>
<tr>
<td>4. Term</td>
<td>12. Furnish</td>
</tr>
<tr>
<td>5. Confirm</td>
<td>13. Fern</td>
</tr>
<tr>
<td>7. Concert</td>
<td>15. Lantern</td>
</tr>
<tr>
<td>8. Exert</td>
<td>16. Return</td>
</tr>
</tbody>
</table>
Activity Book, Lesson 24, Activity C
Underline the Correct Spelling

1. **affirm**  afferm
2. **return**  retern
3. **occur**  occur
4. **furniture**  furniture
5. **surgery**  sergery
6. **injury**  injiry
Activity Book, Lesson 24, Activity E
Add the -er Suffix

1. vote + er  voter
2. roof + er  roofer
3. remove + er remover
4. receive + er receiver
5. desert + er deserter
6. produce + er producer
7. intrude + er intruder
8. bake + er baker
Activity Book, Lesson 24, Activity G
Smooth Reading

I am having trouble finding *transportation* to the *gathering*. I want to arrive *early* so I can help hang the *decorations* and *organize* the room. But if I can’t find a ride, I’ll have to walk the *thirty* miles and be *tardy*. 
| Lesson Overview | This lesson provides a review of the r-colored vowel pattern e-r, u-r, i-r and e-a-r introduced on lesson 24. It introduces the spellings of other r-colored vowel patterns and finally it examines the suffixes -or and -ard. The lesson includes the following parts:  
- New Pattern  
- Reading words  
- Extending the pattern  
- Parts of Words  
- Syllabification  
- Progress Check  
- Smooth Reading  
Approximate Time: 55 min. |
|---|---|
| Objective | 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 |
| Materials | Strategy for Reading Multisyllabic Words Chart  
Five Transparencies/PowerPoints:  
- Activity Book, Lesson 25, Activity B: Choose the Spelling  
- Activity Book, Lesson 25, Activity D. 1: Add the Correct Ending  
- Activity Book, Lesson 25, Activity D. 2: Sort the Words  
- Activity Book, Lesson 25, Activity D. 3: Answer the Questions  
- Activity Book, Lesson 25, Activity G: Smooth Reading |
| Preparation | --- |
**Introduction**  
*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 25. We will learn some additional spellings of the *r*-colored syllable. Remember, an *r*-colored vowel is a vowel or vowels followed by *r* in which the *r* influences how the vowel is pronounced.”

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

<table>
<thead>
<tr>
<th>Accident Report Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Patient:</strong> Derk Thurber</td>
</tr>
<tr>
<td><strong>Date of Birth:</strong> February 12, 1964</td>
</tr>
<tr>
<td><strong>Address:</strong> 10 Redbird Lane</td>
</tr>
<tr>
<td>Lake Placid, New York</td>
</tr>
<tr>
<td><strong>Sex:</strong> Male</td>
</tr>
<tr>
<td><strong>Relationship to Insured:</strong> Self</td>
</tr>
<tr>
<td><strong>Other Health Insurance Coverage (include policy number):</strong> None</td>
</tr>
<tr>
<td><strong>Insurance Carrier:</strong> Good Hands</td>
</tr>
<tr>
<td><strong>Employer:</strong> Parents for Humanitarian Progress</td>
</tr>
</tbody>
</table>

**New Pattern**  
*Estimated Time: 5 min.*

- Say, “Look at your Document of the Day in the Activity Book. It is a continuation of the insurance form we looked at last lesson. Notice the word *carrier*. Here we have the vowel *a* followed by two *r’s*. The first syllable is spelled *car*.”

≈ Write *car* on the board.

- Say, “In the word *carrier*, we have three syllables. The first syllable is pronounced /cær/. It doesn’t sound like car. Often when the vowel is followed by two *r’s*, the sound of the vowel is different from when one *r* is used. Whenever you have a vowel followed by an *r* or two *r’s*, you must be flexible about trying different pronunciations. We will look at a few of the pronunciations today, but we will not cover all of them. By now, you are getting good at knowing how to attack words by trying different pronunciations and spellings. The main thing is to watch out for the *r* that follows the vowel and know that it might affect the pronunciation of the vowel. The spelling *a*-*r*-*r* is one of the spellings you will encounter.”
Say, “Look at the last line of the insurance form. It says ‘Employer: Parents for Humanitarian Progress.’ What r-colored vowels are in that line?” (e-r in employer, a-r in parents, a-r in humanitarian)

Say, “Good. You found three r-colored vowels, two a’s and one e. Let’s practice reading and spelling words with r-colored vowels.”

**Reading Words**  
_Estimated Time: 15 min._

Say, “Turn to Activity A, Part 1 in your books. Read the words and listen to the sounds of the r-colored vowels. The r-colored a is boldfaced in each word.”

| Activity Book, Lesson 25, Activity A
| Part 1
| Read the Words
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>wary</td>
<td>carry</td>
</tr>
<tr>
<td>vegetarian</td>
<td>embarrass</td>
</tr>
<tr>
<td>hilarious</td>
<td>marry</td>
</tr>
<tr>
<td>vary</td>
<td>carrot</td>
</tr>
</tbody>
</table>

[NOTE: For some people these words will all be pronounced the same. For others, there are subtle differences. You may wish to write Mary, marry, and merry on the board and discuss whether these words have the same sound or are a little different. The answer will depend on the dialect of the region.]

Say, “Great. So, we have the vowel a followed by r and by r-r, but they are pronounced the same way or almost the same way. Let’s look at another pair of spellings in Part 2. Let’s read these words.”

| Activity Book, Lesson 25, Activity A
| Part 2
| Read the Words
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>pear</td>
<td>American</td>
</tr>
<tr>
<td>bear</td>
<td>stereo</td>
</tr>
<tr>
<td>underwear</td>
<td>very</td>
</tr>
<tr>
<td>swear</td>
<td>sterilize</td>
</tr>
</tbody>
</table>
Say, “Good. So, in these words the e-a-r and the e-r are pronounced the same way. Compare the pronunciation of the r-colored vowel in these words and in the words in Part 1. What do you notice?” (They are all either pronounced the same way or similarly, depending on the dialect. So, in these words, a-r, a-r-r, e-r, and e-r-r all have the pronunciation /air/ or something very similar.)

Say, “If you are flexible, it is not too hard to read these r-colored vowels. It is harder to remember how to spell them. But, the good news is this: if you get close (for example, if you spell early e-r-l-y), the spelling checker on a computer will give you the correct spelling.”

Say, “Now let’s look at a third group of spellings for the same sound in Part 3. Read these words, noticing the sound of the r-colored vowels.”

**Activity Book, Lesson 25, Activity A**

**Part 3**

**Read the Words**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>order</td>
<td>born</td>
</tr>
<tr>
<td>fourth</td>
<td>soar</td>
</tr>
<tr>
<td>roar</td>
<td>inventory</td>
</tr>
<tr>
<td>court</td>
<td>victory</td>
</tr>
<tr>
<td>mourn</td>
<td>pour</td>
</tr>
</tbody>
</table>

Ask, “How many spellings for the sound /or/ did you find? What are they?” (3, o-r, o-a-r, o-u-r)

Say, “When there are two or three spellings for the same sound, we often end up with homonym. A homonym is any word that has the same pronunciation but a different spelling and meaning. Now look at Activity B. Read the question and write the correct spelling after the sentence.” [NOTE: You can invite students to use dictionaries to double-check their work.]

**Activity Book, Lesson 25, Activity B**

**Choose the Spelling**

1. Is a person who is tedious and dull a boar or a bore? **bore**
2. If you are at a funeral, are you mourning or morning? **mourning**
3. Do you pore or pour iced tea? **pour**
4. When you cheer for your favorite team in the Superbowl, do you get hoarse or horse? **hoarse**
5. Are you taking a linguistics coarse or course? **course**
6. After going to the gym for the first time, are you soar or sore? **sore**
7. Someone who studies karate learns how to break a bored or a board? **board**
8. When you study your spelling words very hard, are you putting forth or fourth a lot of effort? **forth**
Display the transparency/PowerPoint and have students check their work. Review the answers with the students, discussing any meanings that are unclear to them.

Additional Words for Re-teaching: horse, shore, store, roar, soar, overbear, pearl, court, worth.

Extending the Pattern

Say, “We have looked at some of the pronunciations of a when it is colored by r, but we have not looked at the most common one. You probably are already quite familiar with many of these words. Read the words in Activity C.”

Activity Book, Lesson 25, Activity C

Read the Words

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>car</td>
<td>bar</td>
</tr>
<tr>
<td></td>
<td>party</td>
<td>card</td>
</tr>
<tr>
<td></td>
<td>artist</td>
<td>partner</td>
</tr>
<tr>
<td></td>
<td>charmer</td>
<td>mark</td>
</tr>
</tbody>
</table>

Parts of Words

Say, “E-r, o-r, and a-r are found as endings to words. Turn to Activity D, Part 1. The first part of the word is given. Add the correct ending (e-r, o-r, or a-r) to the word.”

Activity Book, Lesson 25, Activity D

Part 1

Add the Correct Ending

1. jok  joker
2. dinn dinner
3. regul regular
4. edit editor
5. visit visitor
6. calend calendar
7. doct doctor
8. teach teacher
9. fath father
10. act actor
11. dang danger
12. simil similar
13. invent inventor
14. popul popular
15. pow power
16. murd murder

Display the transparency/PowerPoint and have students check their work. Ask the students to read the words they have created.

