

Accelerating Literacy: 50 Lessons for Reading Multisyllabic Words

Thomas G. Gunning, Ed. D.

sun**set**, pack**ing**, batter, rabbit, paper, sunny, quiet,
art**ic**le, im**pr**ove, super, wood**en**, astron**au**t,
how**ev**er, app**oi**ntment, ap**olo**gize, temper**at**ure,
loc**at**ion, perm**is**sion, ess**en**tial

Galvin Publishing

Contains two sections:

Section 1: Teaching Guide

Section 2: Student Activities: Practice and Application

Copyright © 2020 by Thomas G. Gunning

Accelerating Literacy: 50 Lessons for Reading Multisyllabic Words Student Activities: Practice and Application

Thomas G. Gunning, Ed. D.

**Galvin Publishing
Buildingliteracy.org**

Note: Teaching Guide begins on p. 101.

***Accelerating Literacy: 50 Lessons for Reading Multisyllabic Words* is reserved for readers of *Closing the Literacy Gap*.**

Copyright © 2020 by Thomas G. Gunning

Contents

Lesson 1: Compound Words	1
Lesson 2: Inflectional <i>-ing</i>	3
Lesson 3: Adding <i>er</i>	5
Lesson 4: Short- <i>a</i> Patterns	7
Lesson 5: More Short- <i>a</i> Patterns	9
Lesson 6: Short- <i>i</i> Patterns	11
Lesson 7: More Short- <i>i</i> Patterns	13
Lesson 8: Short- <i>e</i> Patterns	15
Lesson 9: More Short- <i>e</i> Patterns	17
Lesson 10: Reduced Short- <i>e</i> Patterns	19
Lesson 11: Short- <i>o</i> Patterns	21
Lesson 12: More Short- <i>o</i> Patterns	23
Lesson 13: Short- <i>u</i> Patterns	25
Lesson 14: More Short- <i>u</i> Patterns	27
Lesson 15: Long- <i>a</i> Patterns	29
Lesson 16: More Long- <i>a</i> Patterns	31
Lesson 17: Long- <i>e</i> Patterns	33
Lesson 18: More Long- <i>e</i> Patterns	35
Lesson 19: Long- <i>i</i> Patterns	37
Lesson 20: More Long- <i>i</i> Patterns	39
Lesson 21: Long- <i>o</i> Patterns	41
Lesson 22: More Long- <i>o</i> Patterns	43
Lesson 23: Long- <i>u</i> Patterns	45
Lesson 24: Adjacent Vowel Patterns	47
Lesson 25: <i>Ar</i> Patterns	49
Lesson 26: <i>Air</i> Patterns	51
Lesson 27: <i>Er</i> Patterns	53
Lesson 28: More <i>Er</i> Patterns	55
Lesson 29: <i>Or</i> Patterns	57
Lesson 30: More <i>Or</i> Patterns	59
Lesson 31: <i>Ear</i> and <i>Ire</i> Patterns	61
Lesson 32: Long- <i>oo</i> Patterns	63
Lesson 33: More Long- <i>oo</i> Patterns	65
Lesson 34: Short- <i>oo</i> Patterns	67
Lesson 35: More Short- <i>oo</i> Patterns	69
Lesson 36: <i>Aw</i> Patterns	71
Lesson 37: More <i>Aw</i> Patterns	73
Lesson 38: <i>Ow</i> Patterns	75
Lesson 39: More <i>Ow</i> Patterns	77
Lesson 40: <i>Oy</i> Patterns	79
Lesson 41: Schwa- <i>a</i> Patterns	81
Lesson 42: More Schwa- <i>a</i> Patterns	83
Lesson 43: <i>-ture</i> and <i>-sure</i> Patterns	85
Lesson 44: More <i>-ture</i> and <i>-sure</i> Patterns	87
Lesson 45: <i>-tion</i> Patterns	89
Lesson 46: More <i>-tion</i> Patterns	91
Lesson 47: <i>-sion</i> Patterns	93
Lesson 48: More <i>-sion</i> Patterns	95
Lesson 49: <i>Ci=/sh/</i> and <i>Ti=/sh/</i> Patterns	97
Lesson 50: More <i>Ci=/sh/</i> and <i>Ti=/sh/</i> Patterns	99

Lesson 1: Compound Words

Reading Patterns

Read the following words. Use the word part at the head of each column to help you. The target sound in each word has been boldfaced.

sun	some	any	out	day
sun up	some one	any one	out fit	day time
sun set	some time	any body	out side	day light
sun down	some thing	any where	out door	day break
sun fish	some how	any thing	out grow	day dream
sun light	some where	any time	out field	Sun day

Reading by Syllables

Read each syllable. Then put the syllables together and read the word. Say the word so that it sounds like a real word.

sun tan suntan
 some day someday
 rat fish ratfish
 some place someplace
 any way anyway
 sun rise sunrise
 head set headset
 her self herself
 in side inside
 may be maybe

Reading Whole Words by Syllables

Underline each syllable. Say each syllable and then say the whole word. Say the word so that it sounds like a real word.

backpack	itself
cannot	upset
football	desktop
hilltop	doorbell
into	himself

Selecting the Correct Word

Underline the word that best fits the sense of the sentence.

1. Did you know that names can (something, sometimes) fool you?
2. A (starfish, starlight) lives in the sea but is not really a fish.
3. A starfish lives in (saltwater, sailboat).
4. Real fish have (backbones, blackbirds) and fins, but starfish do not.
5. So (maybe, mayfly) we should call starfish “sea stars.”

Reading Articles

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Fish Names

A fish’s name can tell you something about the fish. Fish names can tell you where the fish live. Rockfish hide among the rocks. Mudfish can live in the mud. They can somehow live out of water as long as they are wet.

The names of some fish tell what the fish looks like. The lumpfish is a small round fish that looks like a lump of mud or sand. Redfish have a reddish color. The face of a rabbitfish looks a bit like the face of a rabbit. And the ratfish has a tail that looks like a rat’s tail.

Fish names can sometimes tell you what the fish does. Drumfish make a drumming sound. The stingfish has sharp spines that cut and sting. A swellfish can make itself swell up by drinking a lot of water. They do this to keep predators from eating them. Swellfish are also called “puffer fish.”

1. The (mudfish, lumpfish) can live out of water.
2. The (redfish, ratfish) has a long tail.
3. The (drumfish, rabbitfish) has a face like that of a bunny.
4. The (batfish, stingfish) has spines that cut.
5. The (rockfish, swellfish) can puff up by drinking water.

Underline the word that fits the sense of the sentence better.

1. The blobfish is (floating, flying) near the ocean floor.
2. It is (waiting, winning) for a fish or crab to swim by.
3. A small crab is (singing, swimming) by.
4. The blobfish is (adding, opening) its very large mouth.
5. Water with a crab in it is (finding, flowing) into the blobfish's mouth.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article

The catfish is swimming. It is swimming on its back. You are asking, "Why is the catfish swimming on its back?" You are wishing that you knew why some catfish are swimming on their backs. Here is why some catfish swim on their backs. Catfish eat insects. This catfish eats insects that are swimming on top of the water. Catching insects that swim on top of the water is not hard to do if you are swimming on your back. What is the name of the catfish that swims on its back? It is called the "upside-down catfish." If you are fishing one day and see an upside-down catfish swimming on its back, you know why it is doing that.

Another fish is taking aim. It is taking aim at an insect resting on a tree limb. Now it is spitting. Its spit knocks the insect off the tree limb. The insect is falling into the water. The fish is swimming to the spot in the water where the insect is. The fish is opening its mouth. Now it is eating the insect. The fish that spits for its food is called the "archer fish." An archer is someone who can shoot arrows. The upside-down catfish and the archer fish have surprising ways of getting food.

1. Some catfish swim on their (backs, bats).
2. Catfish eat (insects, insteps).
3. Catfish eat insects that are (sunning, swimming) on top of the water.
4. Catching insects is (easy, eating) if the catfish is on its back.
5. Archer fish get food by (spinning, spitting) at insects.

Lesson 3: Adding er

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-at	-et	-ock	-in	-ub
bat	let	block	win	rub
batter	letter	blocker	winner	rubber
matter	better	locker	thinner	scrubber
chatter	setter	soccer		
clatter	wetter		-it	-um
		-op	bit	drum
other	ever	hop	bitter	drummer
mother	never	hopper	hitter	hummer
brother		chopper		plumber
another		shopper	-ig	bumper
		stopper	big	jumper
		proper	bigger	
			digger	

Read each syllable. Then put the syllables together and read the word.

cam	per	camper
nev	er	never
af	ter	after
lad	der	ladder
catch	er	catcher
in	ner	inner
ot	ter	otter
chap	ter	chapter
clev	er	clever
feath	er	feather

Underline each syllable. Say each syllable and then the whole word.

supper	gather
pepper	winner
rather	weather
suffer	runner
summer	quitter

Put the syllables in the right order to form a word.

er noth a _____

Underline the word that fits the sense of the sentence better.

1. Digger bees make their nests where the grass is (thinner, trapper).
2. To keep digger bees away, make the grass (thicker, thinker).
3. Also run the water (sprinkler, stinker). Diggers bees do not like wet spots.
4. Most digger bees are (batter, bigger) than honey bees.
5. But most digger bees are (smaller, smeller) than bumble bees.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Robber Ants

Ants are the number one insect. There are more ants than any other insect. Just about anywhere you go, you will find ants. Why is that? For one thing, ants are hard workers. Worker ants go out and gather food and carry it back to the inner parts of their nests. Ants have been seen carrying crumbs and other bits of food that are bigger than they are. But some ants are not honest. Robber ants would rather steal food from the nests of other ants than gather it. Robber ants sneak into the nests of other ants. When the ants that live there come home to their nests with food, the robber ants take it. Then the robber ants take the food back to their own nests.

The robber ants act like they know that they have done something wrong. They sneak out of the nest they have robbed. They stay away from other ants. It seems like they don't want other ants to see what they have done. And the robber ants run a little faster than honest ants do. It seems that the robber ants don't want anyone to catch them with the food they stole.

1. There are more (ands, ants) than any other insect.
2. Ants are hard (woodpeckers, workers).
3. Ants can carry bits of food that are (better, bigger) than they are.
4. Ants carry food to the (inner, interesting) parts of their nests.
5. Ants that steal are called (robber, rubber) ants.

Underline the word that fits the sense of the sentence better.

1. The (panel, panther) is a large cat.
2. It is a (mammal, manner).
2. It eats (animals, answers).
3. It eats (rabbits, radishes).
5. One of its (habits, habitats) is the grasslands.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

The Pancake Batfish

The pancake batfish has a name that fits. It is as flat as a pancake. It could not be any flatter. The pancake batfish cannot swim well, so it walks on its fins on the sand at the bottom of the sea. It is called a batfish because it walks the way a bat does. There is nothing the matter with the pancake batfish. That just happens to be the way it walks. The bottom of the sea is the habitat for most pancake batfish.

Pancake batfish get food by catching small fish. The pancake batfish uses a body part that is like a fishing pole to get food. When a small fish happens to swim by, the pancake batfish sticks out a body part that looks like a worm. The “fishing pole” is just a little bit above the mouth of the pancake batfish. The small fish swims to get the worm and ends up in the mouth of the pancake batfish. The batfish eats the small fish and is a little fatter. You must admit that the pancake batfish has a good way to catch food. Pancake batfish also eat clams and other sea animals.

1. The pancake (batfish, batter) is as flat as a pancake.
2. It is (flatter, faster) than other fish.
3. It (camper, cannot) swim very well.
4. It (happens, hasn't) to have a body part that looks like a worm.
5. After eating a fish, the batfish is a little (fatter, flatter).

Underline the word that fits the sense of the sentence better.

1. The cactus plant lives in a hot, dry (habitat, handle).
2. The cactus (accepts, adapts) to its habitat by storing water.
2. Cactus plants have spines that keep plant-eating (manners, mammals) away.
4. Some cactus plants are so tall that you would need a (ladder, letter) to get to the top of one.
5. After a heavy rain, a cactus plant might have (added, addressed) as much as 200 gallons of water.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Ladders for Fish

Some fish need to take very long trips. When it comes time to lay their eggs, they need to swim from their ocean habitat to a distant stream or river where they were born. But in some places, it just so happens that their trip is blocked. It could be a dam or a waterfall. To help the fish make their trip, fish ladders have been built. A fish ladder has boxes of water. Each box is just a little higher than the one below it. The fish go up the ladder by jumping from one box to the next higher one. Going up the ladder can be a bit of a battle. As a matter of fact, after each jump, the fish might rest for a bit. The fish jump until they get to the top of the ladder. Then they swim past the dam or waterfall. They swim until they get to the place where they will lay their eggs.

One kind of fish that uses the ladders is the shad. The shad spends most of its time in the Atlantic Ocean. After about three to six years, the shad go back to the stream or river where they were born. They go there to lay their eggs. Shad may swim hundreds of miles to lay their eggs. They lay their eggs on a sandy bottom. The eggs hatch in 4 to 12 days. The hatchlings stay in the river until it begins to get cold. Then they make the long trip to the Atlantic Ocean.

1. To help fish swim past dams and waterfalls, (ladders, landers) have been built.
2. Some fish swim to (distant, distinct) rivers or streams to lay their eggs.
3. Shad spend most of their time in an ocean (habit, habitat).
4. Shad leave their ocean home (after, adding) three to six years.
5. When it begins to get cold, shad (hatching, hatchlings) swim to the ocean.

Lesson 6: Short-*i* Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-it	in-	in-	-im	-ic
bit	in	in	Tim	pick
rabbit	infant	insect	timid	picnic
admit	insist	instinct	victim	attic
bandit	inhabit	instant	pilgrim	magic
habit	instant	inches	mimic	panic
limit	finish	winner		plastic
visit	within	thinner		fantastic

Read each syllable. Then put the syllables together and read the word.

vis it visit

in stant instant

plas tic plastic

vic tim victim

fin ish finish

lim it limit

zig zag zigzag

with in within

mid dle middle

hab it habit

Underline each syllable. Say each syllable and then the whole word.

infant

magic

napkin

bandit

picnic

insist

finish

sandwich

cabin

winner

Put the syllables in the right order to form words.

tas tic fan _____

ing fin ish _____

in it hab _____

Underline the word that fits the sense of the sentence better.

1. Sam and his pet rabbit came to (victim, visit) me.
2. Did my cat run after Sam's pet (rabbit, rapid)?
3. The cat is in the (admit, attic).
4. Sam had a (panic, picnic) lunch.
5. For lunch Sam had a (sandwich, sandbag).

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Bandit Ants

Ants are like bandits. And they like picnics. If there is a picnic near where they live, they run out of their anthill. They run to where the picnic is. The ants from the anthill run zigzag on the picnic sandwiches and chips. They pick up bits of sandwich and chips. And they pick up crumbs that are on napkins. When the ants finish picking up crumbs, they take their food back to the nest in the anthill. Then the ants have a picnic.

Have do ants know that there is a picnic going on? Do they use a magic trick? Ants use their antennae (an-TEN-ee) to sniff out food. The antennae are the feelers on the top of an ant's head. Ants have a fantastic sense of smell. In fact, their sense of smell is much better than that of other insects. After an ant finds food, it lays down a trail. The ant puts a scent on the trail. Then other ants back at the nest can use that trail to get to the food. That is why after you see a few ants at a picnic, you will soon see a lot of ants. In an instant or so, it seems like ants are all over the place.

1. Ants like (picnics, pickers).
2. Ants use their (antennae, feet) to sniff out food.
3. Ants run on the ham (sandhills, sandwiches).
4. They pick up (listen, little) bits of chips.
5. They pick up crumbs that are on the (napkins, numbers).

Lesson 7: More Short-*i* Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-it	in-	in-	-im	-ic
kit	in	in	Tim	pick
kitten	infant	insect	timid	picnic
little	insist	instance	victim	attic
rabbit	inhabit	invent	mimic	magic
admit	instant	winner	similar	panic
habit	within	thinner		plastic
limit	finish	inches		fantastic
visit				

Read each syllable. Then put the syllables together and read the word.

sil ver silver
 mid dle middle
 cab in cabin
 buil ding building
 in dent indent
 in ner inner
 in stance instance
 in ches inches
 dif fer differ
 dif fer ent different

Underline each syllable. Say each syllable and then the whole word.

intend	invent
little	inside
attic	inspect
finish	attic
index	chipmunk

Put the syllables in the right order to form words.

sim lar i _____
 ing in dent _____
 vent ing in _____

Underline the word that fits the sense of the sentence better.

1. Old (picnic, plastic) is being used to make schools.
2. In the county of Abidjan (ah-BE-jahn) women pick up big and (ladder, little) pieces of old plastic.
3. The old plastic is made into plastic (interlocking, inventing) bricks.
4. The blocks are locked or (finishing, fitted) together to make schools.
5. Being made of plastic bricks, the (billing, buildings) will last a long time.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Rabbits and Hares

Animals are sometimes given the wrong names. For instance, a jackrabbit is not a rabbit. A jackrabbit is a hare. And a rock hare is not a hare. It's a rabbit. Even though they may look similar, rabbits and hares are different. How can you tell a hare from a rabbit? Take a good look at the animal's ears. A hare's ears are bigger than those of a rabbit. And hares are also bigger than rabbits.

Baby hares, which are known as *leverets* (LEV-er-itz), can take care of themselves just a little while after they are born. Within an hour or two they can hop around. Baby rabbits, which are known as *bunnies* or *kittens*, cannot hop on their own until they are a week or two old. Hares are born with their eyes open. Rabbits are born with their eyes closed. Hares have fur when they are born, but rabbits don't.

Rabbits and hares even have different habitats. Rabbits like to live where there are trees and bushes. Hares like to live in big open fields. Hares live above ground. Rabbits usually live below ground. Rabbits are friendlier (FRIEND-lee-ur) and are sometimes kept as pets. Hares are not friendly and are not kept as pets.

Even the names for males and females are different. A male hare is called "jack." A female hare is called "jill." A male rabbit is called a "buck." A female rabbit is known as a "doe."

1. Rabbits and hares look (similar, something).
2. Rabbits and hares are (difficult, different) in size.
3. Hares can hop (within, without) two hours after being born.
4. Baby rabbits can not hop (until, untold) they are a week or two old.
5. Baby rabbits are called bunnies or (kittens, leverets).

Lesson 8: Short-e Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

en-	ex-	-ect	-elf	-et
ten	Rex	insect	elf	let
enter	exam	infect	self	letter
entrance	examine	expect	herself	better
engine	example	reflect	himself	getting
ending	exact	eject	itself	setting
pencil	exit	project		settle
	except	reject	elves	petal
	extinct	collect	themselves	metal
		neglect		pretzel
		effect		forget
				regret

Read each syllable. Then put the syllables together and read the word.

col	lect	collect
den	tist	dentist
ef	fect	effect
ex	it	exit
ex	pect	expect
ex	tra	extra
en	trance	entrance
col	lect	collect
pret	zel	pretzel
them	selves	themselves

Underline each syllable. Say each syllable and then the whole word.

forget	pepper
getting	setting
letter	himself
insect	itself
enter	dentist

Put the syllables in the right order to form a word.

al	sev	er	_____
am	ple	ex	_____

Underline the word that fits the sense of the sentence better.

1. A lot of (insects, inspects) are on a hippo's back.
2. Birds are (editing, getting) on the hippo's back.
3. The hippo is not (upper, upset).
4. The birds are (handing, helping) the hippo feel a little better.
5. The birds are helping (himself, themselves) by getting insects to eat.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Big Insects

Insects can be big. The Goliath (guh-LIE-eth) beetle is as big as your hand. It can grow to be four inches long or even longer. It is one of the biggest beetles. It is also a strong insect. It can lift things that are bigger than it is. And this big insect can snap a wooden pencil in half.

If you get too close to the Goliath beetle, you can expect that it will hiss at you. Hissing helps the insect keep itself safe. Its hissing tells other insects to make a fast exit. A fast exit means getting out of there as fast as you can.

The Goliath beetle has two sets of wings. Even with its big body, it can fly. Goliath beetles live several years in the wild.

One big insect looks like a stick. In fact, it is called the "stick insect." The stick insect looks like a twig on a tree. It is thinner than most other insects, but it can be as long as your arm. Looking like a twig on a tree helps keep this insect safe from its enemies. Even birds do not see the stick insect, so they do not try to eat it.

1. One beetle is four (inches, interests) long.
2. The Goliath beetle can hiss at other (infects, insects).
3. A Goliath beetle can snap a (pencil, penny) in half.
4. The stick insect is (thinner, timber) than most bugs.
5. This insect keeps (elves, itself) safe by looking like a twig.

Lesson 9: More Short-e Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-end	-ent	-es(s)	-est	-ea
end	cent	less	test	head
intend	center	lesson	contest	ahead
depend	invent	address		feather
defend	prevent	success		leather
attend		endless		weather
		confess		heaven
		yesterday		pleasant
				breakfast
				healthy
				wealthy
				ready
				instead

Read each syllable. Then put the syllables together and read the word.

con	test	contest
ef	fect	effect
in	vent	invent
pre	tend	pretend
in	stead	instead
leath	er	leather
cen	ter	center
suc	cess	success
pleas	ant	pleasant

Underline each syllable. Say each syllable and then the whole word.

insect	attend
intend	depend
lesson	contest
invent	address
instead	endless

Put the syllables in the right order to form a word.

ter yes day _____

at tend ing _____

Underline the word that fits the sense of the sentence better.

1. Gloves made the Spalding brothers (wealthy, weather).
2. When baseball was first played, players caught the ball with their hands (instant, instead) of a glove.
3. The Spalding brothers made and sold (leather, letter) baseball gloves.
4. The players could catch (before, better) with the gloves.
5. The gloves were a (contest, success).

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

The Last of the Dodos

The story of dodos (DOH-dohz) is not a pleasant one. Dodos were big healthy birds. Dodos were just a bit bigger than a child who is about three years old. Dodos were covered with feathers, but had small wings. Dodos could not fly. But they could run. But dodos were slow runners. Dodos lived on an island. The exact number of dodos that lived there is not known. But there were plenty of dodos.

The dodos were safe on the island. But then ships came. The ships stopped at the dodos' island. The island was a pleasant place to stop. Most times it had good weather. And sailors from the ships expected that they would get food and water there. The sailors killed dodos and ate them. Dodos were fat and so were good to eat for dinner or even for breakfast. Lots of ships stopped at the dodos' island. The sailors ate lots of dodos.

The sailors had pigs and cats. The pigs and cats ate the dodos' eggs. Then one day no one could find the dodos. There were no dodos on the island. In fact, there were no more dodos anywhere. Dodos were extinct (ek-STINGKT). It was a sad ending for a big bird.

1. Dodos were covered with (effects, feathers).
2. Dodos were (healthy, heavenly) birds.
3. Sailors (expected, extra) to get food and water on the island.
4. The dodos had a sad (ending, enemy).
5. There are no more dodos. They are (extinct, expressed).

Underline the word that fits the sense of the sentence better.

1. Eagles (happen, hadn't) to be the strongest bird in the world.
2. Can you (believe, between) that eagles can lift animals that are four times as heavy as they are?
3. One of the best known eagles is the (golden, olden) eagle.
4. Eagles have no (pocket, problem) spotting and catching animals.
5. (Besides, Becomes) being strong, eagles are very fast.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Animal Names

Baby dogs are called *puppies* and baby cats are called *kittens*. Baby lynx (linkz) are also called *kittens*. A lynx is a wildcat. Some baby names just add *let* to the name of the adult. A *piglet* is a baby pig. A *hoglet* is a baby hedgehog. A lot of baby animals are called *chicks*. As you might expect, baby chickens are known as *chicks*. But baby hummingbirds, baby blue jays, and other some other baby birds are also known as *chicks*. Lots of animals have *pups* and *cubs* for the names of their babies. Baby hamsters, seals, and moles are known as *pups*. Baby bears and baby anteaters are known as *cubs*. Some baby animals are known as *infants*. This is the same name given to us when we were babies. Baby chimps and apes are called *infants*. Baby cows and hippos are called *calves*.

Some baby animal names are a problem because they don't seem to fit. Do you happen to know what a baby fish is called? It is called a *fry*. Don't feel bad if you didn't know. Most people don't. Sometimes the words "small fry" are used to mean children as in this sentence: "Let's get some games for the small fry." Here is another baby name that most people don't know. What is the name given to a baby kangaroo? If you said "joey," you are right. It is believed that the hardest baby name to guess is the one that belongs to a baby hawk. The baby name for a baby hawk is written as *eyas* but you say "eye-us."

1. Baby lynx are called (*cubs*, *kittens*).
2. Baby hedgehogs are known as (*hedgies*, *hoglets*).
3. Baby chimps are called (*infants*, *insides*).
4. The name *joey* (belongs, besides) to baby kangaroos.
5. A baby fish is called a (*fishlet*, *fry*).

Lesson 11: Short-o Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-ob	-om	-oc(k)	-ol(l)	-od
Bob	Tom	sock	doll	cod
bobcat	tomcat	soccer	dollar	codfish
robin	comma	pocket	dolphin	model
object	comet	rocket	olive	nobody
hobby	comment	locker	holiday	
problem	common	doctor	solid	
sobbing	promise	octopus	solving	
cobweb	bottom	October	column	

Read each syllable. Then put the syllables together and read the word.

com ma comma

top ic topic

com ic comic

rob in robin

prom ise promise

cot ton cotton

rot ten rotten

bot tom bottom

oc to pus octopus

Underline each syllable. Say each syllable and then the whole word.

ostrich

contest

problem

robber

comment

dollar

common

monster

doctor

solving

Put the syllables in the right order to form words.

ing com ment _____

day hol i _____

to Oc ber _____

Underline the word that fits the sense of the sentence.

1. If they had a (contest, context) for the bird that lays the biggest egg, guess which animal would win.
2. If you said (“opposite,” “ostrich”) you are right.
3. The ostrich has the biggest (belly, body) of any bird.
4. One ostrich egg would be like having 24 chicken eggs and would make a very big (office, omelet).
5. I can (problem, promise) you it would win a contest for the biggest egg.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Bobcats

There are lots of bobcats in the US. In fact, the bobcat is the most common wild cat in this part of the world. But nobody can promise that you will see one in the wild. In fact, you will probably never see a bobcat. Bobcats are hard to spot. And bobcats like to hide.

A bobcat has lots of spots and a big black spot on its tail. The bobcat got its name from its tail. Its tail looks like it has been bobbed. *Bobbed* means to “cut short.” Bobcats are two or three times as big as housecats.

Bobcats are bad news for cottontail rabbits. Bobcats eat cottontail rabbits. Bobcats also eat birds, fish, and mice. Bobcats can be a problem for farmers. Bobcats sometimes eat sheep and pigs. They will also eat dogs and housecats. But rabbits are their main food. A habitat with lots of grass and bushes that is home to lots of rabbits is best for bobcats.

Bobcats make their dens in caves, rotten logs, piles of leaves, and tree limbs. Bobcat kittens are born in the spring. A litter may have up to four kittens. The kittens cannot see for three days. But they can leave their dens after a month.

1. The bobcat is the most (common, contest) wild cat in the U.S.
2. The word that means “cut short” is (*bent*, *bobbed*).
3. Bobcats eat cottontail (rabbits, rattles).
4. Because they eat pigs and sheep, bobcats can be a (problem, promise) for farmers.
5. Bobcats like a (habit, habitat) that has lots of grass and bushes.

Lesson 12: More Short-o Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-ob	-om	-oc(k)	-od	-ot
Bob	Tom	sock	cod	got
bobcat	tomcat	soccer	codfish	gotten
robin	comma	rocket	body	topic
object	bottom	locker	nobody	otter
hobby	comment	doctor	model	bottom
problem	common	octopus	oddest	bottle
	promise	October		rotten
				forgot

Read each syllable. Then put the syllables together and read the word.

ot ter otter

prom ise promise

od dest oddest

lock er locker

mon ster monster

lob ster lobster

bot tom bottom

pop u lar popular

no bod y nobody

moc ca sin moccasin

Underline each syllable. Say each syllable and then the whole word

hobby

offer

hopping

sobbing

forgot

solving

soccer

cobweb

rotten

soccer

Put the syllables in the right order to form words.

to oc pus _____

got for ten _____

ab ly prob _____

Underline the word that fits the sense of the sentence.

1. A (hobby, hopping) is a way of spending time doing something that is fun.
2. One popular hobby is making (model, modern) airplanes.
3. Another hobby is collecting (objectives, objects) such as baseball cards.
4. Collecting baseball cards is a (comet, common) hobby that many people enjoy.
5. Watching (soccer, solid) games can also be a fun hobby.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

The Tricky Octopus

One of the oddest-looking animals is the octopus. The octopus has a name that fits. *Octo* means “eight” and an octopus has eight arms. With its eight arms, it looks like a sea monster. By using its eight arms it has no problem getting food. An octopus uses its eight arms to grab clams, crabs, and lobsters. Then it uses its arms to open up the animals’ shells. An octopus can also use its arms to walk along the sea bottom. Or it can use its arms to swim through the water. If it is attacked by an enemy, it can jet away like a rocket. It does that by pulling water into its body and then squirting it out.

The octopus has two more tricks to fool any enemy that is attacking it. As it is jetting away, it can squirt out thick black ink so the enemy can not see where the octopus is going. It can also change its color. It can change to a green or brown color so that it looks like a sea plant.

1. An (octopus, otter) has eight arms.
2. An octopus looks like a sea (modern, monster).
3. An octopus eats clams, crabs, and (lobsters, lockers).
4. An octopus can walk along the sea (bottle, bottom).
5. An octopus can change the color of its (bobber, body).

Lesson 13: Short-*u* Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-up	-ub	-um	-un	-us	-uz
up	rub	sum	sun	muss	buzz
upset	rubber	summer	sunfish	mussel	buzzer
uphill	bubble	lumber	unlock	muskrat	buzzard
upper	subject	slumber	under		puzzle
puppet	public	number	understand		
sunup	publish	trumpet	hundred		
ketchup		possum	thunder		
hiccup		column	begun		

Read each syllable. Then put the syllables together and read the word.

suc cess success
 up set upset
 pub lish publish
 sub tract subtract
 pun ish punish
 pump kin pumpkin
 pup pet puppet
 muf fin muffin
 puz zle puzzle
 dis cuss discuss

Underline each syllable. Say each syllable and then the whole word.

subject	under
possum	thunder
column	tunnel
ketchup	buzzard
number	trumpet

Put the syllables in the right order to form words.

stand	un	der	_____
ing	lock	un	_____
ing	tract	sub	_____

Underline the word that fits the sense of the sentence better.

1. My friend Summer is thinking of a (subject, success) for her project.
2. Summer will write about (punish, possums).
3. Summer will (discuss, subtract) how possums live.
4. Summer will (publish, punish) a little book that tells about possums.
5. The boys and girls will like Summer's booklet. Her booklet on possums will be a (subtract, success).

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Muskrats

Trappers and hunters like muskrats. Muskrats have thick brown fur. Their thick fur can be made into coats. Trappers and hunters catch muskrats and sell their skins. More muskrats are trapped than foxes, bears, or any animal that has a fur coat. When it comes to getting trapped, muskrats are number one.

Muskrats spend a lot of time in the water. They are excellent swimmers. Muskrats paddle with their hind legs. They have webbed toes on their hind feet. They use their flattened tails as rudders to steer themselves through the water. A muskrat's tail is ten inches long.

Muskrats live in wetlands or near ponds or streams. Some muskrats build huts and tunnels. The huts are made of mud and plants. The tunnels are built under water but have an entrance and an exit that goes into the hut. That way muskrats can use the underwater tunnel to enter and exit their huts, and their enemies cannot see them. Muskrats do much of their building and hunting at night or close to sunup or sunset. Muskrats eat plants, but they also eat insects, fish, clams, and mussels. Mussels look like clams and are a kind of shellfish.

1. When it comes to being trapped, muskrats are (column, number) one.
2. Muskrats use their tails as (rudders, runners).
3. Muskrats hunt for fish, clams, and (buzzards, mussels).
4. Muskrats build underwater (tunnels, thunder).
5. Muskrats do much of their building at sunup or (sunlamp, sunset).

Lesson 14: More Short-*u* Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-up	-ub	-un	-us	o-	-ou
up	rub	sun	muss	won	double
upset	rubber	sunfish	muscle	wonder	trouble
uphill	bubble	unlock	mustard	wonderful	couple
upper	subject	until	husband	monkey	cousin
puppet	subtract	unless	suspect	other	enough
sunup	publish	under	custom	mother	
ketchup		understand	customer		
hiccup		punish	discuss	-ome	
		punishment	uz	some	
			buzz	someone	
			buzzer	something	
			buzzard		
			puzzle		

Read each syllable. Then put the syllables together and read the word.

buz zer buzzer
 puz zle puzzle
 mus tard mustard
 mus cle muscle
 col umn column
 trus ting trusting
 trou ble trouble
 oth er other
 cou sin cousin
 mon key monkey

Underline each syllable. Say each syllable and then the whole word.

puppet someone
 husband punish
 unless subtract
 enough until
 discuss upper

Put the syllables in the right order to form words.

cus mer to _____
 ish ment pun _____
 der won ful _____

Underline the word that fits the sense of the sentence better.

1. Some people put (muscles, mustard) on their hot dogs or sandwiches.
2. Other people use (checkup, ketchup) on their hot dogs or sandwiches.
3. Do you have (double, trouble) picking mustard or ketchup?
4. Have you every (thundered, wondered) which is used by more people?
5. Ketchup is (lumber, number) one. It is used on more foods.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

How Rubber Got Its Name

What do you do if you writing a column of numbers and one number is wrong. Chances are that you do not get upset. If you are writing with a pencil, you just erase (ih-RAYS) the wrong number and write in the right number. Just think what life would be like if there were no erasers. Some tests have bubble answer sheets. You answer questions by filling in the bubble. Erasers come in handy when you want to change an answer.

Have you ever wondered who invented erasers? Erasers were invented by accident. At one time people used bread crumbs to erase pencil marks. One day in 1770, an Englishman by the name of Edward Naime reached for bread crumbs to erase a mistake he had written in pencil. By accident, he grabbed a piece of rubber instead of bread. The rubber worked fine. It erased the mistake. Naime wanted others to have these wonderful rubber erasers so they too would have no trouble erasing mistakes. Naime began selling rubber erasers. He had lots of customers.

At about the same time another man also discovered that rubber could be used as an eraser. In fact, that was how rubber got its name. The man named rubber “rubber” because it rubs out pencil marks.

1. Some tests have (bubble, buckle) answer sheets.
2. If you write the wrong (number, slumber) with a pencil, you can erase it.
3. Before erasers, people used (bread crumbs, bundles) to erase mistakes.
4. Naime used (rubber, rudder) to erase a mistake.
5. Naime had lots of (customs, customers) for the erasers he sold.

Underline the word that fits the sense of the sentence better.

1. Can you (exclaim, explain) where raisins come from?
2. Raisins are (obtained, remained) by drying grapes.
3. Raisins (complain, contain) a lot of sugar.
4. Raisins are a (favor, favorite) snack.
5. People like the (favor, flavor) of raisins.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Ravens

Ravens are sometimes mistaken for crows. Both are large, black birds. But ravens are larger and have bigger bills. Ravens also have a bright shine on their feathers. Another way you can tell the difference between a raven and a crow is by the way they fly. A raven can dive and roll, something that a crow is not able to do. People are amazed when they see the kinds of flying tricks ravens can do. Ravens also live longer than crows. Crows live about eight years. Ravens can live up to 30 years.

Ravens will eat just about anything. They even eat dead animals. They can be seen flying over roads and highways. They are searching for rabbits, skunks, or other animals that have been run over. Ravens also eat the eggs of other birds. Farmers complain about ravens. Ravens eat wheat and other grains.

Ravens are often seen flying above wolves. The ravens, it seems, call out when they spot deer or other prey. The wolves kill and eat the animals, but the ravens eat any meat that remains.

Ravens are skilled nest makers. They obtain sticks and twigs and use them to build a big nest. The nest might contain up to eight eggs.

Even though ravens are big birds, there is no need to be afraid of them. They will not attack strangers unless they get too close to their nests.

1. Ravens are sometimes (misshapen, mistaken) for crows.
2. Ravens are (able, fable) to dive and roll in the air.
3. People are (adjusted, amazed) by a raven's flying tricks.
4. Farmers (complain, contain) when ravens eat their grains.
5. There is no reason to be (afraid, awake) of ravens.

Lesson 16: More Long-a Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

a-	-ai	-ay	a_e	-ange	-eigh
a	rain	way	wake	strange	eight
able	obtain	subway	awake	strānger	eighteen
cable	complain	runway	mistake	rānger	eighty
fable	contain	hallway	imitate	dānger	weightless
label	remain	display	amaze		neighbor
favor	painful	crayon	spaceship		neighborhood
favorite	exclaim	delay	safety		
paper	explain	essay			
vacant	afraid	highway			

Read each syllable. Then put the syllables together and read the word.

a ble able
 cray on crayon
 safe ty safety
 com plain complain
 a wake awake
 eigh teen eighteen
 de lay delay
 la dy lady
 mis place misplace
 a maz ing amazing

Underline each syllable. Say each syllable and then the whole word.

flavor explain
 weightless label
 spaceship table
 remain cradle
 afraid became

Put the syllables in the right order to form a word.

fa ite vor _____
 ness less weight _____
 main re ing _____

Underline the word that fits the sense of the sentence better.

1. Old broken (crayons, fables) are often thrown away.
2. Kids might not know that people are (able, apron) to use old crayons to make new crayons.
3. Thinking that old crayons have no use is a (misplace, mistake).
4. Kind people take the (labels, lazy) off old crayons and melt the crayons.
5. The old crayons are made into new crayons in all the (favor, favorite) colors and sent to children in hospitals.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

A Trip into Space

Have you ever dreamed of taking a trip into space? Spaceships have been made that will carry people like you and me into space. It will be an amazing trip. Passengers will be able to see planet Earth far below. The trip will be expensive. If you have plans for taking a trip into space, you might start saving now.

One problem with space travel is gravity (GRAV-uh-tee). Gravity is what keeps us and everything else from floating away. Drop an apple and it falls. In space, there is very little gravity. People and objects in space are weightless. If you try to drop an apple in space, it will just float away. In space you won't need a mattress to sleep on. You can sleep floating on air. To keep from floating away, you will zip yourself into a sleeping bag and attach the sleeping bag to a hook of some kind.

How long will you remain in space? Some trips will be short, maybe just a day two. Others will be longer, maybe two weeks. Someday there may be trips to Mars. Mars is 140 million miles away. A trip to Mars would take at least six months.

1. Passengers will be rocketed into space by (sailplanes, spaceships).
2. A trip into space will be (able, amazing).
3. Objects in space are (cable, weightless).
4. Some people will (raven, remain) in space for a week or so.
5. There may be trips to Mars (someday, somewhere).

Lesson 17: Long-e Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-e	-ee	-ea	-y, -ey
me	see	tea	sun
meter	seedling	teacher	sunny
zebra	freedom	cheaper	funny
secret	greeting	beaver	candy
prefix	indeed	beneath	body
recent	succeed	disease	country
frequent	sweeten	increase	empty
fever	between	reason	money
female	degree	release	honey
	exceed	repeat	monkey

Read each syllable. Then put the syllables together and read the word.

re	cent	recent
fre	quent	frequent
mon	ey	money
ea	sy	easy
rea	son	reason
be	tween	between
se	cret	secret
be	neath	beneath
fe	ver	fever
bum	ble	bee
		bumblebee

Underline each syllable. Say each syllable and then the whole word.

valley	cheaper
candy	freedom
empty	indeed
repeat	prefix
succeed	legal

Put the syllables in the right order to form a word.

i	ly	eas	_____
com	in	plete	_____
dis	gree	a	_____

Underline the word that fits the sense of the sentence better.

1. Beavers can cut down seedlings and (even, empty) big trees.
2. Beavers build (extremely, example) strong dams across streams.
3. If someone wrecks their dam, beavers will (rebuild, repeat) it.
4. Beavers (complete, concrete) most of their work at night.
5. Most people (able, agree) that the beaver is a hard-working animal.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Zebras

Zebras are easy to spot even if they are far off. They are covered with black and white stripes. The stripes are helpful to zebras. Horseflies frequently bite horses and zebras. Horseflies use patterns of light to find animals to bite. But it seems that the zebra's stripes break up the patterns of light so horseflies have a harder time finding zebras.

Zebras are big animals. They can be a meter and a half high (nearly 5 feet) and can weigh close to 360 kilograms (nearly 800 pounds).

Zebras spend much of their day feeding in fields of grass. A zebra's teeth keep on growing for as long as they live. This is a good thing. They use their sharp front teeth to bite off grass. This would wear their teeth all the way down if the teeth did not keep on growing.

Zebras have bigger ears than horses and so have excellent hearing. Their eyes are on the sides of their head, so zebras can more easily see across wide fields. Zebras also have a keen sense of smell.

Zebras are speedy animals and they are able to run for long distances. If chased, they will run in a zigzag pattern. The reason for doing this is that the predator will then have a harder time leaping on them. Zebras travel as a family but also in herds. If wild dogs or cheetahs attack, male zebras make a circle around the female zebras and their baby zebras. The males will fight off the wild dogs or cheetahs by biting and kicking.

1. Zebras are covered with black and white (strikes, stripes).
2. Zebras can be a (metal, meter) and a half high.
3. Zebras spend much of their day (feeding, fleeing) in fields.
4. Zebras are (seedy, speedy) animals.
5. Zebras fight off wild dogs and (camel, cheetahs).

Lesson 18: More Long-e Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-e	-ee	-ea	-ei	-ie	-y, -ey
me	see	tea	either	cook	sun
meter	seedling	teacher	neither	cookie	sunny
zebra	freedom	reason	ceiling	rookie	funny
secret	indeed	easy	receive	belief	candy
prefix	between	eager	receipt	believe	body
even	agree	eagle		relief	country
evil	degree	increase		relieve	empty
equal	exceed	disease		retrieve	money
hyena		creature		achieve	honey
e_e				zombie	heavy
extreme					

Read each syllable. Then put the syllables together and read the word.

e vil evil
 e qual equal
 ea sy easy
 ex ceed exceed
 peo ple people
 ei ther either
 ea gle eagle
 be tween between
 hy e na hyena

Underline each syllable. Say each syllable and then the whole word.

belief	money
believe	neither
zombie	sunny
increase	candy
degree	meanwhile

Put the syllables in the right order to form a word.

fre ly quent _____
 cret se ly _____
 ment gree a _____

Underline the word that fits the sense of the sentence better.

1. Death Valley is (believed, between) to be the hottest place in the United States.
2. Death valley has (extremely, excitedly) high temperatures.
3. Temperatures often (exceed, excellent) 110 degrees.
4. Indeed in 1913 a temperature of 134 (degrees, disagrees) was recorded.
5. The (cedars, creatures) who inhabit Death Valley find ways to stay cool.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Strange Money

Today we use paper bills and coins, such as pennies and dimes, as money. But did you know that before coins and bills came into use, sea shells, salt, and even whales' teeth were used to pay bills and buy things? Years ago, some Native Americans used beads made from clam shells as money. These beads were called "wampum." And, at one time, some people were paid in salt. A block of salt was their payment for working. In the olden days, when they talked about people who did not work hard, they might have said, "They are not worth their salt." That meant the workers were not worth the money they were paid.

The strangest money of all can be found on the sunny island of Yap, which is located in the Pacific Ocean. Stones are used as money. The money stones are round with a hole in the middle. Some of the stones are not very big. But some of the stones are nine or even ten feet tall. Indeed these stones are so heavy that it takes a dozen or more people to carry one. The bigger the stone, the more it is worth. Even though they have stone money, the Yapese (YAP-eeze) use dollars to buy most things. The reason is that it's easier to pay with dollars than with heavy stones.

1. Coins such as (pencils, pennies) and dimes are used to buy things.
2. Beads made from clams shells have been used as (many, money).
3. Some money stones are so (heavy, healthy) that it takes a dozen people to move them.
4. The island of Yap is a (succeed, sunny) place.
5. The (Japanese, Yapese) have used giant stones as money.

Lesson 19: Long-*i* Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

i-	i-e	-igh	-y
tie	side	high	try
tiger	beside	highway	trying
pilot	inside	brightness	tying
pirate	decide	lightning	lying
silent	invite	nighttime	hyphen
climax	polite	tighten	python
climate	recite	brighten	hyena
final	combine	frighten	supply
science	describe	delight	multiply
migrate	dislike	delightful	rely
tiger			
spider			

Read each syllable. Then put the syllables together and read the word.

ti	ger	tiger	
mi	grate	migrate	
in	vite	invite	
fright	en	frighten	
vi	brate	vibrate	
re	mind	remind	
ap	pe	tite	appetite
rec	og	nize	recognize
mul	ti	ply	multiply
un	der	line	underline

Underline each syllable. Say each syllable and then the whole word.

bicycle	sunrise
climate	surprise
describe	invite
advice	python
combine	reply

Put the syllables in the right order to form a word.

ful	de	light	
nate	hi	ber	
tic	gi	gan	

Underline the word that fits the sense of the sentence better.

1. The largest of the wild cats is the (tiger, trigger).
2. Because of their stripes, tigers are easy to (realize, recognize).
3. Tigers are (silent, simple) hunters who sneak up on their prey.
4. Tigers have big (appetites, appeals) and can eat more than 50 pounds of food at one time.
5. Tigers have a long (lifetime, lifelike) and can live for 20 years in the wild.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article

Giants of the Spider World

Birdeaters are the giants of the spider world. Birdeaters can be five inches long and can weigh almost half a pound. They have a leg span of close to 12 inches. That is slightly smaller than the size of a dinner plate. Female birdeaters live much longer than males. Males live for 3 to 6 years. Females have a lifespan of up to 20 years.

Birdeaters have fangs and will bite. Their fangs are an inch long and have venom. The venom can kill an insect but does not harm people. It feels like a bee sting. Besides biting, birdeaters have other ways of fighting off attackers. They have a loud hiss that they use to frighten attackers. They also have stinging hairs. Birdeaters rub their bellies with their hind legs. This releases the hairs that sting. The hairs shoot through the air like arrows. And if neither of these gets rid of the attacker, birdeaters will get up on their hind legs and show their fangs.

Birdeaters have eight eyes, but their eyesight is poor. They do not see well. They use the hairs on their body to detect prey. Hunting at nighttime, they spin a silk thread. Then lying silently, they wait for their prey to touch the thread. After waiting awhile, the birdeaters feel the thread vibrate. Then they grab the prey that touched it. Birdeaters sometimes eat birds but mostly they feed on insects, frogs, and mice.

1. Birdeaters are (gigantic, golden) spiders.
2. Birdeaters are (slightly, smilingly) smaller than a dinner plate.
3. Female birdeaters have a (lifespan, lifelike) of up to 20 years.
4. Birdeaters use a loud hiss to (frighten, lighten) attackers.
5. Birdeaters can feel the thread they spun (vibrate, violin) when touched.

Underline the word that fits the sense of the sentence better.

1. People are (delighted, driver) when they see a whydah (WIH-duh) bird.
2. The whydah has a very long tail, but is a poor (final, flyer).
3. The whydah bird (rides, relies) on other birds to hatch its eggs.
4. The whydah (silently, slimy) sneaks its eggs into the nests of other birds.
5. The whydah bird's eggs are (climbing, lying) in the nest with the other birds' eggs, but the other birds don't seem to mind.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Pirate Gold and Silver

Built in 1715, the *Whydah* (WIH-duh), a sailing ship, would have a short, unhappy life. Sailing from England to Africa, the *Whydah* took on 500 slaves who were then sold. Loaded with gold and silver from the sale of the slaves, the *Whydah* was attacked by pirates. The frightened sailors lost the fight with the pirates. The pirates turned the *Whydah* into a pirate ship. But bad luck followed the *Whydah*. The *Whydah* sank in a storm off the coast of Cape Cod, Massachusetts (mah-suh-CHOO-setz). Over the years, sand covered the *Whydah* and its gold and silver.

Barry Clifford lived near where the *Whydah* had sunk. As a child he heard stories of the sunken ship and its gold and silver. After growing up, Clifford began a search for the *Whydah*. First, he looked at maps that showed where the ship might have sunk. He also read stories that described the sinking of the *Whydah*. Clifford combined what he had learned from the maps with what he had learned from the stories. He guessed that the *Whydah* was just a little more than a hundred feet from the shore. He hired divers to dig into the sand. At first, nothing was found. The divers kept on trying to find the *Whydah*. Then digging deeper, one of the divers found a canon ball lying in the sand. Stuck to the canon ball was a gold coin. It had the date 1684 printed on it. Had Clifford located the *Whydah*? He couldn't be sure. Then the divers found the ship's bell. On the bell were the words, "The *Whydah* 1716." Clifford was delighted. His dream of finding the sunken pirate ship had finally come true.

1. The *Whydah* was attacked by (pilots, pirates).
2. Clifford (combined, divided) what he learned from maps with what he learned from stories.
3. Clifford hired (diners, divers) to dig into the sand.
4. A diver found a canon ball (lying, miner) in the sand.
5. Clifford was (delighted, frightened) that the *Whydah* was finally found.

Lesson 21: Long-o Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-o	-o	o-e	-oa	-ow
so	low	hope	oat	own
solo	local	hopeful	oatmeal	owner
soda	locust	explode	toaster	below
spoken	mobile	suppose	railroad	elbow
frozen	moment	enclose	sailboat	fellow
broken	motor	remote	unload	follow
chosen	total	tadpole	carload	hollow
rodent	hotel	antelope		tomorrow
program	robot	envelope		shadow
locate	jumbo			swallow
donate	obey			window

Read each syllable. Then put the syllables together and read the word.

jum bo jumbo
 go pher gopher
 to tal total
 shal low shallow
 swal low swallow
 hol low hollow
 al most almost
 lo cate locate
 rain bow rainbow
 en ve lope envelope

Underline each syllable. Say each syllable and then the whole word.

protect	below
frozen	window
hippo	rodent
hopeful	robot
rowboat	volcano

Put the syllables in the right order to form a word.

co nut co _____
 lope ve en _____
 ta po to _____

Underline the word that fits the sense of the sentence better.

1. Small (metals, motors) are used to make robots move.
2. A robot's moves are directed by someone using a (remote, remove).
3. Robots can (elbow, unload) railroad cars.
4. Robots can go deep (belong, below) the sea.
5. Robots can even take (vents, videos) of active volcanoes.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Gophers

You might never have seen a gopher. Gophers are part of the rat or rodent family. Gophers spend most of their lives below ground. They use their long, sharp claws and front teeth to dig long hollow tunnels. Gophers can close their lips behind their teeth. This keeps them from swallowing dirt.

Gophers dig two kinds of tunnels. Gophers dig deep tunnels for their nests and to store food. They dig shallow tunnels to get food. As they dig a shallow tunnel, they eat the roots of plants. You may be looking at a field, and one moment a plant is there, and the next it is gone. You open your eyes wide. But you can't locate the plant. What do you suppose happened to the plant? You are seeing a gopher at work. The gopher is pulling plants into its tunnel. By tomorrow, even more plants will have gone missing.

Although gophers spend most of their time below ground, they may pop out of their homes to grab clover or other plants. A gopher's cheeks are like pockets. Gophers don't swallow the plant. They fill their cheeks with the plant and then run back into their tunnel. They then store the plant. When winter comes and the ground is frozen, they will have food to eat. A gopher's tunnel provides (pruh-VIGHDZ) food and shelter.

1. Gophers belong to the (robber, rodent) family.
2. For locating food, gophers dig (shelter, shallow) tunnels.
3. Gophers use their lips to keep from (sweating, swallowing) dirt.
4. Gophers' cheeks are like (packets, pockets).
5. Gophers store food for when the ground is (freedom, frozen).

Lesson 22: More Long-o Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-o	-o	o-e	-oa	-ow	-old
oh	go	hope	oat	own	gold
open	ago	hopeful	oatmeal	owner	golden
robot	local	explode	railroad	below	
frozen	mobile	suppose	sailboat	follow	-ol(l)
broken	moment	enclose	unload	tomorrow	roller
chosen	motor	remote	seacoast	shadow	folder
rodent	total	alone	approach	swallow	control
program	hotel			window	
locate	robot				-ost
donate	photo				most
					almost
					postpone

Read each syllable. Then put the syllables together and read the word.

un load unload
 a go ago
 win dow window
 sup pose suppose
 ow ner owner
 fol der folder
 sea coast seacoast
 pho to photo
 buf fa lo buffalo
 vi de o video

Underline each syllable. Say each syllable and then the whole word.

broken alone
 locate shadow
 chosen hopeful
 sailboat almost
 moment control

Put the syllables in the right order to form a word.

row to mor _____
 to to ma _____
 ly ful hope _____

Underline the word that fits the sense of the sentence better.