Say, “Now, in Part 2, write the words in the correct column.”
**Activity Book, Lesson 25, Activity D**

**Part 2**

**Sort the Words**

<table>
<thead>
<tr>
<th>-er</th>
<th>-ar</th>
<th>-or</th>
</tr>
</thead>
<tbody>
<tr>
<td>joker</td>
<td>regular</td>
<td>editor</td>
</tr>
<tr>
<td>dinner</td>
<td>calendar</td>
<td>visitor</td>
</tr>
<tr>
<td>teacher</td>
<td>similar</td>
<td>doctor</td>
</tr>
<tr>
<td>father</td>
<td>popular</td>
<td>actor</td>
</tr>
<tr>
<td>danger</td>
<td></td>
<td>inventor</td>
</tr>
<tr>
<td>power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>murder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>regular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>calendar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>similar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>popular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>editor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>visitor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>actor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>inventor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- Say, “Look at the words in each of your columns and answer the questions in Part 3.”

- Say, “Look at the number of words in each of your columns. Fill in the blanks in the statements, based on the spellings in Part 2.”

**Activity Book, Lesson 25, Activity D**

**Part 3**

**Answer the Questions**

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

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

**Syllabification**

- Write backward on the board.

- Ask, “How do you say this word?”

- Say, “Good. When a word ends with the suffix w-a-r-d or the syllable a-r-d, the pronunciations are /w-er-d/ or /er-d/.”

- Say, “Now turn to Activity E. Read the words ending in -ard or -ward.”
Lesson 25

Activity Book, Lesson 25, Activity E
Read the Words

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>forward</td>
<td>orchard</td>
</tr>
<tr>
<td>awkward</td>
<td>coward</td>
</tr>
<tr>
<td>toward</td>
<td>blizzard</td>
</tr>
</tbody>
</table>

Progress Check  Estimated Time: 5 min.

- Say, “Please turn to Activity F. In each row, underline the correct spelling of the word.”

Activity Book, Lesson 25, Activity F
Progress Check

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>corner</td>
<td>cornar</td>
</tr>
<tr>
<td>2.</td>
<td>forward</td>
<td>forward</td>
</tr>
<tr>
<td>3.</td>
<td>earth</td>
<td>erth</td>
</tr>
<tr>
<td>4.</td>
<td>cary</td>
<td>ceary</td>
</tr>
<tr>
<td>5.</td>
<td>dollar</td>
<td>dollar</td>
</tr>
<tr>
<td>6.</td>
<td>protector</td>
<td>protector</td>
</tr>
<tr>
<td>7.</td>
<td>sneak</td>
<td>sneak</td>
</tr>
<tr>
<td>8.</td>
<td>shout</td>
<td>showt</td>
</tr>
<tr>
<td>9.</td>
<td>dred</td>
<td>dred</td>
</tr>
<tr>
<td>10.</td>
<td>poyson</td>
<td>poison</td>
</tr>
</tbody>
</table>

Smooth Reading  Estimated Time: 15 min.

- Say, “Please look at Activity G. We are going to practice reading, using our Strategy for Reading Multisyllabic Words.”

Display the transparency/PowerPoint of this passage.

Activity Book, Lesson 25, Activity G
Smooth Reading

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

Lesson 25

- Say, “First I’ll Check the Context. The blank date on my milk was last Tuesday. I’m not sure about the first word, but I think the context might help. It is probably a word that means the milk is no good anymore.”

- Say, “Next, I’ll Look for Chunks. I see a prefix-ex and a suffix-tion. I’ll put a box around them.”

- Say, “Next, I’ll divide the root into syllables. I’ll underline the vowels: i and a. There is one consonant between the i and the a, so I’ll try dividing before it. That gives me the open syllable pi and the open syllable ra.”

≈ Underline the vowels and divide the word with slashes as noted:
   ex / pi / ra / tion

- Say, “That would give me ex pi ra tion. Oh, that is close enough for me to get the word from context. It is expiration. That second syllable is an r-colored syllable.”

- Say, “So the whole sentence is: “The expiration date on my milk was last Tuesday.” That makes sense.”

Students Apply the Strategy to the Passage

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

Students Read Words and Discuss

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

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

Teacher Models Smooth Reading

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

- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

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

1. Is a person who is tedious and dull a *boar* or a *bore*?  **bore**
2. If you are at a funeral, are you *mourning* or *morning*?  **mourning**
3. Do you *pore* or *pour* iced tea?  **pour**
4. When you cheer for your favorite team in the Superbowl, do you get *hoarse* or *horse*?  **hoarse**
5. Are you taking a linguistics *coarse* or *course*?  **course**
6. After going to the gym for the first time, are you *soar* or *sore*?  **sore**
7. Someone who studies karate learns how to break a *bored* or a *board*?  **board**
8. When you study your spelling words very hard, are you putting *forth* or *fourth* a lot of effort?  **forth**
Activity Book, Lesson 25, Activity D.1
Add the Correct Ending

1. jok  joker
2. dinn dinner
3. regul regular
4. edit editor
5. visit visitor
6. calend calendar
7. doct doctor
8. teach teacher
9. fath father
10. act actor
11. dang danger
12. simil similar
13. invent inventor
14. popul popular
15. pow power
16. murd murder
**Activity Book, Lesson 25, Activity D. 2**

Sort the Words

<table>
<thead>
<tr>
<th>-er</th>
<th>-ar</th>
<th>-or</th>
</tr>
</thead>
<tbody>
<tr>
<td>joker</td>
<td>dinner</td>
<td>editor</td>
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<td>regular</td>
<td>visitor</td>
</tr>
<tr>
<td>father</td>
<td>calendar</td>
<td>doctor</td>
</tr>
<tr>
<td>danger</td>
<td>similar</td>
<td>actor</td>
</tr>
<tr>
<td>power</td>
<td>popular</td>
<td>inventor</td>
</tr>
<tr>
<td>murder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity Book, Lesson 25, Activity D. 3

Answer the Questions

1. The most common way to spell /er/ at the end of a word is: **e-r**

2. The least likely spelling of /er/ at the end of a word is: **a-r**

3. When the ending /er/ is used as a suffix meaning someone or something that does something, it is usually spelled **o-r** when it follows the letter: **t**
The *expiration* date on my milk was last Tuesday. I *swirled* the white liquid around in the jug and then smelled it, *confirming* it was bad. It smelled *horrible*. I *poured* it down the drain and went to *purchase* another gallon. I was so *thirsty* once I *arrived* at the store, I drank some milk at the counter.
# Lesson 26 Review

## Lesson Overview
This lesson reviews the pronunciation of vowel digraphs and r-colored vowels. In addition, it examines the students’ spelling of the patterns and their ability to transfer. The lesson includes the following parts:
- Reading Words
- Spelling Words
- Syllabification
- Progress Check

Approximate Time: 45min.

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

## Materials
Six Transparencies/PowerPoints:
- Activity Book, Lesson 26, Activity A: Proofread and Correct (with corrections)
- Activity Book, Lesson 26, Activity B: Reading Words
- Activity Book, Lesson 26, Activity C: Choose the Correct Spelling
- Activity Book, Lesson 26, Activity D: Choose the Correct Ending
- Activity Book, Lesson 26, Activity E: Syllabification
- Activity Book, Lesson 26, Activity F: Syllabification

## Preparation
Lesson 26

Introduction

- Say, “Today we are working on Lesson 26. We have been learning about vowel digraphs and r-colored vowels. There are many spellings to learn, especially for the digraphs. Remember: a digraph is when two vowels come together to represent one sound or a new sound that is neither a short vowel nor a long vowel. An r-colored vowel occurs when an r follows a vowel and changes its usual sound.”

- Say, “Here is what is important: Stay flexible. You must look at the spellings and try to decide what looks right. There are a few tips for learning the spellings, such as a-y occurs at the end of syllables and a-i in the middle. But, most of the time you just have to become familiar with the way the words look. The best way to do that is to read and write a lot. Today we will practice becoming flexible with some of the variations.”

- Say, “Please turn your attention to Activity A.”

- Explain, “In this activity, you have a paragraph with 13 misspelled words. Go through the paragraph and underline all the words that are misspelled. Then write the correct spellings above the underlined words.”

Activity Book, Lesson 26, Activity A
Proofread and Correct

It was a clowdy ^cloudy dae ^day, so Steve and I decided to visit the zou ^zoo. On our wai ^way there, a carr ^car turned ^turned too quickly and hit the cerb ^curb. The drivor ^driver was an old woman from Colorado who didn’t speek ^speak English. We wated ^waited for the police to arrive and then we left. It was alredy ^already for ^four o’clock, so insted ^instead of going to the zoo, we went to dinner.

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

- Say, “We are going to look at some homonyms now. Can someone tell us what a homonym is?” (It is when two words sound the same, but are spelled differently and have different meanings.)

- Say, “Right. Turn to Activity B. Read the sentences and look at the homophones in italics. Write the correctly spelled word on the line at the end of the sentence.”