1. Some (robots, rowers) are made so they look and act like insects.
2. Stickybot robot looks a lot like a (gecko, goldfish) lizard.
3. A stickybot can climb up (widow, window) glass the way a gecko can.
4. The (robo-roach, rodeo-roach) robot looks and acts like a roach and can squeeze into tight spaces.
5. Robo-roach could (locate, reload) people trapped in fallen buildings.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Clifford's Pirate Museum

After years of searching the Cape Cod seacoast, Barry Clifford located the *Whydah*. The *Whydah* had sunk over three hundred years ago. A pirate ship, the *Whydah* was loaded with gold and silver. The gold and silver are said to be worth a total of one hundred million dollars. Barry Clifford is the owner of all that gold and silver. What do you suppose Clifford decided to do with the gold and silver? Clifford could have sold the gold and silver. He would have become a very rich man, but he has chosen to keep it. When he learned that the gold and silver came from selling people as slaves, he said he could never sell the gold and silver.

To Clifford, the *Whydah* told a story that people should hear. But how should the story be told? Clifford decided to build a museum (myew-ZEE-um). The museum would show the gold and silver. It would show canons and other parts of the ship that had been dug up. Videos and photos would show how the gold and silver and parts of the ship had been discovered and how they were loaded onto Clifford's ship. He called his museum the *Whydah* Pirate Museum. The museum is now open. It is located in Cape Cod, not too far from where the *Whydah* sank.

1. Clifford searched the Cape Cod (seabird, seacoast).
2. He (loaned, located) the *Whydah*.
3. The *Whydah* was (loaded, local) with gold and silver.
4. Clifford (opened, overflowed) a pirate museum.
5. The museum has (videos, windows) that show canons and gold and silver being loaded onto Clifford's ship.

Underline the word that fits the sense of the sentence better.

1. People enjoy listening to (music, muttering).
2. A humorous song with funny words can (accuse, amuse) us.
3. But (herds, humans) are not the only ones who like music.
4. Soft music can be an easy, (united, useful) way to calm pets.
5. In an (unfolded, unusual) experiment cows gave more milk when music was played.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Sea Cucumbers

It's easy to see how the sea cucumber got its name. This unusual sea animal looks like a cucumber. Around its mouth, which is at the end of its body, are ten armlike tentacles (TEN-tuh-kulz). The sea cucumber uses these to grab and pull in food. It can stretch out its tentacles to reach for food.

Sea cucumbers have unusual ways of protecting themselves. To protect itself, a sea cucumber throws out sticky threads. The predators get tangled in the sticky threads. Some sea cucumbers also give off a poison that kills predators. And some sea cucumbers shoot their body parts at predators. This doesn't harm the sea cucumber. It regrows the missing body parts.

Sea cucumbers are useful animals. Sea cucumbers eat bits of rotten plants and animals. In their way these valuable animals help clean the sea.

Sea cucumbers are found in all oceans. Some live in shallow waters near shore. And some sea cucumbers form large herds on the ocean floor. There are continual lines of sea cucumbers as far as the eye can see.

Sea cucumbers are also used as a food for humans. Sea cucumbers are not to be confused with real cucumbers. Sea cucumbers are usually dried and eaten in stews and soups. Sea cucumbers are gathered by divers or they are grown on sea cucumber farms. Sea cucumbers, it seems, are a valuable and useful animal.

1. The sea cucumber has a(n) (uniform, unusual) way of protecting itself.
2. Sea cucumbers are (useful, usual) animals.
3. Sea cucumbers are (excused, valuable) because they clean the sea.
4. Sea cucumbers can be eaten by (humans, museums).
5. Sea cucumbers are (unfinished, usually) dried and eaten in stews and soups.

Lesson 24: Adjacent Vowel Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

i-a	i-o	e-a	o-e	u-a	u-i
dial	ray	idea	poem	annual	flew
trial	radio		poet	gradual	fluid
giant	trio	e-o			ruin
	studio	rode	o-a		
i-e	Ohio	rodeo	koala		u-o
die	violin				do
diet	violet	e-u			duo
quiet	violent	museum			
	i-u				
	medium				

Read each syllable. Then put the syllables together and read the word.

vi o lin violin
 vi o let violet
 mu se um museum
 ra di o radio
 O hi o Ohio
 li on lion
 sci ence science
 gi ant giant
 bo a boa
 flu id fluid

Underline each syllable. Say each syllable and then the whole word.

ruin	trial
poet	trio
create	piano
quiet	obedient
poem	audience

Put the syllables in the right order to form a word.

o vi lent _____
 de i a _____
 ly qui et _____

Underline the word that fits the sense of the sentence better.

1. With nostrils at the end of its beak, the kiwi can sniff out insects, which are the main part of its (dial, diet).
2. The kiwi is a small bird but it lays (giant, granite) eggs.
3. With its loud cry, the kiwi is not a (quiet, quite) bird.
4. Rats can (rodeo, ruin) the homes of animals like the kiwi.
5. The people of New Zealand have (clients, created) safe places for kiwis.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Blue Whales

The blue whale is the largest animal in the world today and the largest animal that ever lived. A blue whale can be 90 feet long. That is almost as long as three school buses lined up in a row. Even a medium size blue whale is a very large animal. Just to give you an idea as to the size of this giant creature, its tongue (tung) is as big as a car.

Being the world biggest animal, the blue whale needs a lot of food. It eats a tiny sea animal known as krill. Krill are shrimplike sea animals that are only about two inches long. Blue whales eat thousands of krill each day. The blue whale has no teeth. Instead it has hundreds of long pieces of whale bone hanging on both sides of its upper jaw. When it is eating, the whale takes sea water into its giant mouth. In the water are krill and small plants. Then the blue whale uses its huge tongue to squeeze out the water. The krill and plants are trapped on the whalebone inside the whale's mouth. Then the whale simply swallows its dinner. Krill are the blue whale's main diet, but it also swallows small fish or squid that are trapped with the krill.

Luckily, the blue whale is not a violent animal. It leads a quiet, peaceful life and spends much of its time in parts of the ocean where krill are most plentiful.

1. The blue whale is a (giant, glitter) animal.
2. It isn't (quiet, quite) as long as three school buses.
3. The blue whale's (dial, diet) is made up mostly of krill.
4. The blue whale is not a (violet, violent) creature like a shark.
5. The blue whale leads a (quiet, quite), peaceful life.

Lesson 25: AR Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-ar	-ar	-ar	-ear (heart)	-or(forest)
art	cart	farm	heart	forest
artist	carton	farmer	heartbeat	borrow
Arctic	cartoon	farther		sorrow
Antarctic	party	garden		tomorrow
army	startle	garbage		
article	alarm	harmful		
argue	apart	harvest		
argument	apartment	margin		
larva	depart	marker		
larvae (LAR-vee)	department	market		
	particular	remark		
		remarkable		
		barnyard		

Read each syllable. Then put the syllables together and read the word.

a larm alarm
 ar gue argue
 far ther farther
 mar ket market
 par ty party
 quar rel quarrel
 gui tar guitar
 ar gu ment argument
 a part ment apartment
 Ant arc ti ca Antarctica

Underline each syllable. Say each syllable and then the whole word.

artist	harmful
carpet	pardon
depart	target
garbage	sparkle
garden	sorrow

Put the syllables in the right order to form a word.

di nal car _____
 car ter pen _____
 part ment de _____

Underline the word that fits the sense of the sentence better.

1. Army ants are (harbor, larger) than other ants.
2. Millions of army ants march through fields and (fathers, forests).
3. As they are (marching, marking), they kill thousands of insects.
4. They are gathering food to give to their ant (larvae, largest).
5. Seeing millions of army ants is a (marking, remarkable) sight.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

The Tricky Arctic Fox

If you saw an Arctic fox in the summer and then saw that same fox in the winter, you might not know that it was the same fox. In the summer, the Arctic fox has a brownish gray coat. Its coat matches the color of the forest where it lives. In the winter, its coat turns white. The Arctic fox lives in cold places where there is plenty of snow. With its white coat, it is harder to see when there is snow on the ground.

Arctic foxes don't hibernate during the winter. They don't mind the cold or the darkness of the long winter nights. But it is harder to find food when there is snow on the ground and many other animals are hibernating. The Arctic fox will have to travel farther to find food. It isn't particular about what it eats. It will eat garbage, if there is any to be found. The Arctic fox might even hop on a floating chunk of ice and sail along on it as it hunts for food.

Arctic foxes steal other animals' food when they get the chance. Remarkably, Arctic foxes even steal from polar bears. Darting across the ice and snow, the Arctic fox grabs some of the startled polar bear's food and dashes away unharmed.

1. In summer the Arctic fox's coat matches the color of the (forest, forget).
2. Finding food in the winter is (harder, hopper) for the Arctic fox.
3. The Arctic fox might even eat (garbage, garments) if it can find any.
4. In its hunt for food, the Arctic fox has to travel (farther, faster).
5. The Arctic fox will even steal food from (polar, popular) bears.

Lesson 26: Air Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

air	-ar(e) = /air/	-ary=/airy/	-ere= /air/	-er(r)= /air/
air	care	Jan	where	err
airplane	careful	January	wherever	error
fairness	farewell	February	whereabouts	errand
stairway	aware	vocabulary	whereas	berry
dairy	beware	necessary	whereby	ferry
prairie	declare	imaginary	anywhere	cherry
despair	prepare	canary	somewhere	merry
repair	compare	aquarium	therefore	very
	parent		thereabouts	territory
	scary		thereafter	
	area		therefore	

Read each syllable. Then put the syllables together and read the word.

any	where	anywhere
stair	way	stairway
re	pair	repair
wher	ev er	wherever
a	quar i um	aquarium
Jan	u ar y	January
nec	es sar y	necessary
i	mag i nar y	imaginary
vo	cab u lar y	vocabulary
tem	po rar y	temporary

Underline each syllable. Say each syllable and then the whole word.

prepare	errand
fairness	rarely
armchair	scary
beware	aware
prepare	parent

Put the syllables in the right order to form a word.

li y brar	
ar a e	
din or y ar	

Underline the word that fits the sense of the sentence better.

1. Scarecrows can be used (whereby, wherever) birds eat seeds.
2. To (prefer, prepare) a scarecrow, you need sticks, clothes, and straw.
3. It is (nearby, necessary) to have straw to stuff into the clothes.
- 4 Give the scarecrow eyes so that it looks like it is (staring, starting).
5. Put the scarecrow together (carefully, carelessly) so that it looks real.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Prairie Dogs

Prairie dogs live on the prairie, but they aren't dogs. They are rodents and belong to the ground squirrel family. They are called dogs because they bark out a warning to other prairie dogs when danger is near. Their bark is similar to that of a dog's bark.

As soon as they become aware of danger, prairie dogs bark out an alarm. If it spots a predator, a prairie dog's warning calls do more than just declare that a predator has been spotted. Using different sounds, the prairie dog's bark tells what kind of predator has been spotted. The warning bark for a hawk is different from a warning bark for a fox or dog or human. If the predator is a hawk, the prairie dogs will dive into their burrows. If it is coyote or dog, the prairie dogs will stand still and start staring at the animal.

Prairie dogs form families, with each family having its own territory. Prairie dogs defend their family's territory. If a prairie dog wanders onto another prairie dog's territory, the head of the family will start staring at the prairie dog who wandered onto its territory. This is a warning. If the intruder doesn't take the hint, the defender may pretend he is going to charge at him. The two prairie dogs might also start chattering at each other. It is as though the two prairie dogs are having an argument.

Most prairie dog towns cover about half a square mile and may have hundreds of animals. But one huge town covered more than a hundred square miles and had as many as 400 million prairie dogs.

1. Prairie dogs belong to the (dog, squirrel) family.
2. Prairie dogs defend their family's (terrible, territory).
3. Prairie dogs bark when they become (aware, error) of predators.
4. Prairie dogs are sometimes seen (staring, starting) at dogs.
5. One prairie dog town covered more than a hundred (square, squirrel) miles.

Underline the word that fits the sense of the sentence.

1. Hermit crabs are (concert, nocturnal).
2. As they grow, hermit crabs need (batter, bigger) shells.
3. Hermit crabs (regularly, research) trade small shells for a bigger one.
4. Hermit crabs spend time (searching, sparkling) for bigger shells.
5. When a hermit crab spots a better shell, it (herds, hurries) to it.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Amazing Builders of the Animal World

Beavers are amazing builders. These furry rodents cut down poplar and other trees and use them to build sturdy dams and homes. Using a number of tree trunks, branches, stones, and lots of mud, beavers carefully build a dam. Afterward they build a home, which is called a “lodge.” This, too, is made with logs, branches, and twigs that the beavers have cut down or gathered. The lodge has underwater tunnels so the beavers can swim below the surface of the water to enter or leave their lodges.

Beavers do not hibernate in the winter. They store tree trunks and branches at the bottom of the pond or stream where they live. They eat the bark from the tree trunks and branches when they are hungry. These furry workers have built themselves a home that will keep them safe from predators and blizzards.

Beavers use their tails to hold themselves upright while they are standing and cutting down a tree. And they use their tails to guide them as swim through the water. But they also use their tails as a signal. When they sense danger, they slap the water hard with their tails. Alerted by the slap, other beavers dive into the water in a hurry.

1. Beavers are amazing (builders, buyers).
2. Beavers build (study, sturdy) dams and lodges.
3. To enter their lodges, beavers swim beneath the (silence, surface) of the water.
4. Beavers store food for the (winner, winter) months.
5. Beavers slap the water to (alert, alter) other beavers of danger.

Underline the word that fits the sense of the sentence.

1. One woman (alerted, observed) a dust devil pick up a doghouse.
2. Most dust devils (occur, prefer) on hot, clear days.
3. The sun warms the (certain, surface) of the ground.
4. The heated air flows (circular, upward) and mixes with cooler air.
5. A breeze causes the rising air to begin (whirling, working), and it picks up dust.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

The Fastest Planet

If you lived on Mercury, you would be much older than you are now. A year on Mercury is just 88 days long. Of the eight planets, Mercury is the closest to the sun. It is also the fastest of the planets. It takes just 88 days to orbit the sun. Earth takes 365 days to orbit the sun. It takes Earth a little more than four times as long to orbit the sun. Therefore, if you lived on Mercury, you would be more than four times as old as you are now. But you would also have more than four times as many birthdays.

Of course, it would be just about impossible for any person to live on Mercury. The sun's rays are much stronger on Mercury than they are on Earth, so it is very hot on Mercury. Also Mercury has a very thin atmosphere (AT-muh-sfear), which is a covering of air. Therefore, there is nothing to hold back the sun's heat. With no atmosphere to block the sun's rays, Mercury is hotter than the hottest desert. Daytime temperatures can hit 600 degrees or higher. That's well above boiling, which is 212 degrees. The surface of Mercury is similar to that of the moon. It is dry and dusty and full of craters, which are circular holes in the ground caused by fast falling objects. It is almost certain that there is no life on Mercury,

Mercury was named after the Roman messenger of the gods. Mercury wore sandals that had wings on the heels and so was able to move in a hurry. The name fits. Mercury is the speediest of the planets.

1. A year on (Mercury, Mercy) is 88 days long.
2. If you lived on Mercury, you would have more (birthdays, birthstones).
3. Mercury is hotter than the hottest (desert, dollar).
4. The (temper, temperature) on Mercury hits 600 degrees.
5. Mercury is full of (certainly, circular) holes.

Lesson 29: Or Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-or	-or	-ore	-ar=/or/	ur(e)=/or/
or	for	more	war	sure
orbit	forty	moreover	warmer	surely
ordinary	forward	anymore	award	plural
organize	fortune	furthermore	reward	rural
normal	fortunate	explore	warning	endure
northern	forbidden	ignore	quarter	secure
afford	forgotten	before		ensure
airport	forever	ashore	-aur=/or/	mature
enormous	forward	forceful	dinosaur	
important	morning			
inform	porcupine			
	stormy			

Read each syllable. Then put the syllables together and read the word.

mor ning morning
 nor thern northern
 quar ter quarter
 plur al plural
 im por tant important
 em per or emperor
 fur ther more furthermore
 e nor mous enormous
 for tun ate fortunate
 or din ar y ordinary

Underline each syllable. Say each syllable and then the whole word.

orbit report
 order forgotten
 forward explore
 forever reward
 corner surely

Put the syllables in the right order to form a word.

cur ous i _____
 por ter re _____
 no di saur _____

Underline the word that fits the sense of the sentence better.

1. Porcupines are covered with long, sharp spines that protect it from most predators when it is (carried, cornered).
2. The porcupine waves its spines as a (warming, warning) to predators.
3. A (courteous, curious) dog got porcupine spines in its nose.
4. It was unfortunate that the dog (ignored, ordered) the porcupine's warning.
5. The dog was (forgiven, fortunate) to have an owner who could remove spines.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

The Best Animal Dad

Who is the toughest animal father? Can you guess? Some say that it is surely the (EM-per-er) penguin father. The emperor penguin is not an ordinary penguin. The emperor penguin is the biggest of the penguins. It is also the strongest and the bravest penguin. The emperor penguin lives in Antarctica (ant-ARK-tih-kuh). Antarctica is where the South Pole is. Antarctica is the coldest, windiest, stormiest place in the world.

Female penguins lay their eggs in Antarctica in the winter. But female penguins do not sit on the eggs. After the mother penguin lays her egg, she gives it to the father. The mother then waddles down to the sea and swims away. She is swimming to get fish to give to the penguin when it hatches.

The father penguin must keep the egg warm until it hatches. It is important that the egg not touch the ice. The father sets the egg on his feet in a kind of a pocket and covers the egg with his skin so that it is safe and secure. Other father penguins are keeping eggs warm. There are hundreds of penguin fathers. The cold southern winds come. The father penguins huddle. That helps keep them warm. The penguins in the inner part of the huddle are warmer than those on the outer part. But the penguins have a plan. In order to give all the penguins a chance to stand in the warmer spots, they switch places.

Dozens of days pass by. In fact, five dozen days pass. That is 60 days. But the father is still there. He endures the cold. He puts up with the cold for the sake of the egg. He does not eat. He gets thinner and thinner.

At last, the mother penguin comes back. She has fish for the hatchling. The father penguin then swims out to sea. At last, he will get fish to eat. If there were an award for the best animal dad, it would surely go to the emperor penguin.

1. The emperor penguin lives in the (Arctic, Antarctic).
2. The father emperor penguin keeps the egg safe and (mature, secure).
3. The inner part of the circle is (warmer, worker) than the outer part.
4. The fathers (endure, enjoy) the cold, which means that they put up with it.
5. The mother penguin returns one cold (morning, warning).

Lesson 30: More Or Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-or	-or	-ore	-our=/or/	-ar=/or/	ur(e)=/or/
or	for	more	four	war	sure
orbit	forty	moreover	fourteen	warmer	surely
order	forward	anymore	yourself	warning	plural
organize	fortune	furthermore	pouring	warrior	rural
ordinary	fortunate	explore	-oor	(WOR-	ensure
extraordinary	forgotten	ignore	door	yur)	endure
normal	forever	before	doorway	quarter	secure
northern	morning	ashore	outdoor	award	mature
afford	corner		-oar	reward	
enormous	according		roar	toward	
important	inform		roaring		
	enormous		-oard	aur=/or/	
			board	dinosaur	
			boardwalk		
			skateboard		

Read each syllable. Then put the syllables together and read the word.

or bit orbit

pour ing pouring

quar ter quarter

af ford afford

air port airport

en dure endure

plur al plural

fur ther more furthermore

or di nar y ordinary

ex tra or di nar y extraordinary

Underline each syllable. Say each syllable and then the whole word.

normal report

forward boardwalk

doorway secure

morning reward

corner before

Put the syllables in the right order to form a word.

e mous nor _____

cor ding ac _____

ev er for _____

Underline the word that fits the sense of the sentence better.

1. Earth (orbits, orders) or travels around the sun.
2. Earth takes a year and a (forward, quarter) of a day to orbit the sun.
3. A leap year has 366 days. An (ordinary, organized) year has 365.
4. The sun is (enormous, ensured) and is much larger than Earth.
5. When the North Pole is tilted toward the sun, the northern part of Earth becomes (warmer, water).

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

World's Smartest Dog

What is the smartest dog of all? Some say when it comes to brainpower, the border collie is the top dog. Border collies have been bred and raised to herd sheep and to keep the sheep secure from danger. Herding means that the border collies guide a herd and keep the animals from straying from the herd. In the morning border collies organize the sheep into herds. Then they lead the herds forward into their pastures. During the day, they make sure that the sheep don't wander away. At the end of the day, they herd the animals they are taking care of back into their pens or barns.

Border collies are fast and full of energy. They can quickly catch up with a sheep that is running down a steep hill. And they can do this all day long until it is time to herd the sheep back home. They can also endure hot summer days and cold winter ones.

To control a herd, border collies bark, push at the animals with their noses, and nip at their heels. Surprisingly, border collies also use their eyes to control herds. To ensure that the sheep behave, the border collie will get down low and give a herd of sheep the "eye" as a warning. The "eye" is a long, hard stare. Seeing the stare, the sheep stop whatever they are doing and pay careful attention to the border collie.

Moreover, border collies also control herds by stalking them. They get low to the ground the way a wolf or coyote might do when it is about to attack. Afraid of being attacked, the sheep stick with the herd. Border collies won't harm the sheep they are herding. Border collies have been trained not to attack sheep, but the sheep don't know that.

1. The smartest dog is said to be the (barker, border) collie.
2. Border collies keep sheep (endure, secure) from danger.
3. Border collies (orchard, organize) sheep into herds.
4. Border collies use their eyes to give sheep a (warming, warning).
5. Border collies can (award, endure) hot days and cold days.

Underline the word that fits the sense of the sentence better.

1. Reindeer cannot sneak away from a (fearsome, firefly) enemy.
2. Reindeer cannot (disappear, fiercely) without making a sound.
3. By (merely, yearly) walking, reindeer make loud noises.
4. Reindeer (apart, appear) to be quiet, but their knees are very loud.
5. Their knees make clicking noise that can be (cheerfully, clearly) heard.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Vampire Bats

There are no real vampires. Vampires appear in scary stories, the kind that make people feel fearful. These stories usually take place in old castles or other eerie settings. But there are vampire bats. Vampire bats are for real. Vampire bats feed on the blood of cows and other animals.

Vampire bats can detect the heat given off by an animal's body. This helps them to locate spots on the body where the blood is easy to drink. They can also detect the sound of an animal breathing so they are better able to find their victims. Vampire bats have extra sharp front teeth so they can easily cut the skin of an animal whose blood they are about to drink. Vampire bats merely make a small cut in the victim. The cut might be so slight that the victim, who might be very tired, does not wake up. The weary victim might sleep through the entire night.

Vampire bats can walk and run and even jump. They look a little strange when they walk or run, but they can move fast. Being able to move fast is important. When a vampire bat locates a victim that is nearby, it quickly runs over to it and later runs away after it has had its meal.

Vampire bats can only go for two days without food. When the time is nearly up, they will seek blood from a bat who has recently drunk blood. Bats share blood by regurgitating (ree-GUR-jih-tay-ting) it. *Regurgitating* means "throwing up." Often a bat who has blood will volunteer to give blood to any bat that requires it.

1. Vampire bats feed on the blood of (weary, wearing) sleeping animals.
2. Vampire bats can detect heat given off by a (nearby, nearly) body.
3. Vampire bats (merely, merrily) make a small cut in their victim's body.
4. Bats who (require, reward) blood get it from bats who have gotten blood.
5. Bats who have blood (value, volunteer) to give it to bats who need it.

Lesson 32: Long-oo Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-oon	-oo	-ove	-ou/-ough	-u
soon	fool	prove	routine	Sue
sooner	foolish	improve	throughout	super
spoonful	noodle	remove		tuna
moonlight	loosen	approve	-o	ruby
noonday	kangaroo	moving	to	rumor
spoonful	shampoo	movement	into	student
balloon	bamboo		onto	truly
teaspoon	classroom		undo	tuba
cartoon				tutor
raccoon			-oe	student
cocoon			shoe	studio
maroon			snowshoe	
			canoe	

Read each syllable. Then put the syllables together and read the word.

rac coon
 fool ish
 roo ster
 bal loon
 stu dent
 mush room
 pro ven
 rou tine
 re mov able
 kan ga roo

Underline each syllable. Say each syllable and then the whole word.

undo movie
 movement raccoon
 maroon canoe
 tuba throughout
 cartoon toothbrush

Put the syllables in the right order to form a word.

noon af ter _____
 er wat proof _____
 prove dis a _____

Underline the word that fits the sense of the sentence better.

1. Bats roost in the stems of the (bamboo, booster) plant.
2. Beetle larvae spin (cartoons, cocoons) inside bamboo plants.
3. Bamboo bats use the slits made by beetles to move (into, unto) plants.
4. Bamboo bats are small, so (loosening, moving) through the slits is easy.
5. A bamboo bat is so small it could sit on a (maroon, teaspoon).

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Bamboo

If you look very closely, you can almost see bamboo grow. Bamboo is a very tall plant that grows in hot places. Bamboo looks like a thin tree, but bamboo is not a tree. Bamboo is a kind of a grass. Bamboo grows super fast. One bamboo plant grew three feet in just one day. Another bamboo grew four feet in a day's time. That bamboo was growing two inches an hour.

Some bamboos grow to be 80 feet (24 meters) high. Others shoot up to 130 feet (40 meters). Bamboo may grow fast, but it takes a long time to bloom. It may not bloom for 10 or even 30 years. And most bamboo plants bloom just once. Soon after blooming, they die.

In many countries, bamboo has proven its value. Although bamboo is a grass, its stems are hollow and very strong. Bamboo is used to make boats, homes, and pens for animals. Chairs, tools, and even shoes can be made from bamboo. Bamboo can also be used to make classrooms for students. When people talk about plants that are useful, they are sure to include bamboo. Bamboo is truly one of the most useful plants in the world.

1. Some kinds of bamboo can grow (super, supper) fast.
2. One bamboo plant grew several inches in an (afternoon, interview).
3. Bamboo plants die soon after (booming, blooming).
4. Bamboo is (through, truly) a helpful plant.
5. Bamboo has been used to make classrooms for many (pupils, puppies).

Underline the word that fits the sense of the sentence better.

1. One of the most beautiful flowers is the (tuba, tulip).
2. When tulips were first (included, introduced), only rich people could buy them.
3. The price of this (nephew, newest) flower kept on going up and up.
4. At one time, tulips cost more than (renews, rubies) or other jewels.
5. The price got so high that people (concluded, confused) that it was foolish to pay that much money for a flower.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Giant Webs

The bark spider is truly a super spider. For years there were rumors of a spider that spun giant webs. Sure enough, the rumor was true. The bark web spider was discovered in the forests of Madagascar (mah-duh-GAS-kar) in 2009. The webs they weave can be eighty feet or longer. Why such an enormous web? The web is built over a stream. The bark spider attaches a strand of silk to a tree branch and then shoots the loose end into the wind. If the spider is lucky, the wind will carry the silky thread across the stream to the other side, and it will land on a tree branch there. With the line of silk attached at both sides of the stream, the bark spider goes to work. It spins a super big web across the water. With its giant web, the bark spider is able to catch insects flying over the water. When it detects movement in its web, the bark web spider can then rush to the prey and wrap it in silk.

The bark spider takes good care of its web. It quickly repairs and renews parts that are damaged or worn.

Not only is the bark spider's enormous web just about the largest in the spider world, it is also the strongest. It is twice as strong as the webs spun by other spiders. Scientist have concluded that the silk is 25 times as strong as steel. In fact, it is stronger than any other known material.

1. The bark web spider weaves (super, supper) webs.
2. The webs are (truly, tulips) enormous.
3. Bark web spiders repair and (renew, return) their webs.
4. When it detects (moment, movement) in its web, the spider rushes to the prey.
5. Scientists have (concluded, included) that bark spider silk is the strongest of all.

Lesson 34: Short-oo Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-ood wood wooden woodchuck woodpecker goodness redwood childhood likelihood neighborhood understood	-ook cook cookie rookie bookcase booklet crooked -oot foot footprint football	-ould could couldn't shouldn't wouldn't	-ul(l) bull bullfrog bullet bulletin cupful helpful useful hopeful mindful painful	-u bush bushy sugar
--	---	--	---	-------------------------------------

Read each syllable. Then put the syllables together and read the word.

wood en wooden
book let booklet
look ing looking
ful ly fully
note book notebook
cook ie cookie
mind ful mindful
wood wind woodwind
neigh bor neighbor
bul ly bully

Underline each syllable. Say each syllable and then the whole word.

goodness	careful
woodland	bullfrog
helpful	footprint
bushy	cupful
sugar	rookie

Put the syllables in the right order to form a word.

hood bor neigh _____
un der mis stood _____
bul tin let _____

Underline the word that fits the sense of the sentence better.

1. An animal that glides through the air is known as a (suggest, sugar) glider.
2. The sugar glider has a (bushy, bully) tail and looks like a flying squirrel.
3. If you take a (carful, careful) look, you will see that the glider is a possum.
4. The sugar glider is found in forests and (woodchucks, woodlands).
5. There is little (falsehood, likelihood) of seeing sugar gliders during the daytime as they are nocturnal.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Mystery Creature

From time to time, scientists discover footprints of animals that they have never seen or heard of. Not too many years ago, scientists found footprints and bones of an unknown animal deep in the forests of Vietnam (VEE-et-nam), a far-off country. They also found teeth belonging to the strange beast and some hides, which are animal skins. The scientists talked to villagers who lived near the forest. The scientists asked them if they had ever seen a strange beast while collecting firewood. Several farmers reported seeing the mystery animal. They said it was a beautiful animal with sleek skin and two large horns. They called it the "forest goat."

After years of careful looking, scientists did find the mystery animal. Scientists were puzzled by the animal. It didn't seem to fit into any of the usual animal groups that they compared it with. The mystery animal looked like a cow, had the smooth hide of a horse, and the horns of a goat. It was easy to see why some people mistook the animal for a goat or a horse. The scientists couldn't figure out what kind of an animal it was. They finally understood that the animal was not a goat or a horse or a cow. They decided that, in all likelihood, it was closest to the antelope family. Antelopes are large mammals that look like large deer, have horns, and are very fast runners. The mystery animal is now known as a saola (SOW-lah). *Saola* is a word that describes its long thin horns.

The scientists who discovered the saola and carefully studied it were very excited. New insects are discovered each year. But it's been 50 years since a large unknown mammal has been found.

1. Scientists found (footstools, footprints) that belonged to a mystery animal.
2. People had seen the strange beast while collecting (fireflies, firewood).
3. After years of (learning, looking), scientists finally spotted the mystery animal.
4. They (couldn't, contained) decide what animal family the animal belongs to.
5. They decided that in all (likelihood, livelihood) the mystery creature belonged to the antelope family.

Underline the word that fits the sense of the sentence better.

1. A low hill found at the bottom of a mountain is a (foothill, foothold).
2. A library on wheels is a (bookcase, bookmobile).
3. You leave (footmen, footprints) behind after you have walked in mud.
4. A sport in which the ball is carried, kicked, and thrown is (football, footfall).
5. Wood that has washed up on a beach is (driftwood, softwood).

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

A Giant Sweet Tooth

Americans seem to have a giant sweet tooth. The average (AV-uh-rij) person eats 76 pounds of sugar a year. Sugar, of course, is found in our sugar bowls, but sugar is found in many other places, too. You probably know that sugar can be found in candy, cookies, and many desserts. But did you know that there is sugar in canned fruit and canned vegetables? Even peanut butter, canned hams, and ketchup have sugar in them. Breakfast cereals (SEER-ee-uhlz) also have sugar in them. And soda is loaded with sugar. A 12-ounce can of soda contains 13 teaspoonfuls of sugar.

Actually, Americans are eating less sugar. At one time the average person ate 21 teaspoonfuls of sugar each day. Now the average person eats just about 15 teaspoonfuls of sugar a day. But that is still too much sugar. Food scientists recommend that the average man eat no more than nine teaspoonfuls of sugar a day and that the average woman eat no more than six.

Our bodies need sugar. Some sugar is found naturally in all fruits and vegetables. The problem comes from eating too much added sugar. Added sugar is sugar that is added to foods like canned fruits, packaged foods like breakfast cereal, and foods like cookies and ice cream. No one is saying that we shouldn't eat foods with added sugars. It's OK to eat some foods with added sugars, but we want to be sure that we aren't eating more sugar than is good for our bodies.

1. Soda is loaded with (goodness, sugar).
2. A can of soda has 13 (cupfuls, spoonfuls) of sugar.
3. Sugar is found in candy and (cookies, crooked).
4. The average (man, woman) should eat no more than six spoonfuls of sugar a day.
5. We (shouldn't, shoulder) eat more sugar than is good for our bodies.

Lesson 36: /AW/ Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-aw	au-	-au	al(l)-
aw	auto	cause	all
awesome	automobile	because	also
awful	autograph	caution	always
awkward	automatic	cautious	already
crawling	August	saucer	altogether
strawberry	autumn	sausage	almost
crawfish	audio	exhausted	walrus
coleslaw	Australia (aw-STRAYL-yuh)		walnut

Read each syllable. Then put the syllables together and read the word.

awe	some	awesome	
awk	ward	awkward	
al	most	almost	
al	read y	already	
sau	sage	sausage	
au	to graph	autograph	
as	tro naut	astronaut	
au	di tor i um	auditorium	
Au	stral ia	Australia	
au	to mo bile	automobile	

Underline each syllable. Say each syllable and then the whole word.

August	downfall
auto	awful
always	walnut
awkward	saucer
strawberry	autumn

Put the syllables in the right order to form a word.

ket	ball	bas	_____
au	graph	to	_____
to	al	er	geth _____

Underline the word that fits the sense of the sentence better.

1. You can tell a macaw by its loud (squawking, stalking) and many birdcalls.
2. You can (also, alive) tell a macaw by its colorful feathers and large beak.
3. There are two groups of macaws, larger and mini macaws, with mini macaws being (smaller, smasher) than larger macaws.
4. The scarlet macaw has bright red feather that are (awesome, awarding) to see.
5. It's (awfully, awkwardly) sad to think that some macaws are in danger of becoming extinct because their forest homes have been cut down.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Awesome Animals

Australia is home to a number of awesome animals. The animal that Australia is most famous for is most likely the kangaroo. Kangaroos vary greatly in size. The smallest kangaroos are barely nine inches high. The biggest are almost eight feet tall. Although they may appear to be awkward when standing still, kangaroos are known for their jumping ability. The awesome gray kangaroo can leap 30 feet. With its powerful legs, it can travel at speeds of 30 miles an hour. Altogether, counting both large and small kangaroos, Australia has more than 30 million of these awesome animals.

Two kinds of crocodiles are found in Australia, the fresh water and the saltwater. Both are fierce, dangerous animals, but the saltwater crocodile is also the largest of the world's crocodiles. Saltwater crocodiles can be more than 20 feet long. And the saltwater crocodile is said to have the strongest bite of any animal. Although it's an awfully big animal, the saltwater crocodile's brain is only the size of a walnut.

Australia is also home to one of the animal world's pickiest eaters. Koalas (koh-AH-luhz) are small, furry animals. Just about the only food they eat are leaves from eucalyptus (YOU-kuh-lip-tuhs) trees. And they won't eat just any old eucalyptus leaf. They prefer eating certain ones. Although they are small animals, koalas are big eaters. They eat almost a hundred eucalyptus leaves each day. Koalas are cautious animals and are almost always found in the safety of their tree homes. Koalas sleep about 20 hours a day, but are active after the sun goes down.

1. Australia is home to a number of (awesome, awkward) animals.
2. The animal with the strongest bite is the (fresh water, saltwater) crocodile.
3. The size of a crocodile's brain is that of a (walnut, walrus).
4. Because they are (cautious, curious), koalas spend most of the time in the safety of trees.
5. Koalas sleep about 20 hours a day, but are active at (nightfall, waterfall).

Underline the word that fits the sense of the sentence better.

1. Kids can write. You don't have to be old to be an (audio, author).
2. Jake became an author, (although, always) he was just 12 years old.
3. Jake wrote a book about a sixth grader who moves to a new school (became, because) he had just done the same thing.
4. His book, *Just Jake*, tells what it's like to move (across, also) the country.
5. People say it's (applause, awesome) that a 12-year-old could write a book.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

The Magic of Words

Because of a serious illness, Helen Keller lost her sight and also her hearing. Unable to hear or see, she often kicked and screamed. Luckily, the Kellers hired Anne Sullivan to be their daughter's teacher. To get into Helen's dark world, Anne Sullivan planned to teach her words. Since Helen could neither see nor hear words, the only way to teach her words was to get her to feel them. Anne Sullivan would finger spell the words into Helen's hands. Although Anne tried again and again to teach Helen words, nothing was working. Then one lucky day she decided to try to teach Helen the word *water*. In her autobiography, Helen Keller recalls that day. "We walked down the path to the well-house..... Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand, she spelled into the other the word *water*, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. ... Somehow the mystery of language (LANG-gwij) was revealed to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free!"

That day Helen learned 20 words. Just six months later, she had already learned more than 600 words. Anne Sullivan taught Helen Keller so well that she was able to go to college (KAH-lij). She was the first deaf-blind person to do so. After college, Helen Keller became an author and wrote books about herself and what it was like to be deaf and blind. She also gave speeches. Large audiences came to hear her speak. Helen Keller showed what people who were deaf or blind or both could do if they were giving the right kind of care and teaching.

1. Anne Sullivan taught the Kellers' (daughter, downfall) Helen.
2. Helen became an (auto, author) and wrote books.
3. In one book Helen (installed, recalled) the day she learned the word *water*.
4. In her (almanac, autobiography) Helen told what it was like to be deaf and blind.
5. Large (audiences, audios) came to hear Helen speak.

Lesson 38: /OW/ Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-ow	-ow	-ou	-ound	-ou	-our
cow	how	out	round	count	our
cowboy	however	outlast	groundhog	county	ourselves
coward	crowded	outbreak	playground	mountain	hourly
tower	downtown	outcry	underground	thousand	
power	eyebrow	tryout	around	housetop	
powerful	somehow	without	surround	doubtful	
		about	roundabout	proudly	
				aloud	

Read each syllable. Then put the syllables together and read the word.

a	round	around
an	nounce	announce
moun	tain	mountain
our	selves	ourselves
hour	ly	hourly
out	door	outdoor
thou	sand	thousand
house	top	housetop
foun	tain	fountain
sur	round	surround

Underline each syllable. Say each syllable and then the whole word.

tower	counter
housetop	doubtful
compound	groundhog
power	mouthful
county	somehow

Put the syllables in the right order to form words.

ground	un	der	
out	ing	stand	
ev	how	er	

Underline the word that fits the sense of the sentence better.

1. Mountain lions have (aloud, around) a dozen names.
2. Mountain lions are sometimes known as (cameras, catamounts).
3. Mountain lions have (proudly, powerful) legs.
4. Mountain lions eat (greyhounds, groundhogs) and other mammals.
5. There are about thirty (thousand, thunder) mountain lions in our country.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Amazing Termite Towers

In far-off countries outside the United States mound-building termites construct giant towers. In Australia, Africa, and South America, termites build mounds and towers that can be one hundred feet tall. These giant towers may be home to thousands or even million of termites. However, the termites don't live in the mounds or towers. They live in underground nests underneath them. The mounds and towers bring in fresh air. The mounds and towers are built of mud, clay, bits of plants and termite saliva (suh-LIE-vuh), which is spit. When it dries, it is as hard as concrete and is still standing long after all the termites that lived under it have died off. The mounds and towers are so carefully built that they outlast the termites.

There are three groups of termites. King and queen termites are in the top group. Soldiers are in the middle group. And workers are in the lowest group. Queens can be about three inches or longer. However, workers are much smaller. Worker termites are only around one third of an inch or smaller. Worker ants build the towers, dig tunnels, locate food, and even feed the other termites. The soldier termites are bigger than the workers and have powerful jaws. They shower attackers with a brownish liquid (LIK-wid) when they bite them. The liquid is like glue and hardens on the attackers' bodies so that they become powerless.

1. Mound building termites build giant (towels, towers).
2. The termites live in (surrounded, underground) nests.
3. The towers (outgrow, outlive) the termites that built them.
4. Soldier termites have (powerful, powerless) jaws.
5. Soldier termites shower attackers with a (bright, brownish) liquid.

Lesson 39: More /OW/ Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-ow	-ow	-out	-ou	-ou	-our
cow	how	out	cloud	count	our
cowgirl	browser	outdoor	cloudy	account	ourselves
coward	flower	outside	proudly	fountain	devour
power	sunflower	outgrow	pronoun	southeast	
powder	cauliflower	outlive	pronounce	amount	
towel	shower	outshine	announce		
vowel	eyebrow	throughout			
allow	anyhow				

Read each syllable. Then put the syllables together and read the word.

brow	ser	browser
tow	el	towel
clou	dy	cloudy
an	nounce	announce
out	grow	outgrow
thou	sand	thousand
pro	nounce	pronounce
house	boat	houseboat
vow	el	vowel
cau	li	flow
	er	cauliflower

Underline each syllable. Say each syllable and then the whole word.

cloudburst	anyhow
cloudy	outshine
compound	towel
southeast	powder
pronoun	fountain

Put the syllables in the right order to form words.

ment	an	nounce	_____
ev	how	er	_____
ern	south	east	_____

Underline the word that fits the sense of the sentence better.

1. Wind farms don't grow (cauliflower, counter) or other vegetables.
2. Wind farms grow electric (powder, power).
3. Wind farms are groups of machines that are as tall as (towers, trousers).
4. A wind farm machine is know as a *turbine*, which can be (pronoun, pronounced) as /TUR-bin/ or /TUR-bine/.
5. A turbine's spinning blades can make large (accounts, amounts) of electricity.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

The World's Biggest Flower

What is the largest flower in the world? If you said the sunflower, you are wrong. The world's largest flower is the rafflesia. Rafflesia is pronounced ruh-FLEE-zheeh. It is found in the mountain forests of Malaysia and other countries in southeastern Asia. Malaysia is pronounced muh-LAY-zhee-uh. The rafflesia flower is three feet across and weighs about 20 to 25 pounds.

Although it has the largest flower in the world, the rafflesia has no leaves and no roots. It attaches itself to a vine.

The rafflesia flower is only open for about five to seven days. The flower is a beautiful bright red. However, it gives off a very bad smell. This foul odor attracts flies. Flies carry tiny grains of pollen from male to female parts of the flower. This makes is possible for the flower's berries to grow. The berries have seeds, which are carried off by animals and dropped so that new rafflesias will grow. While all this going on, the rafflesia begins to rot and makes a slimy mess. The rafflesia is not the kind of flower you would want in your home even if you could find a vase big enough to hold it.

1. The rafflesia is the world's largest (flower, tower).
2. The rafflesia weighs (about, aloud) 20 to 25 pounds.
3. The rafflesia is found in (fountain, mountain) forests.
4. *Rafflesia* is a hard word to (promise, pronounce).
5. The rafflesia has a (foul, found) smell.

Lesson 40: /OY/ Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-oy	-oy	-oi	-oi
joy	boy	point	noise
joyful	boyhood	pointing	noisy
enjoy	buoyant	pointy	boiling
royal	lifebuoy	appoint	spoiling
royalty	soybean	appointment	rejoice
loyal	voyage	disappoint	avoid
destroy	oyster	disappointment	
employ	cowboy	viewpoint	
employment	ahoy	moisten	
employee		poison	
annoy			

Read each syllable. Then put the syllables together and read the word.

oy	ster	oyster	
mois	ten	moisten	
a	void	avoid	
poi	son	poison	
noi	sy	noisy	
ap	point	appoint	
roy	al	royal	
roy	al	ty	royalty
an	noy	annoy	
an	noy	ance	annoyance

Underline each syllable. Say each syllable and then the whole word.

joyful	voiceless
joyous	rejoice
disappoint	cowboy
disappointment	viewpoint
loyal	destroy

Put the syllables in the right order to form words.

ing	noy	an	
void	a	ing	
point	ap	ted	dis

Underline the word that fits the sense of the sentence better.

1. The monarch butterfly is sometimes known as the king of butterflies, which makes it a member of butterfly (royalty, voyage).
2. Most predators (appoint, avoid) monarch butterflies.
3. Monarch butterflies feed on milkweed, which is (pointed, poisonous).
4. Monarch butterflies don't get sick from the (poison, spoiling) in milkweed.
5. Monarchs are in danger because fields of milkweed have been (appointed, destroyed).

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

A Loud Animal

One of the loudest animal sounds comes from a small but noisy animal. The tree hyrax (HIGH-raks) is small and furry. Its fur is dark brown or black with some gray or yellow mixed in. It looks like a rabbit, except that it has small, rounded ears. And it has only a stump for a tail.

Tree hyraxes make the most noise at night. First it squeaks and whistles. Then it squeals. It ends up by screaming. One scientist said that it sounds like an angry child. The noisy hyrax can be quite annoying to anyone nearby who is trying to sleep. The screaming sound is the tree hyrax's way of letting its family members know where it is. But it is also pointing out to any animals that are around that this is its home territory and they should stay away.

One of the strangest animal sounds is that made by the spotted hyena (high-EE-nuh). It sounds like the hyena is laughing or giggling. But there is nothing humorous about its laughing sounds. Hyenas make their laughing sounds when they are hunting for prey or sense that a strange hyena has crept into their territory or they want to avoid danger. Their laughing sounds may be a call for help or their way of saying, "We are sacred" or "Lions are nearby." Hyenas live in family groups known as *clans*. They are loyal to each other and come running when help is needed or prey have been found.

1. Tree hyraxes are (noisy, nosy) at night.
2. Squealing and screaming are the tree hyrax's ways of (pointing, powering) out to other animals that they should stay away from its territory.
3. If you are trying to sleep, the tree hyrax can be (annoying, enjoyable).
4. A hyena's laugh can be a warning to (appoint, avoid) danger.
5. Hyenas are (loyal, royal) to their clan.

Underline the word that fits the sense of the sentence better.

1. Animals (alert, allow) each other when danger is near.
2. Beavers sound an (album, alarm) by slapping their tails.
3. When deer sense someone (approaching, assigning), they flash their white tails.
4. Prairie dogs (announce, appear) that danger is near by barking.
5. When turkeys are (alone, aware) that their chicks are in danger, they screech.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Astonishing Animals

Some animals have astonishing abilities that are truly amazing. Camels can go about ten days without drinking any water. But when they arrive at a place where they can drink water, they drink a lot of water in a little bit of time. Camels can drink 25 gallons of water in five to ten minutes.

Giant coconut crabs are truly giants. They are more than a foot long and have a leg span of just about three feet. But what is more amazing is they have the ability to climb trees. Coconut crabs will use their claws to ascend (go up) a palm tree and knock some coconuts down. If the coconuts aren't smashed open as they hit the rocks below, the coconut crab uses its powerful claws to rip open the outer fiber covering and then crack the coconut shell open.

The lyrebird (LIGH-er-berd) is an amazing mimic. A mimic is a creature who can imitate others. Lyrebirds can imitate the songs of twenty or more birds. They can also imitate the sounds made by humans and mammals. They have been heard mimicking the calls and cries of koalas and dingoes (DING-gohz), the barking of dogs, babies crying, and people talking. In fact, they are such amazing mimics that they can imitate just about any sound that they have heard. These astonishing birds have mimicked the sounds of chainsaws, car motors, mobile phones ringing, and music. Lyrebirds are also tireless singers. When singing to attract a mate, a male lyrebird will sing up to four hours at a time.

1. A camel can drink 25 gallons of water in (about, against) 5 to 10 minutes.
2. Coconut crabs have the (ability, appearance) to climb trees.
3. Coconut crabs use their claws to (ascend, attempt) trees.
4. The lyrebird is an (allowing, amazing) mimic
5. When trying to (afford, attract) a mate, a lyrebird will sing for up to four hours.

Lesson 42: More Schwa-a Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-a	-a	-a	-a	-a	-a
head	go	cross	new	abandon	aquarium
ahead	ago	across	anew	alarm	apostrophe
adult	alive	alert	avoid	Alaska	(uh-POS- truh-fee)
attempt	alike	astonish	allow	afford	apply
attend	alone	astonished	annoy	affordable	approximate
attack	arrive	aware	appoint	according	
assist	assign	appear			
		apply			

Read each syllable. Then put the syllables together and read the word.

a	gainst	against		
a	go	ago		
a	new	anew		
a	larm	alarm		
a	ma	zing	amazing	
a	ston	ish	astonish	
a	ston	ish	ment	astonishment
a	ware	ness	awareness	
a	pos	tro	phe	apostrophe

Underline each syllable. Say each syllable and then the whole word.

again	alone
alive	alike
ashore	alert
avoid	alarm
adult	abandon

Put the syllables in the right order to form words.

gree	a	ment	
las	A	ka	
quar	a	um	i

Underline the word that fits the sense of the sentence better.

1. Seeing Eye dogs (agree, assist) people who are blind.
2. Families and also people who live (alike, alone) raise puppies until the puppies are ready for training.
3. Puppies have to be (adaptable, affordable). That means they have to get used to different people and different places.
4. When they go shopping or take a trip, puppy raisers take their puppies (afraid, along).
5. Raising a puppy who will one day help a blind person is an (alarming, amazing) activity.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Cows Save Their Owner

While taking care of a sick calf in a farm field, Donald Mottram of Wales was attacked by an angry bull. Wales is a country that is part of the United Kingdom. Focused on taking care of the ailing calf, Mottram didn't see the bull approaching until it was too late. The powerful bull tossed Mottram into the air and then stomped on him. Mottram didn't bother calling for help. There was no one around. Bruised and bleeding, Mottram passed out. When he came to, he was astonished to see Daisy, Megan, Amy, Bethann, Mary, and Kitty. They had formed a circle around him. Daisy Megan, Amy, Bethann, Mary and Kitty were his cows. By forming a circle around Mottram, they kept the bull from attempting to attack again. The bull was still there, so Mottam was still in danger. He needed to get to the fence. However, the fence was approximately 200 yards away. That's the length of two football fields laid end to end. Although bleeding and in pain, Mottram began crawling across the field toward the fence. The cows didn't abandon him. As Mottram crawled, the cows moved with him so that the bull couldn't attack again. At last, Motttram reached the fence and crawled under. Thanks to Daisy, Megan, Amy, Bethann, Mary and Kitty, he was alive.

1. Mottram was (attached, attacked) by an angry bull.
2. Cows gathered (along, around) Mottram.
3. Mottram was (annoyed, astonished) by the cows' help.
4. The cows kept the bull from (attempting, attending) to attack again.
5. The fence was (appropriately, approximately) 200 yards away.

Lesson 43: -ture and -sure Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

ture=/chur/	ture=/chur/	ture=/chur/	ture=/chur/	ture=/chur/	sur(e)=/zhur/
cap	mix	nay	ad	lit	pleasure
capture	mixture	nature	adventure	literature	measure
fracture	fixture	creature	furniture	temperature	treasure
pasture	sculpture	feature	departure	manufacture	treasury
posture	structure	future	signature		
gesture	signature	moisture	agriculture		
picture	vulture	puncture			

Read each syllable. Then put the syllables together and read the word

mix ture mixture

mois ture moisture

struc ture structure

punc ture puncture

ges ture gesture

pos ture posture

cap ture capture

cap tur ing capturing

man u fac ture manufacture

lit er a ture literature

Underline each syllable. Say each syllable and then the whole word.

picture treasure

pasture creature

future feature

nature measure

fracture vulture

Put the syllables in the right order to form words.

ture fur ni _____

ven ad ture _____

per tem a ture _____

Underline the word that fits the sense of the sentence better.

1. Vultures are (creatures, criminals) that feed on dead or sick animals.
2. Vultures are (nature's, nurture's) way of getting rid of dead animals.
3. One (feature, future) of vultures is that they have no feathers on their heads.
4. With their beaks, vultures can (picture, puncture) the skin of animals.
5. Vultures can be seen flying over (patterns, pastures) searching for food.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

A Living Thermometer

You can use one of nature's creatures to measure the outside temperature. That creature is the cricket. Crickets make noise by rubbing their wings together. Making noises is their way of communicating. Crickets chirp to tell predators to stay away. They also chirp to locate mates.

Crickets are cold-blooded creatures who like to live where there is lots of moisture. The temperature of a cold-blooded creature is the same as the outside temperature. On cold days, a cricket's blood is cold. On warm days it is warm. Crickets chirp faster when they are warm. The higher the temperature the faster they chirp. Cool weather slows them down. The lower the temperature, the less they chirp. To find out what the temperature is, count the number of chirps that the cricket makes in 15 seconds. Then add 40. This will give you the temperature.

The temperature is not exact, but often it is a few degrees within the real temperature as measured by a thermometer (Ther-MAH-muh-ter). This way of measuring temperatures doesn't always work. Crickets don't usually chirp when the temperature falls below 55 or when it reaches 100.

In addition to being able to make loud chirping sounds, crickets have amazing hearing. Their ears are on the bottom part of their legs. If you try to sneak up on a cricket, chances are it will hear you. With its ears in its legs it is easy to pick up the vibrations (vigh-BRAY-shunz) caused by your footsteps. Fearful of being killed or captured, the cricket will stop chirping and might only start again after your departure.

1. Crickets are cold-blooded (creatures, creepers).
2. Crickets like to live where there is lots of (moisture, movement).
3. Temperatures can be (meaning, measured) by the number of a cricket's chirps.
4. Crickets chirp more when the (temperament, temperature) is higher.
5. If afraid of being (captured, chapter), crickets may stop chirping.