Activity Book, Lesson 26, Activity B

Reading Words

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

[NOTE *: Number 3 includes a vowel digraph that was not covered in the lessons. The /ue/ digraph has not been explicitly taught to the students. However, the students as they build their understanding of the patterns for vowel digraphs they are likely to transfer their knowledge and expand their understanding to untaught patterns. When reviewing the words explain to the students that ue can make the long u sound as well (blue, glue, clue, etc.) Point out that even if they have not studied all of the digraphs, as competent readers, they must learn to recognize new patterns as they read]

Display the transparency / PowerPoint with the correct answers.

Spelling Words

- Say, “In English, there is sometimes more than one way to spell the same sound. This phenomenon makes spelling in English challenging. Turn to Activity C. In this activity, you will find multiple spellings for the same sound. Put the correct spelling in the blank to make a word.”
Choose the Correct Spelling

Complete the word with either *ow* or *ou*.
1. flower
2. allow
3. pronounce
4. towel
5. around

Complete the word with either *ai* or *ay*.
1. maintain
2. display
3. exclaim
4. delay
5. paint

Complete the word with either *er*, *ir*, or *ur*, *ar*, or *ear*.
1. birthday
2. expert
3. learn
4. servant
5. disturb

Display the transparency/PowerPoint with the correct answers. Ask students if there are any words they can’t pronounce.

Say, “Syllables with *r*-colored vowels often appear at the ends of words. Add the correct ending to the words in **Activity D**.”

Choose the Correct Ending

Add *-er*, *-or*, or *-ar* to the ends of these words.
1. inventor 7. editor
2. cellar 8. conductor
3. bigger 9. popular
4. father 10. over
5. paper 11. regular
6. calendar 12. order

Display the transparency/PowerPoint with the correct answers. Ask students to read the words.
Lesson 26

Syllabification

Estimated Time: 10 min.

Say, “Dividing words into syllables is the key to making spelling and reading words easier. Turn to Activity E. I am going to dictate some words that I would like you to write by syllables.”

Activity Book, Lesson 26, Activity E

Spelling by Syllable

1. inventory in ven tor y
2. American A mer i can
3. enlargement en large ment
4. employer em ploy er
5. afternoon af ter noon
6. parenthood par ent hood

Display the transparency/PowerPoint with the correct answers.

Say, “Turn to Activity F. Now, using your strategy for syllabification, divide these words into syllables.”

Activity Book, Lesson 26, Activity F

Syllabification

1. af/for/da/ble
2. car/pen/ter
3. ap/point/ment
4. al/ter/na/tive
5. ref/u/gee
6. en ter tain ment

Display the transparency/PowerPoint with the correct answers. Ask the students to read the words.

[NOTE: If students box the prefix or suffix (e.g., af/for/da/ble) that is great. Commend them for recognizing a prefix or suffix. Keep emphasizing being flexible for the purpose of reading and spelling the word.]
**Progress Check**  
*Estimated Time: 5 min.*

Say, “Turn to the **Activity G** in your Activity Book. I will dictate some words for you to spell.”

<p>| |
||</p>
<table>
<thead>
<tr>
<th><strong>Activity Book, Lesson 26, Activity G</strong></th>
<th><strong>Progress Check</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Agrees</strong></td>
<td>She is very obedient and always agrees with her husband’s opinion.</td>
</tr>
<tr>
<td>2. <strong>Breach</strong></td>
<td>There was a breach of confidentiality by the doctor who lost his license for publicizing the discussions with his patients.</td>
</tr>
<tr>
<td>3. <strong>Joyful</strong></td>
<td>She is the most joyful person I have ever encountered.</td>
</tr>
<tr>
<td>4. <strong>Snowflake</strong></td>
<td>I run outside and I saw the first snowflake falling gently from the sky.</td>
</tr>
<tr>
<td>5. <strong>Torch</strong></td>
<td>The archaeologist held the torch high when entering the underground tomb.</td>
</tr>
<tr>
<td>6. <strong>Thirsty</strong></td>
<td>They were all so thirsty and they could only think of a cold glass of water.</td>
</tr>
<tr>
<td>7. <strong>Calendar</strong></td>
<td>We need to check our calendar prior to committing to visiting her in August.</td>
</tr>
<tr>
<td>8. <strong>Confirm</strong></td>
<td>I called to confirm our meeting for tomorrow at 6:00 p.m.</td>
</tr>
<tr>
<td>9. <strong>Inventing</strong></td>
<td>She is very creative and she is constantly inventing new methods to save energy.</td>
</tr>
<tr>
<td>10. <strong>Forward</strong></td>
<td>It is time I think we move forward and forget the past.</td>
</tr>
</tbody>
</table>
Activity Book, Lesson 26, Activity A
Proofread and Correct (with corrections)

It was a cloudy \(^{\text{cloudy}}\) dae \(^{\text{day}}\), so Steve and I decided to visit the zoo \(^{\text{zoo}}\). On our way there, a car \(^{\text{car}}\) turned \(^{\text{turned}}\) too quickly and hit the curb \(^{\text{curb}}\). The driver \(^{\text{driver}}\) was an old woman from Colorado who didn’t speak \(^{\text{speak}}\) English. We waited \(^{\text{waited}}\) for the police to arrive and then we left. It was already \(^{\text{already}}\) for \(^{\text{four}}\) o’clock, so instead \(^{\text{instead}}\) of going to the zoo, we went to dinner.
Activity Book, Lesson 26, Activity B
Reading Words

1. The second amendment of the Constitution of the United States gives us the right to bear or bare arms.  bear
2. I hate eating salad made from beets or beats.  beets
3. My favorite color is blew or blue.  Blue*
4. I hope we did not break or brake the glass.  break
5. Lifting the Volkswagen was quite a feet or feat.  feat
6. I make bread using whole wheat flower or flour.  flour
7. I here or hear that you are moving soon.  hear
8. I don’t want to marry or merry until I am twenty-nine.  marry
9. She does not seam or seem happy about the news.  seem
10. She plans to sail or sale the boat to victory.  sail
Activity Book, Lesson 26, Activity C
Choose the Correct Spelling

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

1. flower
2. allow
3. pronounce
4. towel
5. around

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

1. maintain
2. display
3. exclaim
4. delay
5. paint

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

1. birthday
2. expert
3. learn
4. servant
5. disturb
Activity Book, Lesson 26, Activity D
Choose the Correct Ending

1. inventor  7. editor
2. cellar  8. conductor
3. bigger  9. popular
4. father  10. over
5. paper  11. regular
6. calendar  12. order
Activity Book, Lesson 26, Activity E
Spelling by Syllables

1. inventory  in ven tor y
2. American A mer i can
3. enlargement en large ment
4. employer em ploy er
5. afternoon af ter noon
6. parenthood par ent hood
Activity Book, Lesson 26, Activity F
Syllabification

1. af/for/da/ble
2. car/pen/ter
3. ap/point/ment
4. al/ter/na/tive
5. ref/u/gee
6. en ter tain ment
### Lesson Overview

This lesson provides instruction on the soft and hard sound of the letter c. The students are to practice reading single and multisyllabic words that begin and include the /c/ and /s/ sound.

The lesson includes the following parts:
- Document of the Day
- New Pattern: Soft and Hard C
- Reading Words and Syllables
- Exceptions
- Progress Check
- Smooth Reading

Approximate Time: 50 min.

### Objective

To learn the two most common pronunciations of c

### Materials

Strategy for Reading Multisyllabic Words Chart
Four Transparencies/PowerPoints:
- Activity Book, Lesson 27, Document of the Day
- Document of the Day: Soft and Hard C
- Activity Book, Lesson 27, Activity A: Sort the Words
- Activity Book, Lesson 27, Activity D: Smooth Reading
Introduction  

Estimated Time: 1 min.

➢ Explain, “Today we are working on Lesson 27. In this lesson, we will learn the two most common pronunciations of the letter c.”

Document of the Day  

Estimated Time: 1 min.

➢ Display the Document of the Day transparency/PowerPoint.


Central Travel Incorporated

Customer Copy
Mr. Cab Cider
211 Circus Circle
Colorado College

Flight Itinerary

<table>
<thead>
<tr>
<th>Date</th>
<th>City</th>
<th>Time</th>
<th>Carrier and Flight</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 December</td>
<td>Depart: Cisco, Canada</td>
<td>8:00 am</td>
<td>Continental 26</td>
</tr>
<tr>
<td></td>
<td>Arrive: Coal City, CA</td>
<td>1:05 pm</td>
<td></td>
</tr>
<tr>
<td>19 December</td>
<td>Depart: Coal City, CA</td>
<td>7:50 am</td>
<td>US Air 34</td>
</tr>
<tr>
<td></td>
<td>Arrive: Cisco, Canada</td>
<td>4:20 pm</td>
<td></td>
</tr>
</tbody>
</table>

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

New Pattern  

Estimated Time: 10 min.

➢ Ask, “Can someone tell me what sort of document this is?” (It is what the travel agency gives you when you book a flight. It tells you when you are leaving and coming back. It is called an itinerary.)

➢ Ask, “Would someone like to read the itinerary?”
Say, “Circle all of the c’s in the itinerary. Say the words with c’s quietly to
yourself and listen for the two sounds that c represents.”

Ask, “Can someone tell us one sound that c represents and a word in the
itinerary that has that sound?” (/s/, Central, cider, circus, etc.)

Ask, “Can someone to tell us the other sound that c represents and a word in
the itinerary that has that sound?” (/k/, customer, Incorporated, Cab, etc.)

Say, “Also notice the final syllable of the word circle. What syllable pattern
does this follow?” (-Cle)

<table>
<thead>
<tr>
<th>Document of the Day</th>
<th>Soft and Hard C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Soft c</td>
<td>Hard c</td>
</tr>
<tr>
<td>cell</td>
<td>cut</td>
</tr>
<tr>
<td>flounce</td>
<td>captive</td>
</tr>
<tr>
<td>excite</td>
<td>conduct</td>
</tr>
<tr>
<td>success</td>
<td>success</td>
</tr>
<tr>
<td>sincere</td>
<td>crocodile</td>
</tr>
<tr>
<td>census</td>
<td>calculate</td>
</tr>
<tr>
<td>cyclone</td>
<td>cyclone</td>
</tr>
</tbody>
</table>

Display the transparency/PowerPoint that has the words from the itinerary
with c pronounced /k/ in one column and c pronounced /s/ in the other
column.

Ask, “Does anyone see a pattern to words that have c pronounced /s/?” (C is
pronounced /s/ when followed by e, i, or y.)

Ask, “Does anyone see a pattern to the words that have c pronounced as /k/?”
(C is pronounced /k/ when followed by a, o, u, a consonant or space.)

Explain, “When c is followed by e, i, or y, it is almost always pronounced /s/.
We call this /s/ the soft sound.” (Examples: cell, city, cyst)

Explain, “When c is followed by a, o, u, a consonant, or a space, it is almost
always pronounced /k/. We call this /k/ the hard sound. All you have to
remember is that c is almost always pronounced /s/ when followed by e, i or y.
When anything else follows it, it sounds like a /k/.” (Examples: cat, cut, cot)

Additional Words for Re-teaching: Hard C: cap, cop, cub, coach, cue, candy,
cupid, coin, cook. Soft C: cent, cedar, civil, civic, circle, recycle, celery,
fence, bouncy.
Lesson 27

Reading Words and Syllables  
Estimated Time: 10 min.

- Say, “Now turn to Activity A. Read the words quietly to yourself and sort them into the correct column.”

- Say, “Let’s do the first word together.”

- Ask, “Can someone read the first word and tell us which sound the c is representing?” (captive, /k/) [NOTE: The second syllable in captive is the common exception taught in lesson 10.]

- Say, “Now complete the rest of the exercise on your own. Here is a hint: Two of the words have both a soft and hard c. Be sure to place those two words in both columns.”

Activity Book, Lesson 27, Activity A
Sort the Words

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

<table>
<thead>
<tr>
<th>Soft C-cell</th>
<th>Hard C-cut</th>
</tr>
</thead>
<tbody>
<tr>
<td>flounce</td>
<td>captive</td>
</tr>
<tr>
<td>success</td>
<td>conduct</td>
</tr>
<tr>
<td>excite</td>
<td>success</td>
</tr>
<tr>
<td>sincere</td>
<td>crocodile</td>
</tr>
<tr>
<td>census</td>
<td>cyclone</td>
</tr>
<tr>
<td>cyclone</td>
<td>calculate</td>
</tr>
</tbody>
</table>

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

- Explain, “The c pattern has a long history in Old and Middle English, involving changes in the way c was pronounced and the respelling of many s words with c by French scribes (e.g., is → ice, mise → mice).”

- Say, “Now turn to Activity B in your books.”
- Explain, “These are syllables. You can still pronounce them correctly by applying the rules for c that we’ve just learned.”

- Ask, “Would someone read the first syllable?”

- Say, “Let’s take turns and go through each of the remaining words on the list, saying the word and then the sound that the c represents in that word.” [NOTE: Correct any mispronunciations and repeat the rule if necessary.]

<table>
<thead>
<tr>
<th>Activity Book, Lesson 27, Activity B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read the Syllables</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>caf</td>
</tr>
<tr>
<td>nounce</td>
</tr>
</tbody>
</table>

**Exceptions**  
Estimated Time: 5 min.

- Write *cello*, *concerto*, *social*, and *ocean* on the board.

- Explain, “These are just a few exceptions to the c rule.”

- Say, “*Cello* and *concerto* are Italian borrowings. /Ch/ is the common pronunciation of c in Italian before e or i.”

- Say, “*Social* and *ocean* both have combined the /s/ sound with the following vowel to make /sh/.”

**Progress Check**  
Estimated Time: 5 min.

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

<table>
<thead>
<tr>
<th>Activity Book, Lesson 27, Activity C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progress Check</strong></td>
</tr>
<tr>
<td>1. cider</td>
</tr>
<tr>
<td>2. process</td>
</tr>
<tr>
<td>3. complete</td>
</tr>
<tr>
<td>4. central</td>
</tr>
<tr>
<td>5. cycle</td>
</tr>
<tr>
<td>6. concentrate</td>
</tr>
<tr>
<td>7. pound</td>
</tr>
<tr>
<td>8. toast</td>
</tr>
<tr>
<td>9. beaver</td>
</tr>
<tr>
<td>10. valley</td>
</tr>
</tbody>
</table>
**Smooth Reading**  
*Estimated Time: 15 min.*

Teacher Models the Syllable Strategy

- Say, “Now turn to Activity D. We are going to practice reading. We will practice reading multisyllabic words that have the two sounds of the letter c that we learned about today.

- Display the transparency/PowerPoint for this reading passage.

---

**Activity Book, Lesson 27, Activity D**  
**Smooth Reading**

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

- Say, “Do you know how much... Well, I don’t know that word. First, I’ll check the context. Do you know how much blank has fallen this blank? It seems like it should be rain, but it isn’t.”

- Say, “Next, I’ll Look for Chunks. I see a prefix-pre and a suffix-tion. I’ll put a box around them.”

- Say, “Next, I’ll divide the word into syllables. I’ll underline the vowels. There is one consonant between the two i’s and between the i and a, so I’ll try dividing before the consonant.”

≈ Underline the vowels and divide the word with slashes as noted:  
pre / ci / pi / ta / tion.

- Say, “Those are open syllables, so I’ll say them with long vowels. The c must be soft because it’s followed by an i. prē cī pī tā tion. That’s not a word I know.”

- Say, “I’ll try dividing after the p. That gives me c-i-p. pre cip i ta tion, pre cip i ta tion. That must be precipitation. Precipitation means rain, so the context was right. Do you know how much precipitation has fallen this blank? Now I recognize that last word from the context. It’s December. It has the soft c.”

- Say, “So the whole sentence is: Do you know how much precipitation has fallen this December?”
Students Apply the Strategy to the Passage
➢ Say, “Now read the passage silently to yourself. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Check whether the c is hard or soft.”

Students Read Words and Discuss
➢ When they are done, ask individual students to read a sentence and then explain how they divided the target word(s).

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

Teacher Models Smooth Reading
➢ Say, “Now I will read the passage to model smooth reading.”

➢ Read the passage to the class with appropriate expression.

Students Practice Smooth Reading
[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it two or more times.]
**Document of the Day**

**Central Travel Incorporated**

**Customer Copy**  
Mr. Cab Cider  
211 Circus Circle  
Colorado College

**Flight Itinerary**

<table>
<thead>
<tr>
<th>Date</th>
<th>City</th>
<th>Time</th>
<th>Carrier and Flight</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 December</td>
<td>Depart: Cisco, Canada</td>
<td>8:00 am</td>
<td>Continental 26</td>
</tr>
<tr>
<td></td>
<td>Arrive: Coal City, CA</td>
<td>1:05 pm</td>
<td></td>
</tr>
<tr>
<td>19 December</td>
<td>Depart: Coal City, CA</td>
<td>7:50 am</td>
<td>US Air 34</td>
</tr>
<tr>
<td></td>
<td>Arrive: Cisco, Canada</td>
<td>4:20 pm</td>
<td></td>
</tr>
</tbody>
</table>

Airfare: $255.00  
Service Fee: $10.00  
Complete Price: $265.00
**Document of the Day**
*Soft and Hard C*

<table>
<thead>
<tr>
<th>Soft c</th>
<th>Hard c</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>cell</em></td>
<td><em>cut</em></td>
</tr>
<tr>
<td>flounce</td>
<td>captive</td>
</tr>
<tr>
<td>excite</td>
<td>conduct</td>
</tr>
<tr>
<td>success</td>
<td>success</td>
</tr>
<tr>
<td>sincere</td>
<td>crocodile</td>
</tr>
<tr>
<td>census</td>
<td>calculate</td>
</tr>
<tr>
<td>cyclone</td>
<td>cyclone</td>
</tr>
</tbody>
</table>
### Activity Book, Lesson 27, Activity A

**Sort the Words**

<table>
<thead>
<tr>
<th>Soft C cell</th>
<th>Hard C cut</th>
</tr>
</thead>
<tbody>
<tr>
<td>flounce</td>
<td>captive</td>
</tr>
<tr>
<td>success</td>
<td>conduct</td>
</tr>
<tr>
<td>excite</td>
<td>success</td>
</tr>
<tr>
<td>sincere</td>
<td>crocodile</td>
</tr>
<tr>
<td>census</td>
<td>cyclone</td>
</tr>
<tr>
<td>cyclone</td>
<td>calculate</td>
</tr>
</tbody>
</table>
Activity Book, Lesson 27, Activity D
Smooth Reading

Do you know how much *precipitation* has fallen this *December*? Weather experts *concluded* that the snowfall this month *exceeded* all *records*. The children were *excited* about the snow because school would be *cancelled*. But the *local* senior citizens were *discontented* because they would have to stay indoors.
Lesson 28
Soft and Hard Sounds of g

Lesson Overview
This lesson provides instruction on the soft and hard sound of the letter g. The students are to practice reading single and multisyllabic words that begin and include the /g/ and /j/ sound. Finally, the lesson reviews the most common pronunciations of the letter c from lessons 27. The lessons includes the following parts:
- Review
- Document of the Day
- New Pattern: Soft and Hard g
- Extending the Pattern
- Progress Check
- Smooth Reading
Approximate Time: 50 min.