Underline the word that fits the sense of the sentence better.

1. Sam Bellamy, a pirate, (captured, creature) dozens of ships.
2. Bellamy's ship sank in 1717 with a valuable (treatment, treasure) aboard.
3. Barry Clifford (pictured, postponed) in his mind where the ship may have sunk.
4. The ship's treasure was a (mixture, moisture) of gold coins and jewels.
5. Barry Clifford hopes to find more pirate treasure in the (feature, future).

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Guide Horses

Service animals are animals that have been trained to do work or perform tasks for people who have disabilities. For a time, only dogs could be service animals. But now miniature horses can also be service animals. *Miniature* means "small" and that's what miniature horses are. Mature miniature horse stand 24 to 34 inches as measured at their shoulders. And they weigh between 70 and 100 pounds. They are about the same size as large dogs.

There are some advantages to having a miniature horse as a service animal. The biggest one is that horses live longer. They can live for 40 years or more and might be able to work for most of those years. Dogs only live for approximately 10 to 15 years. By their nature, horses are usually calmer and quieter than dogs. And they would be a good choice for people for are allergic to dogs. Another important feature is that miniature horses are stronger than dogs and so can carry or pull heavier loads.

People who have guide horses treasure them. They say it is a pleasure working with guide horses. However, miniature horses do have some special needs. They need a pasture or other place outside where they can run and graze. They also need hay and grain for food. And they need special shoes so they won't slip or make marks on floors.

There are not very many guide horses now. However, chances are that we will be seeing more of them in the future.

1. Now (miniature, minute) horses can be service animals.
2. When (measured, moisture) at the shoulder miniature horses can be no taller than 34 inches.
3. Miniature horses need a (panther, pasture) or other grassy place.
4. One important (feather, feature) of miniature horses is their strength.
5. In the (further, future) more miniature horses might be service animals.

Lesson 45: *-tion* Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-tion=/shun/	-tion=/shun/	-tion=/shun/	-ition=/shun/	-tion=/shun/
cap	no	add	expect	exaggerate
caption	notion	addition	expectation	exaggeration
action	motion	direction	explanation	investigation
fraction	emotion	election	demonstration	introduction
fiction	location	description	illustration	multiplication
mention	protection	condition	introduction	abbreviation
portion	production	edition	information	fertilization
	reduction	condition	invitation	
	solution		situation	-tion= /chun/
			reputation	quest
			pollination	question
			estimation	digestion

Read each syllable. Then put the syllables together and read the word.

ac	tion		action		
at	ten	tion	attention		
lo	ca	tion	location		
des	crip	tion	description		
des	truc	tion	destruction		
pro	tec	tion	protection		
rep	u	ta	tion	reputation	
ob	ser	va	tion	observation	
in	tro	duc	tion	introduction	
in	ves	ti	ga	tion	investigation

Underline each syllable. Say each syllable and then the whole word.

nation	Illustration
caution	graduation
direction	exploration
solution	combination
invitation	pollination

Put the syllables in the right order to form words.

pol	tion	lu		
tion	col	lec		
pla	na	tion	ex	

Underline the word that fits the sense of the sentence better.

1. Oysters can help fight (pollution, presentation) by filtering water.
2. Filtering dirt out of water is known as (exploration, filtration).
3. For your (information, introduction), an oyster can filter 50 gallons a day.
4. A simple (explanation, intention) of how oysters help is that they have body parts that take the dirt and other pollutants out of water.
5. Oysters can be part of a (destruction, solution) to water pollution.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Missing Bumblebees

Some people are worried when bumblebees are around. Bumblebees have a reputation for giving a painful sting. However, bumblebees do not usually sting people or animals unless they are bothered, or their nest is threatened with destruction. Still, it is best to exercise caution around bees. However, the time to be worried is when bumblebees are not around. Bees and other insects pollinate fruit and vegetable plants. Without pollination many plants would not grow. Pollen are tiny yellow grains created by a plant's flowers. In order to grow fruit, many plants need to have pollen from another plant of the same kind reach their eggs. The eggs are then fertilized and grow into seeds. Without bees helping with the pollination, fertilization wouldn't take place in some plants and production of some foods would be harmed.

Bumblebees are excellent pollinators. Bumblebees fly from plant to plant to gather nectar, which they use to make honey. As they drink nectar from a flower, grains of pollen stick to their bodies. Bumblebees also have tiny baskets on their hind legs. The baskets are used to carry pollen. According to one estimation, the baskets can hold a million grains of pollen.

But right now there is a bumblebee problem. There are fewer bumblebees than there used to be. A main cause of this reduction is disease. Bumblebees brought into the United State from other countries may have diseases that do not make them sick but which can sicken or kill bees in our country. A second cause is bug killers. Insecticides (in-SEK-tuh-sighdz) are sprayed on fruit plants to kill insects that might harm them. But these same bug killers also seem to be harming bumblebees.

1. Bumblebees have a (mention, reputation) for giving a powerful sting.
2. Bumblebees help with (pollination, pollution) by carrying pollen.
3. Pollination is necessary for (fertilization, forecasting).
4. By one (emotion, estimation) bee baskets can hold a million grains of pollen.
5. A main cause in the (reception, reduction) of the number of bumblebees is the introduction of diseases by bumblebees from other countries.

Lesson 46: More *-tin* Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-tion=/shun/	-tion=/shun/	-tion=/shun/	-tion=/shun/	-tion=/shun/
act	nay	add	explain	exaggerate
action	nation	addition	explanation	exaggeration
caption	station	direction	information	investigation
fraction	vacation	description	celebration	introduction
section	location	condition	observation	transportation
	lotion	definition	combination	concentration
	motion	construction	dedication	combination
	notion	national	declaration	circulation
	emotion	international	circulation	
	caution			-tion= /chun/
				quest
				question
				digestion

Read each syllable. Then put the syllables together and read the word.

lo tion	lotion
con di tion	condition
con struc tion	construction
di ges tion	digestion
com bi na tion	combination
trans por ta tion	transportation
def i ni tion	definition
ded i ca tion	dedication
dec la ra tion	declaration
ex ag ger a tion	exaggeration

Underline each syllable. Say each syllable and then the whole word.

caption	nation
mention	section
motion	station
emotion	subtraction
question	concentration

Put the syllables in the right order to form words.

in ma for tion	_____
ca va tion	_____
cir tion cu la	_____

Underline the word that fits the sense of the sentence better.

1. Did you know that (translation, transportation) is changing?
2. Transportation is how we get from one (location, lotion) to another.
3. There may be a (reduction, reputation) in the amount of time people travel.
4. Inventors are working on a car that is a (caption, combination) car and plane.
5. The (intention, invention) of a car that flies would save travel time.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

The World's Freezer

Antarctica is the coldest place on earth. Temperatures may fall to 100 degrees below zero. And that is not an exaggeration. Antarctica is also the windiest place on earth. Winds sometimes roar across this frozen land at 150 miles per hour. A cap of ice covers Antarctica. The ice cap is more than 5,000 yards thick. Antarctica can also be a dark place. For nearly six months of the year, Antarctica is in darkness.

Antarctic means "opposite of Arctic." The Arctic is at the top of the world. It is where the North Pole is located. Because the North Pole is at the top of the world, every direction points south. Antarctica, which is where the South Pole is located, is at the bottom of the world. Because the location of the South Pole is at the bottom, every direction points north.

Scientists from many nations come to science stations to study Antarctica and to do research. They have many questions about Antarctica. One thing that scientists are studying is Antarctica's thick ice. The scientists have discovered that some of the ice is melting. They want to conduct scientific investigations and gather information on how much ice is melting and how fast it is melting. They are also seeking explanations for changes in the ice in Antarctica.

1. At the South Pole every (description, direction) points north.
2. The (location, lotion) of the South Pole is at the bottom of the world.
3. Weather (captions, conditions) in Antarctica are very harsh.
4. Scientists from the United States and other (nations, notions) visit Antarctica.
5. Scientists are gathering (information, inspiration) on changes in the ice.

Underline the word that fits the sense of the sentence better.

1. In past wars, pigeons have had a special (missing, mission).
2. Flying high over (explosions, expressions), pigeons delivered messages.
3. Some messages helped clear up (confessions, confusions).
4. Other messages helped commanders make wise (decisions, delicious).
5. We can come to the (commercial, conclusion) that pigeons helped save lives.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Animal Vision

Animals don't see the same way that we do. Some have better vision than we have. Others have poorer vision. Which animal has the best vision of all? Read the description of the vision of these animals and then come to a conclusion. Make sure your decision is based on the facts.

Dogs, cats, and rabbits have poor color vision. Cells known as *cones* enable us to see colors. Humans have three kinds of cones: yellow, blue, and red. However dogs, have only blue and yellow cones. They see some blues and yellows, but most things look gray to them.

On the other hand, bees, butterflies, and birds have better color vision than humans have. Many birds have four kinds of cones, but pigeons have five cones. Pigeons may have the best color vision of all. Not only do they see more colors than humans see, they also see different shades of color. Colors that look the same to us look different to them.

Most animals have blurry vision. The objects they see are fuzzy. They may have some confusion about what they are seeing. Humans have sharp vision, but eagles have sharper vision than humans do. Eagles can spot prey from high up in the sky. Scientists have come to the conclusion that an eagle's vision is more than twice as sharp as that of a human. Pigeons also have sharp vision, and their brains tell them what they are seeing faster than our brains do.

Our eyes are located on the front of our face. This is good for looking ahead, but not but not for looking at what is to the side of us. Rabbits, horses, zebras, and pigeons have eyes on the sides of their heads. They can see what is happening to the sides of them. They can detect predators sooner.

Do you have the impression that pigeons have the best vision? If so, your impression is correct.

1. Cells known as cones enable color (vision, visitor).
2. Blurry vision can result in (confession, confusion) about what is being seen.
3. What is your (impression, inclusion) about pigeons' vision?
4. My (decision, division) is that I have come to the conclusion that pigeons have the best vision.
5. A (conclusion, concussion) should be based on facts.

Underline the word that fits the sense of the sentence better.

1. People were asked the question below in a (discussion, division).
2. Which of the things that you own is your favorite (persuasion, possession)?
3. Many people said that their (revision, television) was their favorite.
4. Deciding on your favorite possession is a hard (collision, decision).
5. Different people will come to different (conclusions, concussions) about their favorite possessions.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Teen Inventor of TV

Did you know that a teenager helped invent television? In the spring of 1921, when he was just 14 years old, Philo Farnsworth had a vision of an invention that would send pictures over the airways into people's homes. Philo was plowing a field when the idea for television struck him. He took a break from the plowing. Looking over the newly plowed field and its neat rows, he had a vision of sending signals row by row into a special receiver. Philo told his high school teacher about his idea and drew pictures of it on the board. His teacher encouraged him to continue working on the idea.

Farnsworth made the decision to follow his teacher's advice. When he was just twenty-one, Philo sent a television picture. On that special occasion, it was just a picture of a line, but Farnsworth came to the conclusion that his idea would work. Philo had invented both the camera needed to record the line and the receiver that showed it. Farnsworth continued to work on his invention. He went on to show people and events on his invention. Other inventors also worked on television, but Philo's ideas were the most essential. His version of TV worked the best.

1. Philo Farnsworth helped invent (television, telephones).
2. He had a (version, vision) of TV while he was plowing a field.
3. Farnsworth made the (decision, discussion) to invent both a TV camera and a TV receiver.
4. After showing a line, Farnsworth came to the (conclusion, concussion) that his invention would work.
5. Farnsworth's (version, victory) of TV worked better than that of other inventors.

Lesson 49: *ci=/sh/* and *ti=/sh/* Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-cious	-cial	-cient	-tious
space	face	ancient	caution
spacious	facial	deficient	cautious
delicious	social	efficient	ambitious
malicious	special	sufficient	nutritious
precious	official		superstitious
vicious	artificial		repetitious
suspicious	commercial		fictitious
conscious			
ferocious			

Read each syllable. Then put the syllables together and read the word.

spa	cious	spacious		
so	cial	social		
of	fi	cial	official	
suf	fi	cient	sufficient	
nu	tri	tious	nutritious	
am	bi	tious	ambitious	
fe	ro	cious	ferocious	
fic	ti	tious	fictitious	
rep	i	ti	tious	repetitious
su	per	sti	tious	superstitious

Underline each syllable. Say each syllable and then the whole word.

special	spacious
vicious	ancient
facial	precious
sufficient	conscious
cautious	efficient

Put the syllables in the right order to form words.

li	de	ous	ci	
com	cial	mer		
ar	fi	cial	ti	

Underline the word that fits the sense of the sentence better.

1. Animals have been migrating since (accidental, ancient) times.
2. Animals migrate when there is not (sufficient, suspicious) food.
3. As they migrate, (cautious, commercial) animals avoid predators.
4. Predators can be (vicious, vitamins).
5. Animals have a (spacious, special) ability to find safe places.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Killer Plants

A wasp spots a colorful pitcher plant. The pitcher plant has folded leaves that form the shape of a water pitcher or cup. Stiff hairs that point downward grow on the inside of the plant. The wasp detects the sweet smell of nectar. The plant has delicious nectar that the wasp starts to slurp up. Maybe the wasp should have been more suspicious and more cautious. The pitcher plant uses its bright colors and sweet smell to attract wasps and other insects. But the pitcher plant has a special trap. Its sides are slippery. The wasp begins to slide downward. It tries to climb out, but the downward pointing hairs prevent it from doing so. The wasp falls deeper into the pitcher plant. The pitcher plant has juices that are like the juices in your stomach. They break down the wasp's body and digest it.

Pitcher plants grow in poor soil. The soil does not contain sufficient nutrients (NEW-tree-intz). Nutrients are foods or chemicals that help plants and people grow and stay healthy. Pitcher plants get added nutrients by eating insects. Insects provide them with a nutritious meal. Pitcher plants aren't vicious or malicious. These carnivorous plants are just getting the nutrition they need by devouring nutritious insects.

1. To a wasp, nectar is (delicious, vicious).
2. Smelling nectar, the wasp neglects to be (cautious, conscious).
3. The pitcher plant has a (special, speaking) trap.
4. The pitcher plant does not get (sufficient, suspicious) nutrition from the poor soil.
5. For the pitcher plant, wasps are (spacious, nutritious).

Lesson 50: More *ci=/sh/* and *ti=/sh/* Patterns

Read the following words. Use the word part at the head of each column and the word beneath that to help you.

-cial	-cian	-cient	-cious	-tial	-tious
face	magic	ancient	space	part	caution
facial	magician	efficient	spacious	partial	cautious
racial	musician	sufficient	delicious	initial	ambitious
social	electrician		precious	essential	nutritious
special	physician	-cion	vicious		superstitious
official	mathematician	suspicion	suspicious		repetitious
artificial			conscious		fictitious
beneficial			ferocious		

Read each syllable. Then put the syllables together and read the word

de	li	cious	delicious
of	fi	cial	official
com	mer	cial	commercial
ma	gi	cian	magician
phy	si	cian	physician
e	lec	tri cian	electrician
su	per	sti tious	superstitious
math	e	ma ti cian	mathematician
ben	e	fi cial	beneficial
nu	tri	tious	nutritious

Underline each syllable. Say each syllable and then the whole word.

partial	cautious
special	ancient
social	efficient
vicious	national
sufficient	ferocious

Put the syllables in the right order to form words.

i	tial	ni	_____
si	cian	mu	_____
sen	es	tial	_____

Underline the word that fits the sense of the sentence better.

1. If a hippo is around, be very (cautious, spacious).
2. A hippo is a (facial, ferocious) beast.
3. In fact, the hippo might be the most (vicious, vision) animal of all.
4. A hippo has (sufficient, suspicious) strength to bite a small boat in two.
5. With its eyes and ears on top of its head, a hippo can see and hear when (partially, particularly) submerged in a pond.

Read the article. Then tell about the article by underlining the correct words in the sentences that follow the article.

Bones

You have more bones than an adult. An adult has 206 bones. When you were a baby you had more than 300 bones. Baby bones are soft. Some baby bones are made of cartilage (KAR-tuh-lij). Cartilage is a special rubbery material. Your nose and the outer parts of your ears are made of cartilage. Over time the cartilage becomes bone. As the baby grows, the bones fuse, which means that they grow together. As the bones fuse, they become harder. Your bones keep on growing until you are about 25.

Bones are strong, but accidents happen and bones sometimes get fractured (broken). Luckily fractured bones do heal. When a bone is broken, cells form at the end of the broken parts and patch the two broken parts together. It is essential that a physician match the broken parts up and put them in a cast so that they grow back together the way they should.

Bones need a sufficient amount of nutritious foods. Foods that are especially beneficial are those such as milk, yogurt, cheese, orange juice, leafy green vegetables, sardines and salmon that contain calcium (KAL-see-um). Calcium is a soft material that is needed for healthy bones. Bones also need exercise. Walking, running, and playing sports are good for the bones. It's also essential to be cautious and protect your bones by wearing a helmet while bike riding and a helmet, knee, and elbow pads while roller blading or skate boarding.

1. Cartilage is a (special, spinning) rubbery material.
2. Leafy green vegetables are (nutritious, repetitious).
3. To remain healthy, bones need (spacious, sufficient) calcium.
4. Broken bones should be set and put in a cast by a (physical, physician).
5. It is (efficient, essential) that bike riders wear helmets.

Accelerating Literacy: 50 Lessons for Reading Multisyllabic Words Teaching Guide

Thomas G. Gunning, Ed. D.

**Galvin Publishing
Buildingliteracy.org**

Copyright © 2020 by Thomas G. Gunning

Contents

The Importance Of Instruction In Multisyllabic Words	1
Major Multisyllabic Patterns	2
Key Strategies for Reading Multisyllabic Words	7
Placing Students	7
Monitoring Progress	8
Teaching Syllabic Analysis	8
Teaching Guide	12
Lesson 1: Compound Words	12
Lesson 2: Inflection <i>-ing</i>	15
Lesson 3: <i>Er</i> Syllables	17
Closed Short-Vowel Syllables	20
Lesson 4: Short-<i>A</i> Patterns	20
Lesson 5: More Short-<i>A</i> Patterns	22
Lesson 6: Short-<i>I</i> Patterns	22
Lesson 7: More Short-<i>I</i> Patterns	24
Strategy Lesson 7a: Using Phonetic Respellings	24
Lesson 8: Short-<i>E</i> Patterns	28
Lesson 9: More Short-<i>E</i> Patterns	29
Lesson 10: Reduced-<i>E</i> Patterns	30
Strategy Lesson 10 A: Developing Strategies: Adjusting Pronunciation	33
Lesson 11 Short-<i>O</i> Patterns	33
Lesson 12 More Short-<i>O</i> Patterns	35
Lesson 13: Short-<i>U</i> Patterns	35
Lesson 14 More Short-<i>U</i> Patterns	37
Open Syllables	38
Lesson 15: Long-<i>A</i> Patterns	38
Lesson 16: More Long-<i>A</i> Patterns	40
Strategy Lesson 16a: Spot and Dot	40
Lesson 17: Long-<i>E</i> Patterns	42
Lesson 18: More Long-<i>E</i> Patterns	43
Strategy Lesson 18a: Trying Another Sound (Alternate Pronunciation)	44
Lesson 19: Long-<i>I</i> Patterns	47
Lesson 20: More Long-<i>I</i> Patterns	48
Lesson 21: Long-<i>O</i> Patterns	49
Lesson 22: More Long-<i>O</i> Patterns	50

Lesson 23: Long- <i>U</i> Patterns	52
Strategy Lesson 23a: Determining Whether A Syllable Is Open Or Closed	53
Lesson 24: Adjacent Vowel Patterns	57
R-Vowel Syllables	59
Lesson 25: <i>Ar</i> Patterns	59
Lesson 26: <i>Air</i> Patterns	61
Lesson 27: <i>Er</i> Patterns	62
Lesson 28: More <i>Er</i> Patterns	64
Lesson 29: <i>Or</i> Patterns	65
Lesson 30: More <i>Or</i> Patterns	66
Lesson 31: <i>Eer</i> and <i>Ire</i> Patterns	67
Other-Vowel Patterns	69
Lesson 32: Long-<i>OO</i> Patterns	69
Lesson 33: More Long-<i>OO</i> Patterns	70
Lesson 34: Short-<i>oo</i> Patterns	71
Lesson 35: More Short-<i>oo</i> Patterns	73
Lesson 36: <i>Aw</i> Patterns	73
Lesson 37: More <i>Aw</i> Patterns	75
Lesson 38: <i>Ow</i> Patterns	76
Lesson 39: More <i>Ow</i> Patterns	77
Lesson 40: <i>Oy</i> Patterns	77
Lesson 41: Schwa-<i>A</i> Patterns	79
Lesson 42: More Schwa-<i>A</i> Patterns	81
Lesson 43: <i>Ture</i> and <i>Sure</i> Patterns	81
Lesson 44: More <i>Ture</i> and <i>Sure</i> Patterns	83
Lesson 45: <i>Tion</i> Patterns	83
Lesson 46: More <i>Tion</i> Patterns	85
Lesson 47: <i>Sion</i> Patterns	85
Lesson 48: More <i>Sion</i> Patterns	87
Lesson 49: <i>Ci=/Sh/</i> and <i>Ti=/Sh/</i> Patterns	87
Lesson 50: More <i>Ci=/Sh/</i> and <i>Ti=/Sh/</i> Patterns	89
Appendix A: Syllable Surveys	91
Group Graduated Syllable Survey	92
Individual Graduated Syllable Survey	99
References	102
Answer Key	103

THE IMPORTANCE OF INSTRUCTION IN MULTISYLLABIC WORDS

Accelerating Foundational Literacy: Reading Multisyllabic Words is a research-based, student-tested program designed to build students' ability to read multisyllabic words of increasing complexity. Although created for students who are struggling with multisyllabic words, it can be used with achieving readers. As they progress through the grades, most students eventually learn phonics and become adept at deciphering single-syllable words. However, a significant number of students have difficulty applying their knowledge of phonics to multisyllabic words. Alicia is a fairly typical example of a student who has this deficiency. She is able to read *am* and *too* and *cap* and *her* but stumbles over *bamboo* and *chapter*, which incorporate the sounds of these words. Alicia's syllabication skills, which are sometimes known as *structural analysis*, are weak. Unfortunately, Alicia has plenty of company. Difficulty decoding polysyllabic words is a stumbling block for many youngsters. As Hiebert and Bravo (2014) comment, "We are confident that the single most lacking area at the present time in beginning reading instruction in the U.S. is the failure to guide students in strategies for dealing with the many multisyllabic words in their texts" (p. 14). In their classic study of struggling readers in grades two and four in which errors were recorded and corrected, O'Connor, Swanson, and Geraghty (2010) found that "By far, the preponderance of errors was on multisyllabic words." More recently, the Literacy Research Panel of the International Literacy Association (2019) concluded that most literacy curricula present multisyllabic words too late.

However, *Accelerating Literacy: Reading Multisyllabic Words* isn't just designed to teach syllabic analysis. The primary purpose of *Accelerating Literacy: Reading Multisyllabic Words* is to improve the performance of below-level readers as quickly and efficiently as possible so that they are reading on or close to grade level. *Accelerating Literacy: Reading Multisyllabic Words* is based on the concept of deliberate practice in which students are presented with activities on their instructional level and receive feedback. As students improve, the level of the material increases so they are constantly moving upward. The exercises and articles in *Accelerating Literacy: Reading Multisyllabic Words* begin on a beginning second-grade level and gradually grow in difficulty until they reach a solid fourth-grade level. Each lesson is designed to increase students' reading ability by adding to their basic decoding and syllabic analysis skill, recognition of new words and patterns, and building fluency, vocabulary, and background

knowledge. By completing the 50 lessons, they are taking 50 small but cumulative steps on the path to grade-level literacy. Literacy programs incorporating deliberate practice have obtained impressive gains (Hanlon, 2013; Brown, 2015). In using this program in hands-on fashion, I have witnessed significant gains. Progress seems to be greatest when students are familiar with approximately 98% of the words.

Boosting students to grade level changes the literacy trajectory of struggling readers. Once on grade level or close to it, they can engage in classroom reading activities in English language arts and subject matter classes. This further develops their literacy ability so that they become capable students in all subjects requiring reading.

A secondary purpose is to prepare students for state tests. Recently, using the ATOS readability formula, I analyzed the readability levels of released items, samples, and/or practice tests in grades 3, 5, & 7 from ACT, SBA, PARCC, and some state tests (Gunning, 2018). Except for Smarter Balanced, Michigan's, and Virginia's state assessments, which adapt to the students' performance, most of the passages from the other sources were at or above grade level, especially at grades 3 and 5. However, according to the latest results of the National Assessment of Educational Progress, some 34 percent of fourth graders are reading below the basic level (National Center for Educational Statistics, 2019). With a large percentage of students reading significantly below grade level, it is apparent that in many instances, required state tests will be far too difficult for a significant number of students in the elementary grades. Typical test prep activities and programs focus on developing students' ability to answer questions. However, what the below-level readers really need is the ability to read grade-level text. Otherwise, their understanding of the text will be so limited that they will be unable to answer the questions. In fact, they may not even be able to read the questions.

MAJOR MULTISYLLABIC PATTERNS

Accelerating Literacy Booster: Reading Multisyllabic Words introduces a series of high-frequency polysyllabic patterns and strategies that students can use to decode polysyllabic words. Patterns were chosen on the basis of frequency of occurrence and ease of learning. The program starts with two-syllable patterns, but adds three-, four-, and five-syllable words and patterns. Major patterns include compound words, inflectional endings (*ing*, *er*), short-vowel patterns, long-vowel patterns, *r*-vowel patterns, other-vowel patterns, and advanced patterns, such as *-tion* (*ac-tion*, *na-tion*) and *-ture* (*future*, *nature*), that only occur in multisyllabic words. Listed in Table 1.1 in approximate order

of difficulty are the major syllable patterns.

Decoding multisyllabic words should be introduced when the materials students typically read contain words of more than one syllable. Words such as *seven*, *happen*, *given*, *under*, *over*, *mitten*, and *mother* appear in beginning reading materials. (See Table 1.2 for a listing of 200 high-frequency multisyllabic words).