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

Materials
Strategy for Reading Multisyllabic Words Chart
Five Transparencies/PowerPoints:
- Activity Book, Lesson 28, Activity A: Sort the Words
- Document of the Day: Sounds of g
- Activity Book, Lesson 28, Activity B: Sort the Words
- Activity Book, Lesson 28, Activity C: Write the Words
- Activity Book, Lesson 28, Activity E: Smooth Reading

Preparation
Introduction

Estimated Time: 1 min.

- Say, “Today we are working on Lesson 28. In this lesson are going to learn the two most common pronunciations of the letter g.”

- Say, “First we will start by reviewing what we learned in our last lesson about the two pronunciations of c.”

Review

Estimated Time: 10 min.

- Say, “Find Activity A. This poem is adapted from the poem “Jabberwocky” by the author of Alice in Wonderland. It has many nonsense words in it, just to be silly.”

Ask, “Could someone please read the first line of the poem?”

- Continue through the poem, one line per student, to make sure that everyone has it right. Ask if there are any questions about the words.

- Say, “Now find all the words in the poem with a c. Then sort them by writing them in the correct column, depending on the sound that c represents.”

Activity Book, Lesson 28, Activity A

Sort the Words

'Twas cumpish, and the calty neffs
Did bape and cintog in the vobe.
All coddy were the pomoceffs,
And the dacky wupes precobe.

Adapted from “Jabberwocky” by Lewis Carroll

<table>
<thead>
<tr>
<th>Soft c</th>
<th>Hard c</th>
</tr>
</thead>
<tbody>
<tr>
<td>race</td>
<td>cut</td>
</tr>
<tr>
<td>cintog</td>
<td>cumpish</td>
</tr>
<tr>
<td>pomoceffs</td>
<td>calty</td>
</tr>
<tr>
<td></td>
<td>coddy</td>
</tr>
<tr>
<td></td>
<td>dacky</td>
</tr>
<tr>
<td></td>
<td>precobe</td>
</tr>
</tbody>
</table>

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

Ask, “Can someone tell me how we know how to pronounce c?” (The pronunciation of the letter c changes, depending upon the vowel that follows. When followed by e, i, or y, c is usually pronounced /s/. When c is followed by anything else it is usually pronounced /k/.)

Ask, “Does anyone remember the few exceptions to the rule?” (Italian borrowings such as cello and concerto; words with the /sh/ sound such as social and ocean.)

[NOTE: Don’t worry if students don’t remember. These less common pronunciations of c are presented to begin to familiarize the students with these words.]
Document of the Day

**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

---


➢ Ask, “Can someone tell me what sort of document this is?” *(It is a zoo advertisement, could be a flyer or a poster.)*

➢ Ask, “Would someone like to read the advertisement?”

New Pattern


➢ Say, “Underline all of the g’s in the advertisement. Then say the words with g’s quietly to yourself and listen for the two sounds that g represents.”

➢ Ask, “What is one sound that g represents? Can you give an example of a word in the advertisement with that sound?” *(/j/, Georgia)*

➢ Ask, “Can someone to tell us the other sound that g represents? Can you also find a word in the advertisement that has that sound?” *(/g/, gorillas)*

➢ Display the transparency/PowerPoint that has the words from the advertisement with g pronounced /g/ in one column and g pronounced /j/ in the other column.
Ask, “Does anyone see a pattern to the words that have g pronounced /j/?” (G is pronounced /j/ when followed by e, i, or y.)

Ask, “How about a pattern to words that have g pronounced /g/?” (G is pronounced /g/ when followed by anything except e, l, or y.)

Say, “So there are two very simple spelling rules that tell us how to pronounce the letter g.”

Say, “When g is followed by e, i, or y, it most often is pronounced /j/. We call this /j/ the soft sound.”

Say, “Some examples are words like gel, Germany, and gem.”

Write gel, Germany, and gem on the board.

Ask, “Can someone give me some other examples of words in which the letter g has the /j/ sound?”

Write the words the students provide on the board.

Say, “When g is followed by anything except e, l, or y, it is almost always pronounced /g/. We call this /g/ the hard sound.”

Say, “Some examples are gas, good and go.”

Write gas, good and go on the board.

Ask, “Can someone give me some other examples of words in which the letter g has the /g/ sound?”

Write the words the students provide on the board.

Say, “The good news is that the same pattern applies to both the c and the g. The bad news is that there are more exceptions to this rule when applied to g. Words like girl, give, get, tiger, and gift do not follow the rule and have hard g. In fact, most final -g-e-r words have hard g. The word margarine has a soft g (/j/) where we expect a hard g. But the good news is that most of the exceptions are very common words that you will probably already know.”

Say, “Now turn to Activity B.”

Say, “Please read the words and sort them into the correct columns based on the sound the g makes.”
➤ Explain, “There are both whole words and syllables.”

➤ Say, “Let’s do the first one together.”

➤ Say, “Can someone read the word? (rage)

➤ Say, “The g in rage has the /j/ sound. So it goes in the Soft g column under the word gem.”

### Activity Book, Lesson 28, Activity B
Sort the Words

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Soft g</th>
<th>Hard g</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>rage</td>
<td>gem</td>
<td>rage</td>
</tr>
<tr>
<td>2.</td>
<td>game</td>
<td>gel</td>
<td>game</td>
</tr>
<tr>
<td>3.</td>
<td>ology</td>
<td>age</td>
<td>ology</td>
</tr>
<tr>
<td>4.</td>
<td>good</td>
<td>gel</td>
<td>good</td>
</tr>
<tr>
<td>5.</td>
<td>age</td>
<td>gentle</td>
<td>age</td>
</tr>
<tr>
<td>6.</td>
<td>graph</td>
<td>merge</td>
<td>graph</td>
</tr>
<tr>
<td>7.</td>
<td>gel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>gentle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>goat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>merge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>struggle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>gamble</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

? Ask, “Did any of these words give you trouble? Were any difficult to sound out?”

➤ Additional Words for Re-Teaching: Hard g: gate, Morgan, kangaroo, garden, golf, gown, goose, gulp, seagull, figure, regular, gurgle, engage. Soft g: gym, gymnast, generation, general, germ, gigantic, legend, logic, religion, ginger, surgical.

### Extending the Pattern

≈ Write exchange + able and peace + able on the board.

? Ask, “Do exchange and peace end in a silent e? (yes) Does -able begin with a vowel? (yes) Does the drop the silent e rule tell us to drop the silent e?” (yes)

➤ Say, “You are right, but we don’t drop the e in these words.”

≈ Write exchangeable and peaceable on the board.

? Ask, “There is a reason why we don’t drop the final e in these words. Can anyone figure it out?”
Ask, “What letters come before the e in these words? (g and c) Does anyone know now why we don’t drop the e?” (We need the e to be there to keep the g or the c soft. Otherwise, they would be hard because the suffix begins with an a.)

- Say, “Now complete Activity C by adding -able to the words in the activity.”

### Activity Book, Lesson 28, Activity C

#### Write the Words
1. change + able **changeable**
2. notice + able **noticeable**
3. trace + able **traceable**
4. manage + able **manageable**

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

- Additional Words for Re-Teaching: traceable, enforceable, replaceable, serviceable.

### Progress Check

- Say, “Please turn to the Activity D. I am going to dictate some words for you to write.”

### Activity Book, Lesson 28, Activity D

#### Progress Check
1. genes Your hair and eye colors are coded in your **genes**.
2. gargle If your throat hurts, it helps to **gargle** warm water.
3. gigantic Godzilla is a **gigantic** monster.
4. gentleman A **gentleman** opens the door for a lady.
5. gamble Be careful how much you **gamble** in Las Vegas.
6. longitude A GPS system tells you the **longitude** and latitude.
7. brain A cat’s **brain** is the size of a walnut.
8. flow The river will **flow** into the Atlantic Ocean.
9. crocodile I saw a **crocodile** on the golf course in Florida.
10. carnation Judy gave me a **carnation** from her garden.

### Smooth Reading

#### Estimated Time: 15 min.

Teacher Models the Syllable Strategy

- Say, “Please look at Activity E. We are going to practice reading. We will practice reading multisyllabic words that have the two sounds of the letter g that we learned about today.”
Display the transparency/PowerPoint for this reading passage.

**Activity Book, Lesson 28, Activity E**

**Smooth Reading**

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

- Say, “**For many**...Well, I don’t know that word. First, I’ll Check the Context. **For many blank my family lived in blank**. Well, that last word must be a place they lived, but I have no idea what the first word is.”

- Say, “Next, I’ll Look for Chunks. I see a suffix--**tion**. I’ll put a box around it.”

- Say, “Next, I’ll Divide the Word into Syllables. I’ll underline the vowels. There is one consonant between the two e’s and between the e and a, so I’ll try dividing before the consonant.”

≈ Underline the vowels and divide the word with slashes as noted:

  ge / ne / ra / tion.

- Say, “Those are open syllables, so I’ll say them with long vowels. The g must be soft because it’s followed by an e. **gē nē rā tion**. That’s not a word I know.”

- Say, “I’ll try dividing after the n and r. That gives me g-e-n, gen, and e-r, er. **gen er a tion, gen er a tion**. The word is **generation**.”

- As you say the above, change the syllable divisions to:

  gen / er / a / tion.

- Say, “Does that make sense in context? **For many generations, my family lived**...OK that makes sense. A **generation** is like the grandparents, parents, and children. The last word must be the place they lived.”

▲ Point to **Germany**.

- Say, “I don’t see any chunks, but this word is easy to divide. I’ll divide between the consonants. So the word is **Ger man y, Germany**. So they lived in **Germany**. **For many generations my family lived in Germany**.”
Students Apply the Strategy to the Passage
➢ Say, “Now read the passage silently to yourself. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Check whether the g is hard or soft.”

Students Read Words and Discuss
➢ When they are done, ask individual students to read a sentence and then explain how they divided the target word(s).

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

Teacher Models Smooth Reading
➢ Say, “Now I will read the passage to model smooth reading.”

➢ Read the passage to the class with appropriate expression.

Students Practice Smooth Reading
[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it two or more times.]
Activity Book, Lesson 28, Activity A
Sort the Words

'Twas cumpish, and the calty neffs
Did bape and cintog in the vobes.
All coddy were the pomoceffs,
And the dacky wupes precobe.

Adapted from "Jabberwocky" by Lewis Carroll

<table>
<thead>
<tr>
<th>Soft c</th>
<th>Hard c</th>
</tr>
</thead>
<tbody>
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<td>cintog</td>
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<td>pomoceffs</td>
<td>calty</td>
</tr>
<tr>
<td></td>
<td>coddy</td>
</tr>
<tr>
<td></td>
<td>dacky</td>
</tr>
<tr>
<td></td>
<td>precobe</td>
</tr>
</tbody>
</table>
### Document of the Day

**Sounds of g**

<table>
<thead>
<tr>
<th>Soft g</th>
<th>Hard g</th>
</tr>
</thead>
<tbody>
<tr>
<td>germ</td>
<td>glue</td>
</tr>
<tr>
<td>Georgia</td>
<td>gorillas</td>
</tr>
<tr>
<td>Germantown</td>
<td>gardens</td>
</tr>
<tr>
<td>gem</td>
<td>golf</td>
</tr>
<tr>
<td>giraffes</td>
<td>Gulf</td>
</tr>
<tr>
<td>giant</td>
<td></td>
</tr>
<tr>
<td>managed</td>
<td></td>
</tr>
<tr>
<td>generations</td>
<td></td>
</tr>
</tbody>
</table>
**Activity Book, Lesson 28, Activity B**
*Sort the Words*

<table>
<thead>
<tr>
<th>Soft g</th>
<th>Hard g</th>
</tr>
</thead>
<tbody>
<tr>
<td>gem</td>
<td>gas</td>
</tr>
<tr>
<td>rage</td>
<td>game</td>
</tr>
<tr>
<td>ology</td>
<td>good</td>
</tr>
<tr>
<td>age</td>
<td>graph</td>
</tr>
<tr>
<td>gel</td>
<td>goat</td>
</tr>
<tr>
<td>gentle</td>
<td>struggle</td>
</tr>
<tr>
<td>merge</td>
<td>gamble</td>
</tr>
</tbody>
</table>
Activity Book, Lesson 28, Activity C
Write the Words

1. change + able  changeable
2. notice + able  noticeable
3. trace + able  traceable
4. manage + able  manageable
Activity Book, Lesson 28, Activity E
Smooth Reading

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

This lesson is a review of the content taught in the curriculum. The review supports the students in combining the knowledge acquired in lessons 2-28 and applying it in the reading and spelling of multi-syllabic words. The lesson includes the following parts:
- Syllable Patterns
- Reading Multisyllabic Words
- Spelling Multisyllabic Words
- Smooth Reading

Approximate Time: 55 min.

**Objective**

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.

**Materials**

Strategy for Reading Multisyllabic Words Chart
Six Syllable Patterns Chart
Four Transparencies/PowPowers:
- Activity Book, Lesson 29, Activity A: Syllable Types
- Activity Book, Lesson 29, Activity B: Divide the Words
- Activity Book, Lesson 29, Activity C: Write the Words by Syllable
- Activity Book, Lesson 29, Activity D: Smooth Reading

**Preparation**
Lesson 29

Introduction

*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 29. We are going to review the main things we have learned in the curriculum and apply them to reading and spelling multisyllabic words. We will review the syllable patterns, spelling rules, affixes, and the strategy for reading multisyllabic words.”

Syllable Patterns

*Estimated Time: 10 min.*

- Say, “We have learned that there are six basic syllable patterns in English. It is important to pay attention to the vowel patterns in each syllable. Recognizing the syllable pattern will help you read and spell longer words. It is not necessary to name the syllable each time you decode a new word, but being familiar with these different patterns helps you read words faster and spell them more accurately. When you can recognize the spelling patterns of the six syllable patterns, you have mastered one major step in reading and spelling long words.”

  ? Ask, “Can someone please give a definition of a CVC syllable? (A CVC syllable has one vowel and ends in a consonant. The vowel is usually short.) Can you give me an example?” (many examples possible)

- Repeat the question for the other five syllable patterns. By now students should know the definitions without the help of the charts, but if necessary you can prompt them to refer to the Chart.

- Say, “Let’s look at Activity A. Before we start the exercise, would someone please read the first line of syllables aloud? Notice that these are syllables, not real words. For this activity, underline all of the syllables that fit that pattern. What is the first syllable you would underline as a CVC syllable? (im) Complete the rest of them on your own.”
Activity Book, Lesson 29, Activity A

Syllable Types

1. Underline the CVC syllables below.
   im co ear tle ome **eck** er tain **ab** ite

2. Underline the open syllables below.
   im **co** ear tle ome **stri** er tain ab **re**

3. Underline the VCe syllables below.
   im **ete** ear tle ome stri er ap ab re

4. Underline the Cle syllables below.
   im co ear **tle** ome stri er tain stle re

5. Underline the vowel digraph syllables below.
   **peat** co oim tle ome stri er **tain** ab re

6. Underline the r-colored syllables below.
   im co **ear** tle ome stri er **tain** ur re

Display the transparency/PowerPoint and have students check their work. Discuss any errors.

Reading Multisyllabic Words

- Say, “You did well with finding the syllable patterns. Now let’s review our strategy for reading multisyllabic words.”

- Ask, “What is the first step in the strategy and what does it mean?” (Check the Context. Read the rest of the sentence to see what might make sense.)

- Ask, “What do we do next?” (Look for Chunks. Look for compound words and prefixes and suffixes.)

- Ask, “What’s next?” (Divide the Word and Say the Syllables. You underline the vowels; if there are two or more consonants you divide between them keeping the vowels together. If there is only one consonant, you try dividing before the consonant; if that doesn’t work you try after the consonant.)
? Ask, “What else?” (You have to be flexible. Look for the stress and think about schwa sounds.)

? Ask, “What’s the last step?” (Check the Context again to see if it makes sense.)

[NOTE: The students should know the strategy without reference to the Chart by now. But you can prompt them to refer to it if necessary.]

➢ Say, “Excellent. Now turn to Activity B. Each group of words asks you to apply a different part of the strategy. You don’t have context here, so we start with Look for Chunks. After you divide the word, read it to make sure you have a real word.”

### Activity Book, Lesson 29, Activity B

#### Divide the Words

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

- `un/will/ing/ly`
- `dis/hon/est`
- `im/poss/ible`
- `in/ac/cur/ate`
- `in/ter/ac/tive`
- `sub/scrib/ing OR sub/scri/bling`

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

- `com/bat`
- `spec/trum`
- `pen/ny`
- `ex/tract`
- `wig/gle`
- `ac/com/plish/ment`

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

- `re/flect`
- `cab/in`
- `e/vil`
- `dev/il`
- `u/til/ize`
- `ren/o/vate`

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

- `e/las/tic`
- `in/tim/i/da/ting`
- `im/pro/vise`
- `man/ip/u/late`
- `sym/pa/thy`
- `un/pro/fes/sion/ai`
Display the transparency/PowerPoint and have students check their work.

[NOTE 1: Some of these words are more advanced vocabulary. We chose them to get students to use their syllabification skills. The difficult words came from a GED list. Definitions can be found in the glossary.]

[NOTE 2: You may wish to discuss the following words if students have experienced any difficulty:

**Group 1**

**Impossible:** This could be divided by boxing the suffix (im/poss/ible); this leaves two syllables. Or it could be divided by the division rules (im/pos/si/ble).

**Subscribing:** This could be divided by taking off the -ing and recognizing that an e had been dropped from subscribe (sub/scribing). Or it could be done by the division rules (sub/cri/bing), giving an open syllable scri.