Table 1.1
Major Multisyllabic Patterns

Compound Words	Consisting of real words, syllables in compound words are easy to detect.	sundown, someone
Inflectional <i>ing</i>	Frequently occurring at even the easiest levels, <i>ing</i> syllables are easy to detect and learn. Inflectional <i>ing</i> does pose a spelling difficulty. Students need to learn when to double the final consonant (<i>running</i>) and when to drop final <i>e</i> when adding <i>ing</i> .	digging, singing
<i>Er</i> Syllables	Frequently occurring, <i>er</i> syllables are presented early. The syllable functions as both an inflectional marker (<i>faster</i>) and a derivational marker (<i>farmer</i>). It is also is a component of many words (<i>sister</i>). Emphasis is on decoding <i>er</i> rather than on its grammar or spelling.	bigger, better, batter, shopper, matter, brother
Closed Short-Vowel Syllables	Having the highest frequency of all the syllables, short-vowel syllables are said to be closed because they end in one or more consonants: <i>catnap, backpack</i> .	napkin, picnic, address, hopping, summer
Open Long-Vowel Syllables	Long-vowel syllables have	paper, prefix, tiger,

	several major spellings: open, final <i>e</i> marker, and digraph. Open long-vowel syllables end with a vowel as in <i>o-pen</i> .	solo, music
Final-e Long-Vowel Syllables	Final-e marker syllables might be masked by an added inflectional ending: <i>inviting, locating</i> .	mistake, invite, locate, confuse
Vowel Digraphs	A number of digraphs are used to spell long vowels (payday). Digraphs are two or more letters that are used to spell a single speech sound.	Long <i>a</i> - obtain, delay, neighbor Long <i>e</i> - freedom, teacher, neither, cookie Long <i>i</i> - brighten, Long <i>o</i> - toaster, elbow Long <i>u</i> - rescue, newer
Adjacent Vowel	In a relatively small number of words, adjacent vowels are not digraphs but have separate sounds. Often one or both of the vowels are long: diet, Ohio	quiet, ruin, poet, idea
R Vowels	<i>R</i> vowels are a combination of the sound of <i>r</i> combined with that of another vowel. For example, in the word <i>fire</i> the sound of long <i>i</i> is combined with the sound of <i>r</i> .	/air/- prairie, aware, canary, wherefore /ar/- article, heartbeat, forest /er/- person, early, dollar, circle, worthy, courage, furnish /eer/- appear, pioneer, severe,

		frontier <i>/ire/- require</i> <i>/or/- orbit, reward,</i> detour, surely
Other Vowels	Other vowels include long <i>OO</i> (sooner), short <i>oo</i> (cookie), <i>AW</i> (awesome), <i>ow</i> (downtown), and <i>oy</i> (joyful).	Long <i>OO-</i> loosen, improve, routine, canoe Short <i>oo-</i> wooden, cupful, couldn't, <i>/aw/-awkward,</i> audio, also, costly <i>/ow/ tower,</i> county, /oy/royal, noisy
Initial Schwa- <i>a</i> Pattern	Schwa <i>a</i> appears as the initial syllable in a significant number of words.	again, alike, ahead, across, about astonish
Advanced Patterns	A number of patterns only appear in multisyllabic words.	<i>-ture-capture</i> <i>-sure- treasure</i> <i>-tion-action</i> <i>-sion= /shun/</i> possession <i>-sion = /zhun/</i> conclusion <i>-cial -special</i> <i>-cient -ancient</i> <i>-cious-precious</i> <i>-tious -cautious</i>

Table 1.2: High-Frequency Multisyllabic Words

able	center	given	onward	several
above	certain	government	open	simple
across	changes	happened	other	single
action	chapter	happy	outside	slowly
after	children	heavy	paper	social
against	common	himself	parents	someone
almost	company	history	party	something
along	control	however	people	sometimes
already	couldn't	human	percent	special
although	countries	hundred	perhaps	started
always	country	idea	period	story
America	decided	important	person	student
among	develop	information	picture	study
amount	didn't	inside	places	subject
animal	different	instead	population	suddenly
another	difficult	language	position	summer
answer	during	later	possible	surface
anything	early	letter	power	system
area	easily	level	present	taken
around	either	longer	president	teacher
away	energy	major	probably	themselves
beautiful	England	material	problem	therefore
became	English	matter	process	thousand
because	enough	maybe	produce	tiny
become	especially	member	product	together
before	Europe	middle	provide	understand
began	even	modern	public	united
begin	every	moment	question	upon
behind	everyone	money	quickly	usually
believe	everything	morning	rather	various
below	example	mother	ready	water
better	except	national	really	whatever
between	family	natural	reason	window
body	father	nature	remember	winter
building	figure	necessary	result	within
business	finally	nothing	river	without
cannot	follow	number	scientist	woman
carefully	follow	ocean	second	women
carry	general	office	sentence	written

KEY STRATEGIES FOR READING MULTISYLLABIC WORDS

The ultimate purpose of instruction in syllabic analysis is to develop students' ability to decode words that are unfamiliar in print. Along with presenting patterns of multisyllabic words, the program also develops students' ability to use strategies to decode multisyllabic words. Key strategies developed include the following:

- **Spot and Dot** Marking vowels is a technique for identifying separate syllables.
- **Adjusting Pronunciation (Saying the Real Word)** When syllables are unaccented it is often necessary to change the pronunciation of the syllable.
- **Determining Whether Syllables Are Open or Closed** Syllables that are open (end with a vowel) generally have a long-vowel sound. Those that are closed (end with a consonant) generally have a short-vowel sound. Meaning can be used along with structure to determine whether a syllable is open or closed.
- **Trying Another Sound** When the usual sound represented by the spelling doesn't work out, readers try another sound.
- **Phonetic Respellings** Phonetic respellings can be used to read technical terms and other difficult words and words that have unusual spellings.

PLACING STUDENTS

A major factor in the effectiveness of the program is instructing students at the appropriate level. Two placement measures are available: the Group Graduated Syllable Survey and the Individual Graduated Syllable Survey. The Group Graduated Syllable Survey consists of 50 modified cloze (fill-in-the-blank) sentences in which students choose from three multisyllabic words the one that best completes the sentence. The Group Graduated Survey begins with the easiest syllable pattern-- those composed of compound words and short-vowel syllables-- and presents increasing difficult syllable patterns. The Survey ends with complex items containing four or five syllables. A copy of the Group Survey can be found in Appendix A.

The Individual Graduated Syllable Survey consists of 50 multisyllabic words that gradually increase in difficulty. Being an individual test, the Individual Graduated Syllable Survey provides a more precise measurement of students' ability to read multisyllabic words. Students who do poorly on the Group Graduated Syllable Survey might be administered the Individual Graduated Syllable Survey. A copy of the Individual Survey can be found in Appendix B.

Based on the assessment results and knowledge that you have of the students' ability to read multisyllabic words, place students in the program. To profit from the program, students should have a fair grasp of most single-syllable patterns and basic high-frequency words. Students need not know all the single-syllable patterns or know them perfectly. The program reviews single-syllable patterns by relating them to multisyllabic patterns. However, students should be reading on at least an end-of-first or beginning-second grade level. Students should be given credit for the skills they have acquired. Do not automatically begin instruction with the first lesson, which is compound words. Begin at the level where students first experienced difficulty. For instance, if students did well with short-vowel patterns (items 1-5 on the Surveys) but poorly on long-vowel patterns (items 6-10 on the Surveys), begin instruction with long-vowel patterns, which start at Lesson 15. Because English spelling is complex, it is important to also use observation and work samples to obtain additional assessment information and to verify Survey results.

MONITORING PROGRESS

The Individual Graduated Syllable Survey can be used to monitor progress. Because the Survey is halted when students make five errors, they are not seeing the same words each time they take the test. Rather, if they are making progress, they should be meeting new words each time. It is estimated that they should be learning to read five new test words each month.

Another way of monitoring progress is to note how well students do on the exercises in the program and in other literacy activities. It is especially helpful to see how students are applying skills and strategies that they have taught so that corrective instruction and practice can be supplied if needed.

TEACHING SYLLABIC ANALYSIS

Traditionally, students are taught to decode multisyllabic words by applying generalizations. For instance, students are taught that if a syllable ends in a vowel, that vowel is usually long (*so-lo*). If the syllable ends in a consonant, it is often short (*ro-bot*). Although syllabic generalizations are useful, a more effective way of teaching syllabication is to present patterns along with key syllabic generalizations. Presenting patterns enables students to detect and pronounce separate syllables. For instance, in this program, along with presenting the open syllable (*spider*) generalization, a group of long-

i multisyllabic words that fit the pattern are introduced. Whenever possible, a one-syllable known word is presented as a contrasting element so that students can relate the polysyllabic pattern to a known single-syllable pattern. This helps them to more readily identify the familiar elements in each multisyllabic word as in the following:

tie

tiger

spider

diner

miser

tripod

Reading *tie* should help students read *tiger*, which should help them read *spider*, which should help them read *diner*, *miser*, and *tripod*. The ultimate aim is to teach students to recognize the long-*i* pattern in multisyllabic words so that when they encounter a new word, such as *pilot*, they see the *pi* as a unit and automatically pronounce it as "pie" and then combine that with the syllable *lot* to read the word. A key barrier to reading multisyllabic words is noting pronounceable patterns in multisyllabic words.

Importance of Context and Meaning

Integrating meaning and context into syllabic analysis is absolutely essential. For one thing, unaccented syllables often change their pronunciation. In the word *pilot*, for instance, the short *o* in *lot* becomes a short *i* or schwa sound. Reading the word as "pie-lot," the student needs to adjust the pronunciation to provide a meaningful word: "pie-lit." In addition, many syllable elements have more than one pronunciation. The vowel digraph *oo* represents both a long (*foolish*) and short sound (*football*). Reading *wooden* with a long double-*o* sound as "wOO-den," the student needs to recognize that this not a real word and so try a short sound. A third difficulty is recognizing where syllables begin and end. Reading *beneath* as /ben-eeth/, the reader needs to see that this is not a real word and so change how the word is divided into syllables.

Although the focus of this program is on syllabic analysis, stress meaning. As they are applying syllabic analysis skills, students should also be using context. Context will provide invaluable feedback. If the word they constructed is not a real word and or does not fit the context of the sentence, this tells the student to try again. For instance, Edward read the word *astonish* as /az-TOH-nish/ instead of /az-TAH-nish/. Realizing that

it wasn't a real word, he adjusted the pronunciation. On other occasions the word he constructed was a real word, but didn't fit the context and so that alerted him to reanalyze the word. Provide students with extensive opportunities to read varied materials on their level so that have adequate practice in applying and extending skills.

Most of the words introduced in the exercises and selections will be in students' listening vocabularies. However, there will be some words whose meanings are unknown to students. Discuss the meanings of any words that are new to students. As they are developing syllabic analysis skills, students should also be building their vocabularies.

Content of Syllabic Patterns Lessons

Based on research, experience with struggling readers, and tryouts, each syllabic pattern lesson contains the following elements:

Introducing (Target) Pattern--an introduction to be conducted by the teacher or tutor

Reading Patterns--practice in using known single-syllable words and/or easy multisyllabic sample words to read syllable patterns

Reading by Syllables-- reading isolated syllables and combining those to read multisyllabic words

Reading Whole Words by Syllables-- putting words into syllables and reading them by combining the syllables

Putting Syllables in the Right Order-- forming words by combining randomly arranged syllables in the right order

Selecting the Correct Word-- selecting from two multisyllabic words the one that correctly completes a sentence

Reading Articles-- reading a brief article that contains multiple examples of the target pattern and also previously taught patterns

All the article exercises and most of the sentence exercises contain informational text so that students' background knowledge is being developed along with their ability to read multisyllabic words. In the Selecting the Correct Word sentence exercise, *Accelerating Literacy* presents a series of related sentences on a single topic of interest, such as the blobfish or erroneous animal names. As they read interesting, connected content, students tend to work a little harder and more willingly.

Student lessons are located in the *Student Activities: Practice and Application* text, which accompany this text. The *Student Activities* text consists of activities that students complete and are in copy master format so that they may be copied or presented on

overhead, document camera, or other device. Insofar as possible, the practice/application activities are self-explanatory and lend themselves to being completed independently. Prompts and careful sequencing guide students through the activities. This text, the *Teaching Guide*, provides suggestions for teaching the patterns and additional reinforcement activities. An answer key can be found at the end of this guide. At your discretion, students might check their answers and keep a record of their progress.

Strategy Lessons

As noted earlier, along with presenting patterns of multisyllabic words, the program also develops students' ability to use strategies to decode multisyllabic words. Strategy Lessons are found in this *Teaching Guide* and contain the following elements:

Background The strategy is described and its role in syllabic analysis is explained.

Introduction Suggestions for introducing the strategy are provided. These generally included ideas for modeling and explaining the strategy.

Guided Practice Exercises for practicing the strategy with teacher help are presented.

Application Ideas for applying the strategy are provided.

Adapting Lessons

Suggestions provided in the Teaching Guide are based on research and extensive hands-on experience. However, the suggestions need to be adapted to meet the specific strengths and weaknesses of the students that you are working with. Your students may have unexpected difficulty with some elements. Perhaps, weaknesses in single-syllable words have become evident. For instance, students may have difficulty with single-syllable *aw* patterns as in *law* and *crawl*. If such is the case, teach the missing skill and relate it to multisyllabic words such as *awful* and *awesome*. Students might need more practice or instruction than has been provided. A particular skill may pose significant difficulty. For instance, a student may struggle to discriminate between open and closed syllables. If so, re-teach skills as necessary. Adjust rate of instruction. Some students might need more time and more explanation and practice than others. Also consider trying other approaches. For instance, one student experiencing difficulty with open and closed syllables was helped by singing and discussing the traditional song, "Git Along Little Dogies," as explained in Lesson 22.

Be prepared to make moment-by-moment adjustments within the lesson. For instance, if you notice that students are finding an exercise frustratingly difficult, do the

exercise with them. If a selection proves to be too difficult go over the difficult parts and /or read the selection with them.

One suggestion is to provide a preview or pretest when presenting a new pattern or skill. Invite students to read the words in a pattern that you are presenting. You may find that students know some of the words. In your presentation, focus on the unknown or partially known items. That way you won't be wasting valuable instructional time. Of course, if they know all the words or all but one or two, move on to the next pattern. After each lesson, make note of any areas that posed problems and need added instruction and practice. Schedule these for review. If there are a number of such areas, the exercises might be too difficult and you may need to back down to an easier level.

How Words Are Divided into Syllables

Another adaptation that needs to be made is the manner in which words are divided into syllables. Syllabifying words is not an exact science. Major dictionaries disagree on how words should be syllabified. In addition, there is the issue of orthographic versus phonetic syllabification. Orthographic syllabification refers to syllabifying words for end-of-line division. Phonetic syllabification refers to syllabifying words according to the word's sounds. For instance, *avenue* is syllabified orthographically as *av/en/ue* but phonetically as *a/ven/ue*. In this text, a phonetic rather than an orthographic syllabification was used in most instances. In addition, some words have more than one pronunciation. *Avenue* can be pronounced /AH-ven-ew/ or /Ah-ven-yew/. The main purpose of developing students' ability to divide words into syllables is to provide them with a tool for decoding multisyllabic words. Exact division of syllables is not required. Students only need to be able to divide a word in such a way that they are able to construct an adequate pronunciation. Make adaptations in the syllabification based on your professional judgment.

TEACHING GUIDE

LESSON 1: COMPOUND WORDS

Introducing Compound Words

Chances are as part of their phonological awareness program, students have learned about syllables. To review that concept or introduce it, if they haven't learned it, start off with compound words, since it's easiest to detect syllables in compound words.

To introduce compounds, write the word *cat* on the board. Ask what you might add to the word *cat*, to make it a creature that lives in the water. Add *fish* to *cat* and discuss how you put two words together to make a new word: *catfish*. Explain to students that the parts of the word *cat* and *fish* are known as syllables. First have students read the word in parts. Explain to students that when you run your hand under a syllable or underline it, they should just read the syllable. As you run your hand under a word, they should read the whole word. Demonstrate by pointing to *cat* and having them read *cat*. As you run your hand under or underline *fish* they read *fish*. Run your hand under *catfish* and have them read *catfish* without any pauses between the syllables (Shefelbine & Newman, 2000). Tell students that they will be reading compound words, which contain two or more syllables. Write *sun* next to *up* and ask what word is formed when *sun* is added to *up*. Then have students read the word in parts and then as a whole: *sun-up-sunup*. Have *someone* and *herself* formed by adding *some* to *one* and *self* to *her*.

Then, with your help, have students read the compound words in the Reading Patterns exercise under *Compound Words* on p. 1 in the *Student Activities: Practice and Application* text. Have students note the single-syllable word at the head of each column and use that as an aid to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word at the head of the column, have students read *sun*. Using *sun* as an aid, have them read the other *-un* words in the column. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element(s). Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to divide the presentation into two or more sessions.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the head words (**sun**) and boldfaced syllables (**sunup**) as aids so they can read the words in the column on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up. Because this is a beginning lesson, focus is on working with short-vowel and high-frequency words.

Practice and Application

Have students complete the Practice and Application exercises listed in the Student Activities section under Compound Words. Provide needed guidance and

feedback. Students might work alone or in pairs to reread the words in the Word Pattern exercise and to complete the practice activities. However, as time allows, check responses and provide needed feedback so students learn patterns and words that they might be having difficulty with and have the opportunity to discuss the sentence and article exercises.

Reading Patterns

Have students reread the compound words that were introduced. To build fluency, have the words read several times. Provide help as needed.

Reading by Syllables

To help students perceive and pronounce syllables, have them read the words in syllables and then put the syllables together to form a word. Students read the first syllable, then the next syllable, and then the whole word. For the word *suntan* they would read *sun*, then *tan*, and finally *suntan* (Shefelbine & Newman, 2000). Vowel pronunciations may change when they occur in the unaccented syllable of a multisyllabic word. Often the vowel has a reduced sound. A vowel that has a long sound in single-syllable word may have a short sound in a multisyllabic word. For instance, *break* has a long-vowel sound as a single syllable but that is reduced to a short-vowel sound in *breakfast*. Emphasize giving the word its natural pronunciation. For *breakfast* that would mean changing /brayk-fast/ to/brek-fast/. To build fluency, have the words read several times. Provide help as needed.

Reading Whole Words by Syllables

In the Reading by Syllables activity, students were provided with the syllables. In the reading Whole Words by Syllables, students must identify and read each syllable and then combine the syllables to form a word. For the word *backpack*, they would read “back-pack-backpack.”

Selecting the Correct Word

To help student discriminate between two similar words, thereby fostering the habit of processing the whole word, students choose from two words the one that fits the sense of the sentence better. To build background and interest, the five sentences relate to the same informational topic. In this first exercise, the sentences are about starfish.

Putting Syllables in the Right Order

Putting scrambled syllables in the right order develops students' ability to focus on and pronounce separate syllables and to combine syllables and also to adjust pronunciations so as to say real words. This exercise only appears in lessons in which words of three or more syllables are presented.

Reading Articles

Reading connected text is the best possible practice for developing the ability to read multisyllabic words. If students incorrectly decode a word, then chances are it won't make sense in the sentence. This alerts students that they need to reanalyze the word, perhaps trying an alternate pronunciation. Reading articles also builds background knowledge and comprehension. At the end of each article, there is a brief five-item cloze activity in which students select the word that fits the sense of the sentence. This provides a check on comprehension and supplies another opportunity for students to process compound words. As time allows, discuss responses and article in general.

Additional Practice and Application

Spelling, riddles, additional reading, student surveys, and other activities are listed in the *Teaching Guide*. Riddles and student surveys contain target multisyllabic words and should be presented in print to students so that they have additional experience reading key patterns. Surveys ask students to express preferences. Suggested spelling words are also presented. Some students, especially those who struggle, may need more practice activities than have been provided in *Accelerating Literacy Booster: Reading Multisyllabic Words*.

Syllable Riddle: What kind of a house is easy to pick up?

A **lighthouse**.

Spelling: sunup, sunset, someone, sometime, something

LESSON 2: INFLECTION –ING

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students. Restrict the Review to 5 to 8

key words. Suggested review words are listed. However, adapt the listing to fit the needs of your students. Since the lessons build on each other, previously taught words and patterns are also included in the current lesson's activities.

Review words: sunfish, someone, anywhere, outside, daybreak

Introducing Inflection –*ing*

The inflectional suffix *-ing* is one of the most frequently occurring syllables in English. Developing students' ability to read this syllable will greatly increase the number of multisyllabic words they can read. Tell students that they will be reading two-syllable words that end in *ing*. Demonstrate and/or pantomime actions in which you add *ing* to a verb. For instance, as you sing, ask students to tell what you are doing. Writing *sing* on the board ask, "Am I sing?" Explaining that you are singing, add *ing* to *sing*. As you add a series of sets of numbers, ask students to tell what you are doing. Ask, "Am I add?" Explain that you are adding numbers, so you add *ing* to *add*. Add *ing* as you pat your arm, sit, and pantomime digging. Explain that you add another consonant to a word that ends in just one consonant when you add *ing* as in *adding*, *patting*, *sitting*, *digging* but not *singing*. Also explain that *ing* forms another syllable. Read the *ing* words on the board: *singing*, *adding*, *patting*, *sitting*, *digging*. Run your hand under or underline each syllable and then read each word as a whole, running your hand under the word as you read it. Then have students read each syllable as you run your hand under or underline it and read the whole word as you run your hand under the whole word.

Then, with your help, have students read the columns of words located under *Inflectional –ing* on p. 3 in the *Student Activities: Practice and Application* section. Explain to students that they are going to use pronounceable words parts and one-syllable words, which are boldfaced, to help them read words that have more than one syllable. This helps students to see known word parts within multisyllabic words. Students note the word part and the single-syllable word at the head of each column and use those as aids to help them read the words in the column. Pointing to a boldfaced syllable, describe what boldface is and explain that boldface is used to highlight similar word parts. Guide students as they read the sections. Pointing to the word part *-ack* at the head of the column, have students read the single-syllable word *pack* and use these two scaffolds to read the other *-ack* words. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students note the

common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time. Because this is a beginning lesson, focus is on working with short-vowel and high-frequency words.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *Inflectional –ing* on p. 5 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Spelling: packing, standing, picking, thinking, willing

LESSON 3: ER SYLLABLES

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: carrying, packing, standing, thinking, winning

Introducing *er* Syllables

The suffix *er* is a frequently occurring one. Developing students' ability to read this syllable will greatly increase the number of multisyllabic words they can read. The pronunciation of the *e* in *er* is influenced by the *r*, so that *e* has a schwa sound as in *helper*.

The syllable *er* can function as an inflectional suffix to indicate comparative (*faster*), as a derivational suffix to mean "one who" so that a *painter* is "one who paints," or simply as a part of a word as in *badger*. In some words, the spelling *ar* is used but is still pronounced as though it were *er*: *beggar*, *cellar*, *collar*, *dollar*, *grammar*, *scholar*.

Emphasis in this lesson is on the ability to detect *er* as a syllable rather than to teach its grammatical function. To demonstrate how words can be built by adding *er*, write the word *farm* on the board, and ask students to tell what they would need to add to the word *farm* to make it mean "one who farms." Ask: "What do you call a person who farms?" Have words such as the following formed in the same way: *batter*, *catcher*, *digger*, *passer*, *trapper*, *robber*, *shopper*, and *winner*. Also have comparatives formed: *thinner*, *thicker*, *bigger*, *smaller*, *faster*. Explain that consonant-vowel-consonant (cvc) words double the final consonant when adding *er* just as they do when adding *ing* as in *batter*, *digger*, *trapper*, *robber*, *shopper*, *winner*. *thinner* and *bigger*

Then, with your help, have students read the columns of words under *Adding -er* on p. 5 in the *Student Activities: Practice and Application* section. Explain to students that they are going to use pronounceable word parts and one-syllable words, which are boldfaced, to help them read words that have more than one syllable. This helps students to see known word parts within multisyllabic words. Explain that boldface is used to highlight similar word parts. Guide students as they read the words in each column. Pointing to the word part *-at* at the head of the column, have students read the single-syllable word *bat* and use these two scaffolds to read the other *-at* words. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the section reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time. Because this is a beginning lesson, focus is on working

with short-vowel and high-frequency words.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *ER Syllables* on p. 5 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Spelling: better, smaller, mother, never, number

Rhyme: If You Ever Meet a Whale

If You Ever Meet a Whale

If you ever, ever, ever,

If you ever, ever, ever,

If you ever, ever, ever, meet a whale,

You must never, never, never,

You must never, never, never,

You must never, never, never touch its tail.

For if you ever, ever, ever,

If you ever, ever, ever

If you ever, ever, ever touch its tail,

For if you ever, ever, ever,

If you ever, ever, ever

If you ever, ever, ever touch its tail,

You will never, never, never,

You will never, never, never,

You will never, never

Meet another whale.

CLOSED SHORT-VOWEL SYLLABLES

The most frequently occurring syllable pattern is the closed syllable. Multisyllabic word composed of short-vowel syllables include: *rabbit*, *bobcat*, *dentist*, *upset*, and *possum*.

Although all the short-vowel patterns are being presented in this unit, focus will be placed on short-*a* patterns, then short-*i* patterns, then short-*o*, short-*e*, and short-*u* patterns. The pattern words for each lesson will include the pattern being emphasized, -- short-*a*--for instance, but will be combined with other short-vowel patterns, such as *-in*, *-it*, and *-us*, as well as some high-frequency patterns, such as the *-er* in *matter* and the *tle* in *cattle*. This keeps the selections at a relatively easy level, but allows the construction of more meaningful and more interesting exercises and also accelerates students' progress.

LESSON 4: SHORT-A PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: matter, panther, flatter, other, never, bigger

Short-*a* Patterns

The short *a* sound is most often spelled with an *a* followed by a consonant: as in *admit* and *cattle*.

Introducing Short-*a* Patterns

Explain to students that they will be reading words that have short-*a* syllables. Write the word *bat* on the board and have students read it. Note that *at* has a short-*a* sound: /a/. Tell students that they will be reading two-syllable and three-syllable words that have at least one short *a*. Write the word *man* next to *bat* on the board without any spaces between the words. Have students read the word *man*. Point out the word's two syllables as you read *batman* and have students read it with you. First, have students read the word in parts. Explain to students that when you run your hand under or underline a syllable, they should just read the syllable. As you run your hand under a word, they

should read the whole word. Demonstrate by pointing to *bat* and having them read *bat*. As you run your hand under or underline *man* they read *man*. Run your hand under *batman* and have them read *batman* without any pauses between the syllables (Shefelbine & Newman, 2000). Write the word *nap* on the board and have students read it. Ask students what you have to add to *nap* to make the word *napkin*. Hold up a napkin. Add *kin* to *nap* and read the word for students as you run your hand under or underline the syllables. Then have students read the word in parts and then as a whole: *nap-kin, napkin*.