**Group 2**

**wiggle:** Remind students that the -gle is a Cle syllable and is very regular.

**spectrum, extract, accomplishment:** Remind students that blends (e.g., tr) remain together if there are three or four consonants. Tell them to look for blends and keep them together.

**Group 3**

**reflect:** Explain that although there are two consonants (f and l), the fl is a blend and stays together in this word. So, there is an open syllable ending in the long vowel, followed by a closed syllable beginning with a blend. They may also see the prefix, re.

**evil, devil:** When there is one consonant, students first try dividing after the vowel as in evil. If that does not work, they should try dividing after the consonant as in devil.

**Group 4**

**improvise, sympathy, intimidating:** All of these words have schwa sounds (pro, pa, i). This is very common in long multisyllabic words. You might point out one or more of these schwa sounds.]

**Spelling Multisyllabic Words**

- Say, “Saying words syllable-by-syllable can help you spell them. Long words become a series of syllables that follow one of the six patterns.”

- Say, “Turn to Activity C. I’m going to dictate some words to you. First, say the word quietly to yourself. Then say it in syllables and write each syllable separately. Think about the syllable pattern as you spell each syllable. Finally, write it the whole word together. Let’s do the first one together.”
Say, “Argument. Now I’ll say the word syllable-by-syllable and write each syllable. Ar - gu - ment.” [NOTE: Comment on each syllable pattern as you write it.]

Say, “Ar; that’s an r-colored syllable. gu; that’s a long-u; I’ll spell it as an open syllable. ment; that’s a common suffix and a CVC syllable. Now I’ll write the whole word together: argument.”

As you say the above, write ar gu ment, argument on the board. Ask if there are any questions.

Dictate the remaining words, reminding students to say them quietly to themselves; write them syllable-by-syllable; and then write the whole word.

1. Argument (used in the example)
2. fantastic
3. entertain
4. diplomat
5. president
6. detective

Activity Book, Lesson 29, Activity C
Write the Words by Syllable

1. ar gu ment argument
2. fan tas tic fantastic
3. en ter tain entertain
4. dip lo mat diplomat
5. pres i dent president
6. de tec tive detective

Display the transparency/PowerPoint and have students check their work. Discuss the syllable patterns.

[NOTE: There are schwa sounds in the open syllables in diplomat and president. The final syllable in detective uses the suffix -ive with a short vowel because of the letter v.]

Smooth Reading
Estimated Time: 15 min.

Teacher Introduction
[NOTE: The procedure in this lesson is the same as other Smooth Readings, except that you will not model the strategy.]
Say, “Now we are going to apply all the things we have been learning to reading. You have learned a lot, so let’s see how you do with this. I’m not going to model how to read the difficult words this time. You’re ready to do it on your own.”

Say, “Turn to Activity D. This comes from a newspaper article.”

Display the Smooth Reading transparency/PowerPoint.

Activity Book, Lesson 29, Activity D
Smooth Reading

Use It or Lose It

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

Students Apply the Strategy to the Passage
Say, “Now read the passage silently to yourself. Use the strategy to figure out the words in bold italics. Be sure the sentences make sense. Raise your hand if you need help.”

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

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

Teacher Models Smooth Reading
Say, “Now I will read the passage to model smooth reading.”

Read the passage to the class with appropriate expression.

Students Practice Smooth Reading
[NOTE: Students work in pairs. They each read the passage to their partner. The partner gives corrective feedback. After one reads, the other reads. If time permits, they can each read it two or more times.]
Activity Book, Lesson 29, Activity A

Syllable Types

1. Underline the CVC syllables below.
   im  co  ear  tle  ome  eck  er  tain  ab  ite

2. Underline the open syllables below.
   im  co  ear  tle  ome  stri  er  tain  ab  re

3. Underline the VCe syllables below.
   im  ete  ear  tle  ome  stri  er  ap  ab  re

4. Underline the Cle syllables below.
   im  co  ear  tle  ome  stri  er  tain  stle  re

5. Underline the vowel digraph syllables below.
   peat  co  oim  tle  ome  stri  er  tain  ab  re

6. Underline the r-colored syllables below.
   im  co  ear  tle  ome  stri  er  tain  ur  re
Activity Book, Lesson 29, Activity B
Divide the Words

Group 1:
un/will/ing/ly dis/hon/est
im/poss/ible in/ac/cur/ate
in/ter/act/ive sub/scri/bing or sub/scri/bing

Group 2:
com/bat spec/trum
pen/ny ex/tract
wig/gle ac/com/plish/ment

Group 3:
re/flect cab/in
e/vil dev/il
u/ti/lize ren/o/vate

Group 4:
e/las/tic in/tim/i/da/ting
im/pro/vise man/ip/u/late
sym/pa/thy un/pro/fes/sion/al
Activity Book, Lesson 29, Activity C
Write the Words by Syllable

1. argument
2. fantastic
3. entertain
4. diplomat
5. president
6. detective
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.
<table>
<thead>
<tr>
<th>Lesson Overview</th>
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<tbody>
<tr>
<td>This is the final lesson of the curriculum. This lesson provides an application of all the knowledge acquired in the entire curriculum in reading and spelling multisyllabic words. This lesson includes the following parts:</td>
</tr>
<tr>
<td>- How English Works</td>
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<tr>
<td>- Counting Sounds</td>
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<tr>
<td>- Recognize Syllables and Morphemes</td>
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<tr>
<td>- More Practice with Multisyllabic words</td>
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<tr>
<td>- Final Application</td>
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<td>Approximate Time: 45 min.</td>
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<table>
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<tr>
<th>Objective</th>
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<tbody>
<tr>
<td>To demonstrate the role of phonology and orthography (spelling) in reading and spelling words</td>
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<tr>
<td>To celebrate what students have accomplished</td>
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<table>
<thead>
<tr>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>Strategy for Reading Multisyllabic Words Chart</td>
</tr>
<tr>
<td>Three Transparencies/PowerPoints:</td>
</tr>
<tr>
<td>- Activity Book, Lesson 30, Activity A: Count the Sounds</td>
</tr>
<tr>
<td>- Recognizing Syllables</td>
</tr>
<tr>
<td>- Activity Book, Lesson 30, Activity B: Identify the Prefixes and Suffixes</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Preparation</th>
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<tr>
<td>For the final Smooth Reading exercise in the curriculum, we suggest that you select a text from the rest of your curriculum. Of course, we hope that you have been asking students to apply their new decoding and spelling skills throughout the year. We think that applying the new strategies and knowledge to other text will drive home the point that they need to apply what they have learned whenever they read. Just choose a short selection that will challenge and engage the students. You can select the difficult words in it or just let them use the strategy when they need it.</td>
</tr>
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</table>
Lesson 30

How English Works  Estimated Time: 5 min.

➢ Say, “During this course we learned a lot about how English works. In other words, we studied linguistics. So, what is linguistics?” (The scientific study of the language.)

➢ Say, “Good. Let’s talk about the particular areas of linguistics that we studied. We have studied phonology. What is phonology the study of?” (sounds)

➢ Say, “Right. It is important to know the way sounds map onto letters.”

➢ Say, “We have also studied orthography. There is another simple word for orthography. Does anyone remember what orthography is?” (Spelling or the patterns in language.)

➢ Ask, “Does anyone remember the name of the area of linguistics that studies the history of a word and its meaning?” (Etymology)

[NOTE: Go quickly through the terms above. If students are having trouble remembering the terms, provide them.]

➢ Say, “Very good. Let’s talk about phonology and orthography.”

➢ Ask, “Does anyone remember how many letters are in English?” (26)

➢ Ask, “And how many sounds, or phonemes, are there?” (Around 40, depending on the dialect.)

➢ Say, “We don’t have the same number of sounds and letters. Why are there more sounds than letters?” (Letters are combined to represent new sounds.)

➢ Say, “Correct. Both vowels and consonants can work together to make a new sound.”

➢ Ask, “Please give me an example where two consonants are combined to represent one sound.” (ch in champion, sh in ship)

➢ Ask, “Now, can someone give me an example where vowels are combined to represent a new sound?” (o-i in oil represents the sound /oi/)

Counting Sounds  Estimated Time: 10 min.

➢ Say, “Let’s count the phonemes that we hear in the words.”
≈ Write *street* on the board.

? Ask, “How many letters are in the word *street*?” (6)

? Ask, “And how many sounds?” (5)

? Ask a student to segment the sounds. Repeat by demonstrating the segmentation yourself.

➢ Say, “Right. So there are more letters than sounds.”

≈ Write *box* on the board.

? Ask, “How about the word *box*? How many letters are here?” (3)

? Ask, “And how many sounds?” (4)

? Ask a student to segment the sounds. Repeat by demonstrating the segmentation yourself.

➢ Say, “So, this is an example of the case where there are more sounds in the word than letters that represent those sounds. And, as you well know, there can be more letters than sounds in a word as well, like in *street*. Let’s look at another example.”

≈ Write:

- *tea*
- *head*
- *break*

? Ask, “How many sounds can you count in these words?” (2, 3, 4)

≈ Underline the *ea* in each word.

➢ Say, “In each of these words we have the letters *e* and *a* coming together to make three different sounds. What sound does the *e* and *a* make in these words?” (long-*e* in *tea*, short-*e* in *head*, and long-*a* in *break*)

➢ Say, “Thank you. Now you know that the number of letters does not always match the number of sounds, and that letters can represent different sounds depending on the word.”