Then, with your help, have students read the columns of words under *Short-a Patterns* on p. 7 in the *Student Activities: Practice and Application*. Explain to students that they are going to use pronounceable words parts and one-syllable words, which are boldfaced, to help them read words that have more than one syllable. This helps students to see known word parts within multisyllabic words. Pointing to the first column, have students use the word part *-ab* and the word *cab* to help them read the word *cabin*. Students should read each word in syllables and then as a whole word. Guide students as they read the columns. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *Short-a Patterns* on p. 7 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of

words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 5: MORE SHORT-*A* PATTERNS

Because they cover a large number of words or are especially complex, a number of patterns contain an additional lesson. In the additional lessons, formerly presented words are reviewed and new words and sometimes new patterns are introduced along with new exercises. Explain to students that they will be learning some new short-*a* words and also reviewing some short-*a* words. With your help, have students read the columns of words under *More Short-a Patterns* on p. 9 in the *Student Activities: Practice and Application* section. (Note that the *ac-* pattern is a new one.) Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with

Additional Practice and Application

Syllable riddle: What kind of a net is used to pick up metal?

a **magnet**

Spelling: address, animal, answer, happen, Saturday

LESSON 6: SHORT-*i* PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: rabbit, address, animal, answer, chapter, Saturday

Short-*i* Patterns

The short *i* sound is most often spelled with an *i* followed by a consonant: *picnic*, *victim*, but is also spelled *y* as in *symbol* and *syllable*. In unaccented syllables, long *e* and long *a* may reduce to short *i* as in *before*, *regret*, *cabbage* and *cottage*.

Introducing Short-*i* Patterns

Explain to students that they will be reading words that have short-*i* syllables. Write the word *sis* on the board and have students read it. Note that *it* has a short-*i* sound:/i/. Tell students that they will be reading two-syllable and three-syllable words that have at least one short *i*. Write *ter* next to *sis* and ask what word is formed when *ter* is added to *sis*. Have the word read in syllables and as a whole word. Point out the word's two syllables as you read *sister* and have students read it with you. First, have students read the word in parts. Explain to students that when you run your hand under or underline a syllable, they should read just the syllable. As you run your hand under a word, they should read the whole word. Demonstrate by running your hand under or underlining *sis* and having them read *sis*. As you run your hand under or underline *ter*, they read *ter*. Run your hand under *sister* and have them read *sister* as a whole word, without any breaks (Shefelbine & Newman, 2000). This procedure helps students identify separate syllables and combine them. Following this same procedure, have *within* and *napkin* formed by adding *in* to *with* and *kid* to *nap*.

Then, with your help, have students read the columns of words under *Short-i Patterns* on p. 11 in the *Student Activities: Practice and Application* section.

Explain to students that they are going to use pronounceable words parts and one-syllable words, which are boldfaced, to help them read words that have more than one syllable. This helps students to see known word parts within multisyllabic words. Pointing to the first column, have students use the word part *-it* and the word *bit* to help them read the word *rabbit*. Students should read each word in syllables and then as a whole word. Guide students as they read the columns. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced

syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *Short-i Patterns* on p. 11 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 7: MORE SHORT-I PATTERNS

Explain to students that they will be learning some new short-*i* words and also reviewing some short-*i* words. (All the patterns are new ones.) With your help, have students read the columns of words under *More Short-i Patterns* on p. 13 in the *Student Activities: Practice and Application* section. Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Syllable riddle: What kind of a pill do you sleep on?

a **pillow**

Spelling: visit, finish, insect, winner, inches

STRATEGY LESSON 7A: USING PHONETIC REPELLINGS

Background Information

In many texts, especially those that are informational, technical terms and other

words that might be unfamiliar to readers are phonetically respelled. This is an extremely valuable tool for developing students' ability to read multisyllabic words. It also builds vocabulary. Students have a much better chance of learning and remembering a new word if they say it. Explain phonetic respellings and demonstrate their use. Have students look back at the use of a phonetic respelling in this sentence from the article in the Short-*i* Lesson: "Ants use their antennae (an-TEN-ee) to sniff out food." Phonetic respellings are used throughout this text for words that contain patterns that students have not yet been introduced to, for proper names, and for words that are foreign or so irregular that they are beyond essential decoding skills.

Symbols used in phonetic respellings vary. For instance, dictionaries typically use the long mark (-) to indicate a long vowel: /ā/ as in *say*, /ē/ as in *see*, /ī/ as in *tie*, /ō/ as in *no*, and /ū/ as in *use*. Periodicals and trade books often use a common spelling to indicate a pronunciation: /ay/ for long *a*, /ee/ for long *e*, /eye/ for long *i*, /oh/ for long *o*, and /yoo/ for long *u*. This text uses common spellings. See Table 1.3 for a listing of the phonetic respellings of vowels used in this text. Most consonants use their typical spellings.

Table 1.3
Phonetic Respellings of Vowels

Vowels	
Short	
ah	hat
eh	red
ih	hit
o	mop
uh	hut
Long	
ay	say
ee or ea	see, sea
igh or eye	tie
oh	no
yOO or yew	you

R-Vowels	
ar	far
air	fair
eer	deer
or	north
er	her
Other Vowels	
oo	took
OO	moon
ow	how
oy	boy
aw	paw
Schwa	
uh	alone (Short <i>u</i> and schwa have the same approximate pronunciations.)

Introduction

Introduce and explain phonetic respellings. Emphasize the value of phonetic respellings in learning how to pronounce words. Model how you use phonetic respellings. Display texts that have phonetic respellings. Guide students as they use phonetic respellings to read challenging words as in the following brief passages:

- The arapaima (ar-uh-PEA-muh) is one of the largest freshwater fish in the world. An arapaima can weigh 400 pounds or more and be more than ten feet long. An arapaima can breathe air and can live out of water for 24 hours.
- Lyrebirds (LIGH-er-berdz) are great mimics. They can imitate almost any sound.
- Two-foot long and weighing up to five pounds, the gila (HEE-luh) monster is the largest lizard in the United States. Gila monsters make their home in the desert.
- The long-beak echidna (ih-KID-nuh) uses its long beak to find earthworms. The short-beak echidna uses its sticky tongue to eat ants and termites.
- Ibises (EYE-bus-iz) have long bills. Ibises use their long bills to catch fish.

Guided Practice

To add interest to exercises in which students apply their skills in using phonetic respellings, have them respond to challenging questions such as the following. To make the exercise more interactive, students might attempt to pronounce each challenging word before checking the respelling to see how close they have come. Explain to students that some words may be pronounced in more than one way. For instance, the popular seed food *quinoa* might be pronounced as KEEN-wah or kee-NO-uh. In the following exercise both *capybara* and *aphid* have two pronunciations.

What is the loudest insect?

The cicada (sih-KAY-dah) is the loudest insect of all. If a cicada sang just outside your ear, it would be as loud as a jet engine and would damage your hearing.

What is the biggest rodent?

Capybaras (kap-uh-BEAR-uhz or kap-uh-BAR-uhz) are giant rodents. Capybaras can weigh more than 150 pounds.

If all the animals were lined up in alphabetical order, which animal would be first in line?

The aardvark (ARD-vark) would be first in line. *Aardvark* is a Dutch word that means, “earth pig.” The aardvark is a large mammal with a long snout that eats ants and termites.

Which insect do farmers like?

Ladybugs are a valued insect. Ladybugs mostly eat aphids (AY-fidz or AH-fidz). Aphids are tiny bugs that harm plants. In its lifetime a ladybug might eat 5,000 aphids. Needless to say, farmers like ladybugs.

What is the largest animal migration?

Each year more than a million wildebeests (WIL-duh-beests) migrate more than a thousand miles to find water and grass. Wildebeests are also known as *gnus* (newz).

Application

A number of periodicals and informational books for young people use phonetic respellings. All the books in the National Geographic Kids series provide definitions of challenging words and contain glossaries, but only some of the books provide phonetic

respellings. Other publishers that provide phonetic respellings are Creative Digital, Robbie Readers (Mitchell Lane), Bearport, Child’s World, and ABDO (Big Buddy Book). Blue Door includes phonetic respellings in their end-of-book glossaries.

LESSON 8: SHORT-*E* PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: finish, picnic, instant, winner, insect, magic

Short-*e* Patterns

Short *e* is most often spelled with *e* followed by one or more consonants: *expect*, *address*, but is also spelled *ea* as in *measure* and *feather*.

Introducing Short-*e* Patterns

To introduce short-*e* patterns, write the word *Ed* on the board and have students read it. Note that *Ed* has a short-*e* sound:/e/. Tell students that they will be reading two-syllable and three-syllable words that have at least one short *e*. Write *it* next to *Ed* and ask what word is formed when *it* is added to *ed*. Have *enter* and *tennis* formed by adding *ter* and *nis* to *en* and *ten*. Have students read all the words in syllables and as whole words.

Then, with your help, have students read the columns of words under *Short-e Patterns* on p. 15 in the *Student Activities: Practice and Application* section. Students note the word part and the single-syllable word or easy multisyllabic word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *-en* at the head of the first column, have students read the single-syllable word *cent* and use these two scaffolds to read the other *-en* words. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the section reread until students’ recognition is relatively automatic. Have the other columns read in the same way. Depending on the students’ progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a

column or even all the words in a column, move on to words or columns that pose difficulties. “Reteaching” known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *Short-e Patterns* on p. 15 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 9: MORE SHORT-E PATTERNS

Explain to students that they will be learning some new short-*e* words and also reviewing some short-*e* words. With your help, have students read the columns of words under *More Short-e Patterns* on p. 17 in the *Student Activities: Practice and Application* section. (All the patterns are new ones.) Students note the word part and the single-syllable word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Spelling: depend, example, expect, success, better

Rhyme:

Weather

Whether the weather be fine,
Or whether the weather be not,
Whether the weather be cold,
Or whether the weather be hot,
We'll weather the weather
Whatever the weather
Whether we like it or not.

LESSON 10: REDUCED-*E* PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: center, invent, expect, project, yesterday, instead, weather

Reduced-*e* Patterns

When it is in an unaccented syllable, *e* frequently has a reduced sound. It may sound like short *i* (*begin, booklet*) or schwa (*happen, problem, table*), or it may be a syllabic consonant. A syllabic consonant is one that can form a syllable without a vowel as in *little* (/lit 'l/) or *kitten* (/kit 'n/). The reduced-*e* pattern includes a traditional syllable type: consonant *le* in which a consonant combines with final *le* as in *apple, puzzle, and table*.

Introducing Reduced Short-*e* Patterns

When pronouncing the syllables in a word, students typically give each syllable a stressed pronunciation so that *bitten* might be pronounced as BIT-TEN. Because of the distorted pronunciation, students might fail to recognize the word. Explain to students that sometimes they have to change the pronunciations of certain syllables in multisyllabic words so that the words sound right. Write the word *carpet* on the board. Explain to students that if they stress both syllables, they would be saying *car-pet* and

might not realize that the word is *carpet*. Tell students that the stress in the second syllable is softened so that the *e* in *pet* is given a short-*i* pronunciation and the word is pronounced as /kar-pit/.

Saying the Real Word

The following words have unaccented syllables that have reduced pronunciations. Show how you might say each of the syllables as though both were accented but then change the pronunciation so that you would say *mit-ten* but then realizing that *mit-ten* is not a real word, so you would think to yourself, “What real word does *mit-ten* sound like? Let’s see. I know *mit-ten* sounds like /mit’n/ and *mitten* is a real word.” Guide students as they say the syllables for the rest of the words, combine them into words, and adjust the pronunciation as needed. Then have students read all the words.

mit	ten
bit	ten
writ	ten
kit	ten
kitch	en
lis	ten
hap	pen
prob	lem
be	fore
de	pend

Then, with your help, have students read the columns of words under *Reduced-e Patterns* on p. 19 in the *Student Activities: Practice and Application* section. Students note the word part and the single-syllable word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *be*=/bih/ at the head of the first column, have students read the single-syllable word *come* and use these two scaffolds to read *become* as /bih-KUM/ and read the other words in the column in similar fashion. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the section reread until students’ recognition is relatively automatic. Have the other columns read in the same way. Depending on the students’ progress, you may want

to divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. “Reteaching” known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *Reduced-e Patterns* on p. 19 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Syllable riddle: What kind of a rock is very fast?

a **rocket**

Spelling: before, between, listen, happen, title

Survey: Which would you rather have? Put a check next to the one that you choose.

a bottle of milk

a bottle of soda

Which would you rather have?

six nickels

four dimes

Which would you rather have?

a waffle with just butter

a waffle with butter and jelly

Which would you rather have?

___ a sandwich with pickles

___ a sandwich with no pickles

Which would make a better pet?

___ a beagle

___ a squirrel

STRATEGY LESSON 10 A: DEVELOPING STRATEGIES: ADJUSTING PRONUNCIATION (SAYING THE REAL WORD)

When appearing in unaccented syllables, word parts frequently change their pronunciation. For instance, the vowel in *get*, which is short in a single-syllable word, changes from a short *e* to a short *i* when it appears in *target*. Students in one assessment read *carrot* as though it were composed of the words *car* and *rot*: *car-rot* and stressed the second syllable of *ribbon* so that it sounded like /rib-bahn/. Students need to experiment with the pronunciation until they get a real word. If the word is used in a sentence, context might help.

Model the process of using Adjusting Pronunciation. As feasible, show how you have adjusted pronunciations in words that were challenging to you or which you had never seen. To demonstrate the process further, use the following words. Write the words on the board and read them with words mispronounced as shown in parentheses: *listen* (lis-ten), *puppet* (pup-pet), *cabbage* (cab-ayj)

Have students underline the syllables in the following words and then say the whole word. Remind students to adjust pronunciations so that they “say the real word” (Shefelbine & Newman, 2000).

travel (trav/el)

basket (bas/ket)

absent (ab/sent)

tablet (tab/let)

velvet (vel/vet)

pretzel (pret/zet)

bandage (band/age)

LESSON 11: SHORT-O PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: become, December, tablet, problem, happen, apple, camel

Short-*o* Patterns

The short *o* sound is most often spelled with an *o* followed by a consonant: *object*, *problem*. However, there is a dialect issue. A number of *o*-plus-consonant words are pronounced with a short *o* in some dialects but an /aw/ sound in others: *dog*, *frog*, *dolphin*.

Introducing Short-*o* Patterns

To introduce short-*o* patterns, write the word *bob* on the board and have students read it. Note that *bob* has a short-*o* sound: /o/. Tell students that they will be reading two-syllable and three-syllable words that have at least one short *o*. Write *cat* next to *bob* and ask what the word is now that *cat* has been added to *bob*. Write *top* on the board and have students read it. Then write *ic* next to it. Ask, “What word do I make when I add *ic* to *top*?” Have *gob-goblin*, *com-comma*, and *prom-promise* formed in this same way. Have students read all the words in syllables and as whole words.

Then, with your help, have students read the columns of words under *Short-o Patterns* on p. 21 in the *Student Activities: Practice and Application* section. Students note the word part and the single-syllable word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *-ob* at the head of the first column, have students read the single-syllable word *Bob* and use these two scaffolds to read the other *-ob* words. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the section reread until students’ recognition is relatively automatic. Have the other columns read in the same way. Depending on the students’ progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. “Reteaching” known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall

intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up

Practice and Application

Have students reread the columns of words listed under *Short-o Patterns* on p. 21 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 12: MORE SHORT-O PATTERNS

Explain to students that they will be learning some new short-*o* words and also reviewing some short-*o* words. With your help, have students read the columns of words under *More Short-o Patterns* on p. 23 in the *Student Activities: Practice and Application* section. (Note that the *-ot* pattern is a new one.) Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Syllable riddle: What kind of a doll is worth 100 cents?

a **dollar**

Spelling: bottom, problem, common, comment, promise

LESSON 13: SHORT-U PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: problem, comet, dollar, solid, column, topic

Short-*u* Patterns

Short *u* appears as *u* in closed syllables (*jumble, summer*) and as *o* in *other* and *cover*, and, less frequently, as *ou* in *double* and *cousin*.

Introducing Short-*u* Patterns

To introduce short-*u* patterns, write the word *sun* on the board and have students read it. Note that *sun* has a short-*u* sound:/u/. Tell students that they will be reading two-syllable and three-syllable words that have at least one short *u*. Write *sun* next to *set* and ask what word is formed when *sun* is added to *set*. Have *sunset* and *sundown* formed by adding *set* and *down* to *sun*. Have students read all the words in syllables and as whole words.

Then, with your help, have students read the columns of words under *Short-u Patterns* on p. 25 in the *Student Activities: Practice and Application* section. Have students note the word part and the single-syllable word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *-up* at the head of the first column, have students read the single-syllable word *up* and use these two scaffolds to read *upset* and the other *-up* words. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the section reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Explain to students that they will be learning some new short-*o* words and also reviewing some short-*o* words. With your help, have students read the columns of words under *More Short-u Patterns* on p. 25 in the *Student Activities: Practice and Application* section. Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 14: MORE SHORT-U PATTERNS

Explain to students that they will be learning some new short-*u* patterns and words and also reviewing some short-*u* words. Tell students that short *u* is most often spelled with a *u* as in *sunset*, but can also be spelled with *o* as in *wonder*, *o-e* as in *someone*, and *ou* and *ough* as in *cousin* and *enough*. Writing these words on the board, have students read the words in syllables and as whole words. With your help, have students read the columns of words under *More Short-u Patterns* on p. 25 in the *Student Activities: Practice and Application* section. Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Syllable riddle: What kind of a den can an animal get into fast?

a **sudden**

Spelling: subject, summer, number, other, enough

OPEN SYLLABLES

So far, the vowel patterns presented have been closed. They have all ended with a consonant and so had a short-vowel or reduced-vowel sound. This section is devoted to open syllables. Open syllables end with a vowel and so are generally long: *la-bel*, *me-ter*, *fi-nal*, *ho-tel*, *hu-mor*. Open syllables are often ones in which the vowel is followed by a single consonant or digraph. However, there are many exceptions in which the syllable is closed even though it is followed by a single consonant: *rob-in*, *wag-on*, *van-ish*, *tim-id*. Therefore, students need to be flexible. If a vowel is followed by a single consonant, they should try a long pronunciation first, but if that produces a nonword or a word that doesn't fit the context, they should try a short-vowel pronunciation. Applying this strategy doesn't happen automatically. Readers, especially those who struggle, may need persistent reminders and considerable practice trying alternate pronunciations. To introduce the concept of open and closed syllables, contrast the following word pairs:

baby babble

lady laddie

rabies rabbits

wafer waffle

Read the words with students and help them to see that the first syllable of the words in the first column all end in a vowel and so are open and have a long-*a* pronunciation. Underline the syllables and note that there is just one consonant between the vowel in the first syllable and the vowel in the second syllable. Contrast that with the words in the second column in which the first syllable ends with a consonant so that the syllable is closed and the vowels are short. Again, underline the syllables. Note that there are two or more consonants between the two syllables. Warn students that there are exceptions. Write the word **wagon** on the board and note that the first syllable is closed even though there is just one consonant between the two vowels. Explain to students that they should try the long vowel first and if that doesn't result in a real word, they should try the short vowel pronunciation. For instance, syllabifying *wagon* as *wa-gon*, results in the pronunciation as “way-gun,” which is not a real word. But syllabifying *wagon* as *wag-on*, does result in an accurate pronunciation.

LESSON 15: LONG -A PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: puppet, subject, publish, number, understand, wonderful, someone, enough

Long-*a* Patterns

Long *a* is most frequently spelled with open *a* as in *ta-ble* and *fla-vor*, *ai/ay* digraphs as in *remain* and *display*, or final-*e* marker as in *awake* and *invade*. Less frequent spellings include *ei* and *ey* as in *eighty* and *heyday* and *ange* as in *stranger*.

Introducing Long-*a* Patterns

To introduce long-*a* patterns, write the word *pay* on the board and have students read it. Note that the word *pay* has a long-*a* sound. Tell students that they will be reading two-syllable and three-syllable words that have at least one long *a*. Write the word *paper* under *pay* and contrast the two words. Explain that long *a* is often spelled with a syllable that ends in *a* as in *paper*. Have students say the word in syllables and then as a whole word. Writing additional example words on the board, explain to students that long *a* can also be spelled with *ai* as in *raisin*, *ay* as in *crayon*, *a-e* as in *amaze*, and *ange* as in *danger*. Have students read the words in syllables and as whole words.

Then, after presenting this overview of the main spellings of long *a*, have students read the columns of words under *Long-a Patterns* on p. 29 in the *Student Activities: Practice and Application* section. Have students note the word part and the single-syllable word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *a-* at the head of the first column, have students read the single-syllable word *a* and use these two scaffolds to read *able* and the other long-*a* words. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the section reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *Long-a Patterns* on p. 29 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 16: MORE LONG-A PATTERNS

Explain to students that they will be learning some new long-*a* patterns and words and also reviewing some long-*a* words. Writing the example words on the board, tell students that long *a* is most often spelled *a* as in *paper*, *ai* as in *raisin*, *ay* as in *crayon*, *a-e* as in *amaze*, and *ange* as in *danger* but can also be spelled *igh* as in *eighty*. With your help, have students read the columns of words under *More Long-a Patterns* on p. 31 in the *Student Activities: Practice and Application* section. Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Spelling: able, explain, afraid, mistake, danger

STRATEGY LESSON 16 A: SPOT AND DOT

Spot and Dot is a strategy students can use that when they are having difficulty

seeing patterns in words and identifying separate syllables. The Spot and Dot Strategy is a scaffold that helps students discover where syllables begin and end and whether the syllable is open--ends with a vowel-- or closed-- ends with a consonant (Cheney & Cohen, 1999).

Spot and Dot

1. Spot the vowels.
2. Dot the vowels.
3. Count the letters between the vowels
4. If there are two letters, split them. One goes to the left. The other one goes to the right. This makes a closed syllable so the vowel is usually short. Example: *up-per*
5. If there is one consonant between two vowels, the consonant usually goes to the right. This makes an open syllable so the vowel is usually long. Example: *o-pen*
6. If this doesn't make a word that you know or a real word, try moving the consonant to the left. This will make it a closed syllable so that the vowel is usually short. Example: *rob-in, wag-on* (Cheney & Cohen, 1999).

Note: Letters in a digraph stay together. They are not split. Example: *pan-ther, broth-er*

Teaching Spot and Dot

To introduce Spot and Dot, start with two-syllable words. Then gradually introduce words that have three or more syllables. Spot and Dot is a scaffold. Ultimately, students should be able to break a word into syllables and reconstruct the word mentally, without physically noting syllables.

Model the process of using Spot and Dot. As feasible, show how you have used Spot and Dot with words that were challenging to you or which you had never seen. With the class, use Spot and Dot on words such as the following:

napkin

navy

falcon

gallop

amber

Working alone or in pairs have students Spot and Dot the following words:

raven

attend

baby
babble
magnet
major
mattress
rattlesnake
taken
wander

As students encounter difficult multisyllabic words, prompt them to apply the Spot and Dot strategy: Where are the vowels? Dot the vowels. How many letters are between the vowels? How does the first syllable end? Is it open or closed? How do you say the first syllable? How do you say the second syllable? The third syllable?

LESSON 17: LONG-E Patterns

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: paper, explain, holiday, mistake, amaze, persuade, strange, neighbor

Long-*e* Patterns

Long *e* is most frequently spelled with open *e* as in *se-cret* and *fe-ver*, *ee*, *ea*, *ie*, and *ei* digraphs as in *seedling*, *teacher*, *belief*, and *either* or final *y* or *ey* as in *sunny* and *money*. The digraph *ea* poses a special difficulty because it spells long-*e* as in *feature* but short-*e* as in *feather* and less often long-*a* as in *breakout*. Long *e* is also sometimes spelled with an *i* as in *medium* and *spaghetti*.

Introducing Long-*e* Patterns

To introduce long-*e* patterns, write *fix* on the board and ask students what needs to be added to the word *fix* to make the word *prefix*. After adding *pre* to *fix* and having students read the word in syllables and as a whole word, note that syllables that end in *e* usually have an *e* pronunciation. Writing additional example words on the board, explain to students that long *e* can be spelled with *ee* as in *agree*, *ea* as in *easy*, *ei* as in *neither*, *ie* as

zombie, *y* as in *easy*, and *ey* as in *money*. Have students read the words in syllables and as whole words.

Then, with your help, have students read the columns of words under *Long-e Patterns* on p. 33 in the *Student Activities: Practice and Application* section. Have students note the word part and the single-syllable word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *-e* at the head of the first column, have students read the single-syllable word *me* and use these two scaffolds to read the other *-e* words. Have students read the words in syllables and as whole words. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the section reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Practice and Application

Have students reread the columns of words listed under *Long-e Patterns* on p. 33 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 18: MORE LONG-E PATTERNS

Explain to students that they will be learning some new long-*e* words and also reviewing some long-*e* words. Writing example words on the board, explain to students that long *e* is most often spelled *e* as in *prefix*, *ee* as in *agree*, *ea* as in *easy*, *y* as in *easy*, and *ey* as in *money*, but can also be spelled *ei* as in *neither* and *ie* as *zombie*. Have students read the words in syllables and as whole words. With your help, have students

read the columns of words under *More Long-e Patterns* on p. 35 in the *Student Activities: Practice and Application* section. Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Syllable riddle: What kind of a mind do you need when you forget?

a remind

Spelling: secret, indeed, reason, either, neither, believe

Survey: What was the weather today? Circle *yes* or *no*.

Was it rainy?	yes	no
Was it snowy?	yes	no
Was it sunny?	yes	no
Was it breezy?	yes	no
Was it chilly?	yes	no
Was it frosty?	yes	no
Was it windy?	yes	no

STRATEGY LESSON 18A: TRYING ANOTHER SOUND (ALTERNATE PRONUNCIATION)

Students may provide a pronunciation that is appropriate in some instances but not for a particular word that they are encountering, for example, pronouncing the *ea* in *sweater* with a long-*e* sound instead of a short-*e* sound, saying *sweeter* instead of *sweater*. Digraphs, such as *ea*, *oo*, and *ow*, have more than one pronunciation. Students need to be prepared to try another pronunciation if the first one they try out doesn't work. The digraph *ea* most often has a long-*e* pronunciation, so students should try that one first. If that doesn't work out, they should try the short pronunciation. If necessary, remind them that that *ea* can be pronounced /e/ as in *sweat*. (The digraph *ea* also has a long *a* pronunciation as in *steakhouse*.) Emphasize the importance of meaning. Remind students to try another pronunciation if the word they read is not a real word. This strategy only

works if the target word is in the student's listening vocabulary. Patterns with alternate pronunciations include the following:

ea= long *e* (*bean*), short *e* (*bread*), long *a* (*steak*)

ie= long *i* (*tie*), long *e* (*piece*)

oo= long *OO* (*moon*), short *oo* (*book*)

ow= long *o* (*snow*), *ow* sound (*towel*)

ou= *aw* (*bought*), *ow* sound (*shout*), short *oo* (*could*)

To introduce the concept of Trying Another Sound, write *heal* on the board and have students read it and note that it has a long sound. Write the words *health* and *healthy* under it and explain that when *heal* is changed to *health* or *healthy*, the *ea* makes a short-*e* sound. Contrast *please* and *pleasant* in the same way. Explain to students that when they come across a word that has an *ea* spelling, they should try the long-*e* pronunciation first and that if that doesn't result in a real word that make sense in context, they should try the short-*e* sound. Model how you go about using the strategy. Show how you might misread the following sentence by pronouncing *leather* as *leether*, but then try a short-vowel pronunciation because *leether* is not a real word: The skins of animals are used to make leather belts and shoes. Comment that *leather* is a real word and fits the sense of the sentence.