➢ Say, “Let’s count some more sounds in the words that contain the patterns we have discussed in this curriculum.”
Say, “Look at Activity A. The first word is key. Please segment the word into each of its sounds.” (/k/ /ē/)

Ask, “What is the digraph or letter combination in this word?” (e-y) So, these two letters make which sound?” (/ē/)

Say, “Correct. So, we have three letters in this word, but only two sounds. Write the number of sounds in the blank next to each word. Please do the rest of the Activity now.”

**Activity Book, Lesson 30, Activity A**

<table>
<thead>
<tr>
<th>Word</th>
<th>Sounds</th>
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<tbody>
<tr>
<td>key</td>
<td>2</td>
</tr>
<tr>
<td>throne</td>
<td>4</td>
</tr>
<tr>
<td>glove</td>
<td>4</td>
</tr>
<tr>
<td>grasp</td>
<td>5</td>
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<tr>
<td>fix</td>
<td>4</td>
</tr>
<tr>
<td>slow</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Recognizing Syllables and Morphemes**

Display the transparency/PowerPoint with antidisestablishmentarianism on it.

Ask, “Do you remember this word? We looked at this word on the first day of class.”

Ask students to divide this word into its parts and practice reading it aloud. Invite students to work with a partner. Remind them to work with the largest chunks in the word they recognize. When they have had enough time to work on the word, ask a student to read the word.

Ask, “What chunks did you divide the word into?

Work through the most logical chunks with students, but accept all of their reasonable answers. One possible answer would be: ‘First, I divided off the prefixes anti and dis and the suffixes ian and ism. Then I saw establishment. (Or establish.) Then I just had the syllable ar left. When I read the word, I realized that the t and the end of ment went with the ar syllable. So, I divided this word into 6 chunks.’

Ask, “Let’s see how many syllables there are. Can someone read the word to me by syllable?”
≈ Write the word syllable-by-syllable on the board, as the student says them: *an ti dis es tab lish men tar i an ism.*

➢ Say, “So, there are eleven syllables in this word. How many of them are CVC syllables? (8) Can someone name all the CVC syllables?” (*an, dis, es, tab, lish, men, an, ism*)

? Ask, “How many are open? (2) Can someone name them, please?” (*ti, i*)

➢ Say, “There is one *r*-colored syllable. Can you name it?” (*tar*)

? Ask, “Can someone read the whole word please?”

? Ask, “What is the root of this word?” (*establish*)

? Ask, “What do we call the part of the word that comes before the root?” (prefix)

? Ask, “How many prefixes are there? (2) What are they?” (*anti and dis*)

[NOTE: *Antidisestablishmentarianism* means ‘a political philosophy that is against the separation of church and state.’]

? Ask, “What do we call the parts of the word that come after the root?” (suffixes)

? Ask, “How many suffixes do you see in this word? (3) What are they?” (*ment, ian, ism*)

➢ Say, “Right. Now you know that there are prefixes and suffixes that are shared among different words because they convey the same meaning.”

? Ask, “What is the meaning of prefix *anti*- ? (against) Can you think of a word that contains this prefix?” (i.e. *antibiotic*)

? Ask, “What is the meaning of the ending *-e-d in fixed?” (Past tense)

➢ Say, “Very good. Let’s find some more suffixes and prefixes that are shared among words to convey the same meaning. Please turn to Activity B.”

➢ Say, “Put a box around the prefixes and suffixes in these words.”
Activity Book, Lesson 30, Activity B
Identify the Prefixes and Suffixes
1. antifreeze
2. encouragement
3. replacement
4. transferable
5. underweight
6. unfriendly
7. prehistorical
8. reaction OR re-action

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

More Practice with Multisyllabic Words

Say, “You will probably never come across the word antidisestablishmentarianism in your reading. But there are plenty of other words that you might see. One area where you might see complex words is medical literature. You might read a medical report or information about your insurance plan.”

Say, “In Activity C, there are some very long words that are medical terms. They are all words that you might see in a medical report or medical insurance booklet. Let’s see if you can read them. If you get stumped, use the Strategy for Reading Multisyllabic Words. These are hard and uncommon words. Just think of them as puzzles to figure out using what you have learned.”

Say, “I’ll give you a few minutes to read the words below to yourself. Then I’ll ask each of you to read a word or two aloud. Let me know if you want me to help you figure out any of these difficult words.”
Activity Book, Lesson 30, Activity C

Read the Long Words
- carbohydrates
- malignant
- pharmacology
- mammogram
- surgical
- immunization
- coronary
- rehabilitation
- hospitalization
- medications

Call on individual students to read words and tell what the syllables are. Praise them for figuring out these difficult words.

[NOTE: You can modify the procedure for Activity C to meet the needs and abilities of your students. We put in these difficult words to show the students how much they have learned. If you think the students will not have success decoding at least a few of these words, then you might opt to do them all together as a class with your support.]

Final Application

Say, “We have come to the end of our study of words. You have learned a great deal about how words work. You are better readers and spellers. English is a rich and complex language. We have not studied everything there is to know about English, but you now know a great deal. Most importantly, you know how to think about words. When you come across a word that is difficult to read or spell, think of it as a puzzle to be solved. Now you have the knowledge and the tools to solve that puzzle. I am proud of what each of you has accomplished.”

Say, “As a final activity, you will read a Smooth Reading text I selected for you from the rest of the reading curriculum. Do the Smooth Reading activity as you always do.”

[NOTE: In this last lesson, you might decide to omit modeling the strategy. You can identify the difficult words for them or just let them apply the strategy when they need it. But do ask them to explain how they figured out the words, and do model fluent reading and have them read in pairs.]

Thanks for all your hard work in teaching the curriculum and supporting your students!
**Activity Book, Lesson 30, Activity A**

*Count the Sounds*

<p>| | |</p>
<table>
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<th></th>
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<tbody>
<tr>
<td>1. key</td>
<td>2</td>
</tr>
<tr>
<td>2. throne</td>
<td>4</td>
</tr>
<tr>
<td>3. glove</td>
<td>4</td>
</tr>
<tr>
<td>4. grasp</td>
<td>5</td>
</tr>
<tr>
<td>5. fix</td>
<td>4</td>
</tr>
<tr>
<td>6. slow</td>
<td>3</td>
</tr>
</tbody>
</table>
Recognizing Syllables

antidisestablishmentarianism
Activity Book, Lesson 30, Activity B
Identify the Prefixes and Suffixes

1. antifreeze
2. encouragement
3. replacement
4. transferable
5. underweight
6. unfriendly
7. prehistorical
8. reaction OR reaction
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-\(l\)-e (Cle)
A Consonant-\(l\)-e syllable comes at the end of a word.

*purple, stumble, table*

### R-colored
An r-colored syllable has an `r` after the vowel. The `r` changes the sound of the vowel.

*car, stir*

### Vowel Digraph (V V)
A vowel digraph syllable has 2 vowels together.

*wait, read, joint*
Spelling Rules

**Doubling f, s, or l in CVC Syllables**
One-syllable CVC words that end in f, s, or l, double the final f, s, or l.

*off, skull, dress*

**Spelling the Sound of k, j, and ch at the End of CVC Syllables**
At the end of a CVC word, use c-k for the sound of k, d-g-e for the sound of j and t-c-h for the sound of ch.

*back, catch, edge*

**Dropping the Silent e in VCe Syllables**
When a word ends with a silent e, drop the e when you add a suffix beginning with a vowel.

*bake + ing = baking, smoke + y = smoky*

**Doubling the Final Consonant in CVC Syllables (The 1-1-1 Rule)**
If a one syllable root word ends in one consonant with one vowel before it, double the final consonant of the root word if the suffix begins with a vowel.

*big + er = bigger, hop + ed = hopped*

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

*copy + ed = copied, cry + ed = cried*

EXCEPT
When the suffix is -ing

*cry + ing = crying*
Strategy for Reading Multisyllabic Words

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

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

Divide the Word and Say Each Syllable
- Underline each vowel or vowel pair. Don’t mark silent e (as in make).
- If a vowel is followed by 2 or more consonants, divide between the consonants, keeping blends and digraphs together.
  Sep / tem / ber  con / struct  tur / tle
- If a vowel is followed by 1 consonant, try dividing before the consonant. If that doesn’t work, try after the consonant.
  ra / dar  lim / it
- Look for the syllable pattern.

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

Check the Context
- Re-read the sentence to make sure it makes sense.
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti-</td>
<td>against</td>
<td>antifreeze</td>
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<tr>
<td>de-</td>
<td>opposite</td>
<td>defrost</td>
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<tr>
<td>dis-</td>
<td>not, opposite of</td>
<td>dislike</td>
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<tr>
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<td>cause to</td>
<td>encode</td>
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<tr>
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<td>before</td>
<td>foretell</td>
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<td>inside</td>
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<td>---------</td>
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<tr>
<td>-able, -ible</td>
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<td>richer</td>
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<td>teacher, actor</td>
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<td>without</td>
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<td>describes how</td>
<td>warmly</td>
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<td>process of</td>
<td>payment</td>
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# Common Suffixes

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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.
  \( Sep / tem / ber \quad con / struct \quad tur / tle \)
- Divide first before and then after one consonant. \( ra / dar \quad lim / it \)
- Be Flexible
- Check the Context