With your help, have students read the following words. Omit or define any words that they don't know.

weapon

meadow

weaken

heather

beneath

eager

pheasant

meager

weasel

meadow

weaken

sweater

leader

leather

feature
feather
heaven
endear
endeavor
creature

To provide students practice applying the Try Another Sound strategy in context, have students select the correct word in each sentence. Do the first two cooperatively as an example.

1. The sawfish uses its saw as a (weaken, weapon).
2. That bird has a very long tail (feather, feature).
3. It was a sunny, (pheasant, pleasant) day.
4. Cow's hide is used to make (leader, leather).
5. The sheep are in the (meadow, meager).
6. Sheep's wool is used to make warm (sweaters, sweeters).
7. Sharks are frightening (creakers, creatures).
8. The (wealth, weasel) caught a rat.
9. I will (eager, endeavor) to do my best.
10. Their pay was so (meager, meadow) that they did not have enough money for shoes.

Write sentences, such as the ones below on the board. Deliberately misread the boldfaced words and have students correct you.

1. The sheep are in the **meadow** (mee-dow--dow as in *cow*).
2. Polar bears are huge **creatures** (creh-churz).
3. The **beavers** (bev-ers) cut down the tree.
4. A sparrow flew **overhead** (over-heed).
5. The boys and girls were **eager** (eg-ger) to see the new class pet.

Applying the Try Another Sound Strategy

Review the following steps with students for applying the Try Another Sound strategy.

- Sound out the word syllable by syllable and combine the syllables.
- After sounding out the word, ask, "Is this a real word? Does it make sense in the sentence?" If not, try another sound for the syllable that doesn't sound right.
- Again, see if the word sounds right and makes sense in the sentence. If not try another sound.

- If you still cannot sound out the words so that it sounds like a real and makes sense in the sentence, try context, skip it, use a dictionary or glossary, or ask the teacher.

Post the steps and review them periodically. Also prompt the strategy when a need arises.

LESSON 19: LONG-I PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: recent, succeed, freedom, reason, neither, believe, country, money

Long-*i* Patterns

Long *i* is most frequently spelled with open *i* as in *pi-lot* and *si-lent*, final-*e* marker as in *invite* and *beside*, *igh* and *ind* as in *lighting* and *remind*, and *y* as in *hyphen* and *rely*.

Introducing Long-*i* Patterns

To introduce long-*i* patterns, write the word *pie* on the board and have students read it. Note that the word *pie* has a long-*i* sound. Tell students that they will be reading two-syllable and three-syllable words that have at least one long *i*. Write the word *pirate* under *pie* and contrast the two words. Explain that long *i* is often spelled with a syllable that ends in *i* as in *pirate*. Have students say the word in syllables and then as a whole word. Writing additional example words on the board, explain to students that long *i* can also be spelled with *i-e* as in *lifetime*, *igh* as in *highway*, and *y* as in *tying*.

Then, with your help, have students read the columns of words under *Long-i Patterns* on p. 37 in the *Student Activities: Practice and Application* section. Have students note the word part and the single-syllable word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *i-* at the head of the first column, have students read the single-syllable word *tie* and use these two scaffolds to read *tiger* and the other long-*i* words. Have students read the words in syllables and as whole words. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the section reread until students' recognition is relatively

automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *Long-i Patterns* on p. 37 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with

LESSON 20: MORE LONG-I PATTERNS

Explain to students that they will be learning some new long-*i* words and also reviewing some long-*i* words. Writing the example words on the board, tell students that long *i* is spelled *i* as in *pirate*, *i-e* as in *lifetime*, *igh* as in *highway*, and *y* as in *tying*, but can also be spelled *ind* as in *kindness* and *ild* as in *wildcat*. Have students read the example words in syllables and as whole words. With your help, have students read the columns of words under *More Long-i Patterns* on p. 39 in the *Student Activities: Practice and Application* section. Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be

having difficulty with.

Additional Practice and Application

Syllable riddle: What kind of a tie has stripes and growls?

a tiger

Spelling: climax, climate, science, decide, describe

Survey: What do you like? Circle *yes* or *no*.

Do you like kites that fly high in the sky?	yes	no
Do you like French fries with ketchup?	yes	no
Do you like bright lights?	yes	no
Do you like nights?	yes	no
Do you like to buy things?	yes	no

LESSON 21: LONG-O PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: decide, combine, science, brighten, multiply, reminder, wildlife

Long-o Patterns

Long *o* is most frequently spelled with open *o* as in *solo* and *frozen*, final-*e* marker as in *explode* and *suppose*, and *oa*, *ow*, *ol*, *old*, and *ost* as in *toaster*, *below*, *control*, *holder*, and *post*.

Introducing Long-o Patterns

To introduce long-*o* patterns, write the word *so* on the board and have students read it. Note that the word *so* has a long-*o* sound. Tell students that they will be reading two-syllable and three-syllable words that have at least one long *o*. Write the word *soda* under *so* and contrast the two words. Explain that long *o* is often spelled with a syllable that ends in *o* as in *so* and *soda*. As you write additional example words on the board, explain to students that long *o* can also be spelled with *o-e* as in *alone*, *oa* as in *toaster*, and *ow* as in *owner*.

Then, with your help, have students read the columns of words under *Long-o Patterns* on p. 41 in the *Student Activities: Practice and Application* section. Have students note the word part and the single-syllable word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *o-* at the head of the first column, have students read the single-syllable word *so* and use these two scaffolds to read *solo* and the other *-o* words. Have students read the words in syllables and as whole words. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *Long-o Patterns* on p. 41 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 22: MORE LONG-O PATTERNS

Explain to students that they will be learning some new long-*o* patterns and words and also reviewing some long-*o* patterns and words. Writing the example words on

the board, tell students that long *o* can be spelled with *o* as in *soda*, *o-e* as in *alone*, *oa* as in *toaster*, and *ow* as in *owner* but is also spelled *old* as in *colder*, *ol* as in *control*, and *ost* as in *almost*. Have students read the example words in syllables and as whole words. With your help, have students read the columns of words under *More Long-o Patterns* on p. 43 in the *Student Activities: Practice and Application* section. Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Syllable riddle: What kind of ant looks like a deer?

an **antelope**

Spelling: moment, total, suppose, below, almost

Rhyme:

I Don't Suppose

I don't suppose

A lobster knows

The proper way

To blow his nose,

Or else perhaps

Beneath the seas,

They have no need

To sniff and sneeze.

Song: “Git Along, Little Dogie” (“Yipee, Ti, Yi”)

Reinforcing several long-vowel patterns, “Git Along, Little Dogies” is an excellent device for emphasizing the concept of open and closed syllables. There is an inclination to pronounce *dogies* as *doggies* because *doggies* is a familiar word, but *dogies* is not. However, *dogies* are motherless calves in a range herd, which is what the song is about. Familiar with the word *doggies*, most people must make a conscious effort to give *dogies* its long-*o* pronunciation. In fact, in many of the versions on You Tube, *dogies* is mispronounced. In some instances, *dogies* is misspelled as *doggies*. Singing the song is a

fun way to apply the open-closed syllable concept. Lyrics for the song are available on the Internet.

LESSON 23: LONG- *U* PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: frozen, suppose, chosen, railroad, below, tomorrow, golden, roller

Long-*u* Patterns

Long *u* is most frequently spelled with open *u* as in *men-u* and *pu-pil*, final-*e* marker as in *refuse* and *amuse*, *ue* as in *rescue* and *value*, and *ew* as in *fewer* and *skewer*. Long-*u* patterns are sometimes grouped with long double-*OO* patterns (*cartoon*). However, their sounds are different. Compare *moo* and *mew*.

Introducing Long-*u* Patterns

To introduce long-*u* patterns, write the word *use* (verb) on the board and have students read it. Note that the word *use* has a long-*u* sound. Tell students that they will be reading two-syllable and three-syllable words that have at least one long *u*. Write the word *music* under *use* and contrast the two words. Explain that long *u* is often spelled with a syllable that ends in *u* as in *music*. Have students say the word in syllables and then as a whole word. As you write additional example words on the board, explain to students that long *u* can also be spelled with *u-e* as in *useful*, *ue* as in *rescue*, and *ew* as in *fewer*.

Then, with your help, have students read the columns of words under *Long-u Patterns* on p. 45 in the *Student Activities: Practice and Application* section. Have students note the word part and cue word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *u-* at the head of the first column, have students read the cue word *music* and use to help read the other *-u* words. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns

read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *Long-u Patterns* on p. 45 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Riddle: Everyone knows that the ostrich is the biggest bird. But which bird is number two? Can you guess?

The emu is the second tallest bird. It can grow to be over six feet tall and weigh more than one thousand pounds. The emu's name also has two open syllables. Can you say them?

Spelling: humor, usual, useful, value, fewer

STRATEGY LESSON 23A: DETERMINING WHETHER A SYLLABLE IS OPEN OR CLOSED

Pronounce the following word pairs: *diner/dinner; whiny, whinny; tiny, tinny; super, supper*. Chances are you had no difficulty assigning a long vowel sound to *diner, tiny, whiny*, and *super* and a short-vowel sound to *dinner, whinny, tinny*, and *supper*.

Vowels occurring at the end of a word or syllable are often long and those followed by a consonant are often short. A single consonant occurring between two vowels usually goes to the right, which makes the first syllable long (*di-ner*). Conversely, two consonants occurring between two vowels often split, one going to the left and one to right, which makes the first syllable closed (*din-ner*).

Adept readers automatically recognize this pattern in known words and use it to read unfamiliar words. For instance, I live on Cavendish Place. When inquiring about my address, many callers, apparently using their experience with open syllables, refer to it as CAY-ven-dish Place. However, Cavendish is an exception to the generalization. My street is named after Henry Cavendish, a nineteenth century English scientist and mathematician. The closed syllable generalization works well for instances where two consonants occur between two vowels, but not quite as well for the open syllable generalization in which one consonant occurs between two vowels. The consonant goes to the left almost as many times as it goes to the right (See a listing of some exceptions in Table 1.4.). Because of the many exceptions, students are instructed to try a long-vowel pronunciation first and then a short vowel if the long-vowel pronunciation doesn't result in a real word. Or, to explain it another way, students initially move the consonant to the right and if that doesn't result in a word, move the consonant to the left. So for Cavendish, the reader would say, "CAY-ven-dish," note that this isn't a familiar word, and so try *Cavendish*. This assumes that the reader is familiar with the word *Cavendish* as a name. Background knowledge and vocabulary play an essential role in syllabic analysis. Syllabic analysis works best for words that are in the student's listening vocabulary.

To provide practice with the concept of open and closed syllables, have students complete and discuss exercises similar to the following:

Underline the word that fits the sense of the sentence better.

1. Have you ever eaten at a (dinner, diner)?
2. You can eat breakfast, lunch, or (dinner, diner) there.
3. The prize for the (whiner, winner) was dinner at the diner.
4. People who complain are known as (whiners, winners).
5. Dinner at a diner is good for those who eat a lot of food and those who eat a (tiny, tinny) bit of food.

Table 1.4

Closed Syllables that Contain Just One Vowel Between Syllables

a	e	i	o	u
rapid	credit	limit	robin	punish
talent	pedal	timid	copy	study
cabin	menu	river	model	
habit	second	visit	comic	
hazard	level	prison	proper	
dragon	seven	widow	polish	
salad	*rebel (n)	mimic	politics	
planet	devil	linen	topic	
atom	desert	finish	body	
travel	never	silver	tropic	
wagon	present	civic	solid	
vanish	clever	vivid	closet	
valid	metal		volume	
panel	method		comet	
magic			*project (noun)	
radish			product	
			novel	
			modern	

Review the concept of open and closed syllables and exceptions. Have students read the following words. Explain any words that might be unfamiliar. Remind them that some of the words are exceptions. You might use *robot* (open), *robber* (closed), and *robin* (exception) as an example of each.

- rumor
- humor
- babble
- baby
- navy
- supper
- super
- hazard

hazel
hassle
cavy
cabin
edit
clever
final
finish
victim
limit
viper
robber
robin
robot
solid
rubble
comet
ruble

Using the following sentences, demonstrate how context can help determine whether a word has closed or open syllables as in the following sentences. Model how you go about determining whether a syllable has a long or short vowel.

A **cavity** is a bit of decay in a tooth.

The **robin** was searching for worms.

The **baby** was **babbling**.

Have student read sentences containing open- and closed-syllable words.
Encourage the use of context.

1. A **cavy** is a small furry mammal.
2. A **comet** shot across the sky.
3. It was a hot, **humid** day.
4. The **humerus** is known as the “funny bone.”
5. A pit **viper** is poisonous.
6. Crows are **clever** birds.
7. Spider silk has **super** strength.
8. The wall was built of **solid** steel.

9. We laughed at the **humorous** joke.
10. The large rock in the road was a **hazard** to traffic.

Note how well students apply skills and strategies. For instance, after students have been taught exceptions to open and closed syllables, note whether they are able to apply this knowledge when they encounter a word such as *lizard* or *logic*. When a struggling reader I was working with read *logic* as /loh-jik/, but then immediately reread it as /loj-ik/, I could see that instruction in the use of the Determining Whether Syllables Are Open or Closed Strategy had paid off, and, more importantly, that the student was reading for meaning.

LESSON 24: ADJACENT VOWEL PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: human, usual, museum, rescue, fewer, value

Adjacent Vowel Patterns

Although *ie* in *pie* and *tie* is a *digraph*, that is two letters representing one sound--long *i* in this instance, sometimes adjacent vowel letters represent two sounds as when the *i* and *e* in *diet* and *quiet* represent the sounds long *i* and short *i* (Short *e* is reduced to short *i*). Used to digraph spellings, students frequently read *quiet* as *quite*.

Introducing Adjacent Vowel Patterns

Demonstrate to students how a number of letters that appear as pairs as in *lie* and *tie* also appear as individual letter as in *di-et* and *qui-et*. Show that if *t* is added to *die*, the word *diet* is formed. Draw a line under *di* and a line under *et* to show the two separate syllables. Write *quiet* under *diet* and invite students to read the word. Draw a line under *qui* and a line under *et* to highlight the separate syllables. Writing the word *adjacent* on the board, explain to students that these are adjacent vowels, which means that they are vowels that are next to each other. Tell students that they will be reading two-syllable and three-syllable words that have adjacent vowels. As you write additional example words on the board, explain to students that adjacent vowels can contain *i-a* as in *giant*, *i-o* as in *radio*, *i-e* as in *obedient*, *i-u* as in *medium*, *u-i* as in *ruin*, *u-o* as *duo*, *e-o* as in *poem*, *o-a*

as in *koala*, *e-a* as in *idea*, *e-u* as in *museum*, and *u-a* as in *gradual*. Students should read each word in syllables and then as a whole word.

Then, with your help, have students read the columns of words under *Adjacent Vowels* on p. 47 in the *Student Activities: Practice and Application* section. Have students note the word part and cue word at the head of each column and use those as aids to help them read the words in the columns. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *i-e-* at the head of the first column, have students read the cue word *die* and use these cues to help read the other adjacent-vowels words. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *Adjacent Vowels* on p. 47 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Syllable riddle: What animal has trouble telling the truth?

a lion

Spelling: quiet, giant, medium, poem, idea

Rhyme: **As I Was Standing in the Street**

As I was standing in the street

As quiet as could be,

A great big ugly man came up

And tied his horse to me.

R-VOWEL SYLLABLES

Often described as being *r*-controlled, *r* vowels are a combination of the sound of *r* and that of another vowel. For instance, in the word *fire* the sound of long *i* is combined with the sound of *r*. In this program, six *r*-vowels are presented.

/air/- prairie, aware, canary, bear, wherefore

/ar/- article, heartbeat, forest

/er/- person, early, dollar, circle, worthy, courage, furnish

/eer/- appear, pioneer, severe, frontier

/ire/- require

/or/- orbit, reward, detour, surely

R-vowels are subject to dialect variation. Make adjustments to fit your dialect and that of your students.

LESSON 25: AR PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: diet, giant, ruin, poem, koala, idea, museum, gradual

Ar Patterns

Ar is most frequently spelled *ar* as in *article*, *ear* as in *heartbeat*, and *or* as in *forest*. However, /ar/ is subject to considerable dialect variation. And in some areas has an /ah/ pronunciation. In your lessons, make adjustments for dialect variation. Explain to

students what dialects are and that all are equal. Present patterns according to the students. dialect(s).

Introducing Ar Patterns

Write the word *arm* on the board and have students read it. Note that the word *arm* has an /ar/ sound. Tell students that they will be reading two-syllable and three-syllable words that have at least one /ar/ sound. Write the word *army* under *are* and contrast the two words. Explain that /ar/ is often spelled with *ar* as in *army*. Have students say the word in syllables and then as a whole word. As you write additional example words on the board, explain to students that *ar* can also be spelled with *ear* as in *heartbreak* and *or* as in *sorrow*.

Then, with your help, have students read the columns of words under *AR Patterns* on p. 49 in the *Student Activities: Practice and Application* section. Have students note the word part and cue word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *ar-* at the head of the first column, have students read the cue word *art* and use to help read the other *-ar* words. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *AR Patterns* on p. 49 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Syllable riddle: What kind of a den has a lot of vegetables?

a **garden**

Spelling: artist, article, depart, farther, sorrow

LESSON 26: AIR PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: argue, Arctic, Antarctic, remark, heartbeat, forest, sorrow

Air Patterns

/Air/ is most frequently spelled *air* as in *repair*, *ar* as in *parent*, *are* as in *careful*, *ere* as in *therefore*, and *er(r)* as in *very* and *error*.

Introducing Air Patterns

To introduce */air/* patterns, write the word *air* on the board and have students read it. Note that the word *air* has an */air/* sound. Tell students that they will be reading two-syllable and three-syllable words that have at least one */air/* sound. Write the word *airfield* under *air* and contrast the two words. Explain that *air* is often spelled with *air* as in *airfield*. Have students say the word in syllables and then as a whole word. As you write additional example words on the board, explain to students that *air* can also be spelled *ar* as in *parent*, *are* as in *careful*, *ere* as in *therefore*, and *er* as in *very* and *err* as in *error*. Students should read each word in syllables and then as a whole word.

Then, with your help, have students read the columns of words under *AIR Patterns* on p. 51 in the *Student Activities: Practice and Application* section. Have

students note the word part and cue word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *air* at the head of the first column, have students read the cue word *air* and use that to help read the other *air* words. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students complete the Practice and Application exercises listed in the Student Activities section under *Air* Patterns. Provide needed guidance and feedback. Students might work alone or in pairs to reread the words in the Word Pattern exercise and to Reading by Syllables, Reading Whole Words by Syllables, Putting Syllables in the Right Order, Selecting the Correct Word, and Reading Articles activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Spelling: compare, prepare, wherever, very, necessary

LESSON 27: ER PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: repair, questionnaire, compare, imaginary, vocabulary, thereafter, errand

***Er* Patterns**

Er is most frequently spelled *er* as in *hermit*, *ar* as in *dollar*, *ear* as in *earthquake*, *ir* as in *birthday*, *or* as in *worker*, *our* as in *journal*, and *ur* as in *furry*.

Introducing Er Patterns

Write the word *her* on the board and have students read it. Note that the word *her* has an /er/ sound. Tell students that they will be reading two-syllable and three-syllable words that have at least one /er/ sound. Write the word *herself* under *her* and contrast the two words. Explain that /er/ is often spelled with *er* as in *herself*. Have students say the word in syllables and then as a whole word. As you write additional example words on the board for the spellings of /er/, explain to students that /er/ can also be spelled with *ar* as in *dollar*, *ear* as in *earthquake*, and *ur* as in *furry*. Have students say the words in syllables and then as whole words.

Then, with your help, have students read the columns of words under *ER Patterns* on p. 53 in the *Student Activities: Practice and Application* section. Have students note the word part and cue word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *er* at the head of the first column, have students read the cue word *her* and use that to help read the other *er* words. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it

is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *ER Patterns* on p. 53 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 28: MORE ER PATTERNS

Explain to students that they will be learning some new *er* patterns and words and also reviewing some *er* patterns and words. Writing the example words on the board, tell students that /er/ can be spelled *er* as in *herself*, *ar* as in *dollar*, *ear* as in *earthquake* and *ur* as in *furry* but can also be spelled *ir* as in *birthday*, *or* as in *worker*, and *our* as in *journal*. With your help, have students read the columns of words under *ER Patterns* on p. 55 in the *Student Activities: Practice and Application* section. Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Syllable riddle: What kind of key do we eat on Thanksgiving?

a **turkey**

Spelling: person, early, circle, courage, purpose

Rhyme: **A Diller, A Dollar**
A diller, a dollar,
A ten o'clock scholar;
What makes you come so soon?
You used to come at ten o'clock,
And now you come at noon.

LESSON 29: *OR* PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: certain, observe, regular, earlier, similar, courage, purpose

Or Patterns

/Or/ is most frequently spelled *or* as in *orbit*, *ar* as in *reward*, *our* as in *detour*, and *ur* as in *surely*.

Introducing *Or* Patterns

Write the word *or* on the board and have students read it. Note that the word *or* has an /or/ sound. Tell students that they will be reading two-syllable and three-syllable words that have at least one /or/ sound. Write the word *order* under *or* and contrast the two words. Explain that /or/ is often spelled with *or* as in *order*. As you write additional example words on the board, explain to students that /or/ can also be spelled with *ore* as in *explore*, *our* as in *yourself*, *ar* as in *warmer*, *aur* as in *dinosaur*, and *ur* as in *surely*. Have students say the words in syllables and then as whole words.

Then, with your help, have students read the columns of words under *OR Patterns* on p. 57 in the *Student Activities: Practice and Application* section. Have students note the word part and cue word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *or* at the head of the first column, have students read the cue word *or* and use that to help read *orbit* and the other *-or* words. Students should read each word in syllables and then as a whole word.

Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *OR Patterns* on p. 57 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 30: MORE OR PATTERNS

Explain to students that they will be learning some new *or* patterns and words and also reviewing some *or* patterns and words. Writing the example words on the board, tell students that /or/ can be spelled with *or* as in *order*, *ore* as in *explore*, *ar* as in *warmer*, *aur* as in *dinosaur*, and *ur* as in *surely*, but can also be spelled *our* as in *yourself*, *oor* as in *doorway*, and *oar(d)* as in *roaring* and *skateboard*. With your help, have students read the columns of words under *More OR Patterns* on p. 59 in the *Student Activities: Practice and Application* section. Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual

syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Spelling: *important, order, morning, reward, plural*

LESSON 31: EER AND IRE PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: ordinary, reward, plural, explore, observe, regular, similar, courage

Spelling of Eer and Ire Patterns

/Eer/ is most frequently spelled *ear* as in *appear*, *eer* as in *pioneer*, *ere* as in *severe*, *ier* as in *frontier*, and *eir* as in *weirdly*. */Ire/* is most frequently spelled *ire* as in *retire* and, less frequently, as *ier* as in *flier*, *yer* as in *fryer*, *iar* as in *liar*, and *oir* as in *choirgirl*.

Introducing Eer and Ire Patterns

Write the word *ear* on the board and have students read it. Note that the word *ear* has an */eer/* sound. Tell students that they will be reading two-syllable and three-syllable words that have at least one */eer/* sound. Write the word *fearless* under *fear* and contrast the two words. Explain that */eer/* is often spelled with *ear* as in *fearless*. As you write additional example words on the board, explain to students that */eer/* can also be spelled with *eer* as in *cheerful*, *ere* as in *severely*, *ier* as in *fiercely*, and *eir* as in *weirdly*. Have students say the word in syllables and then as a whole word.

Write the word *fire* on the board and have students read it. Note that the word *fire* has an */ire/* sound. Tell students that they will be reading two-syllable and three-syllable words that have at least one */ire/* sound. Write the word *firefly* under *fire* and contrast the two words. Explain that */ire/* is often spelled with *ire* as in *firefly*.

Then, with your help, have students read the columns of words under *EER and IRE Patterns* on p. 61 in the *Student Activities: Practice and Application* section. Have

students note the word part and cue word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *ear* at the head of the first column, have students read the cue words *ear* and *fear* and use them to help read *fearful* and the other *-ear* words. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *EER and IRE Patterns* on p. 61 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Survey: Put a check next to the ones that you admire.

___ umpires

___ surprises

_____ exercise

_____ beehives

_____ sunrises

Spelling: appear, cheerful, sincere, fierce, entire

OTHER-VOWEL PATTERNS

LESSON 32: LONG-OO PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: appearance, volunteer, sincere, severe, frontier, fiercely, admire, entire

Long-oo Patterns

Long *oo* is most frequently spelled with *oo* as in *sooner* and *noodles*, open *u* as in *super* and *tuna*, *o*-final-*e* marker as in *improve* and *remove*, *ue* and *ui* as in *avenue* and *suitcase*, and *ew* in *jewel*.

Introducing Long -oo Patterns

To introduce long-*oo* patterns, write the word *noon* on the board and have students read it. Note that the word *noon* has a long /*OO*/ sound. Tell students that they will be reading two-syllable and three-syllable words that have at least one long /*OO*/ sound. Write the word *moonlight* under *moon* and contrast the two words. Explain that long /*OO*/ is often spelled with *oo* as in *moonlight*. Have students say the word in syllables and then as a whole word. As you write additional example words on the board, explain to students that long *oo* can also be spelled with *ove* as in *remove*, *ou* as in *routine*, *ough* as *throughout*, *o* as in *into*, *oe* as in *canoe*, and *u* as in *tuna*. Have students say the words in syllables and then as whole words.

Then, with your help, have students read the columns of words under *Long-oo Patterns* on p. 63 in the *Student Activities: Practice and Application* section. Have students note the word part and cue word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part -

oon at the head of the first column, have students read the cue word *soon* and use that to help read *sooner* and the other *-oon* words. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to divide the presentation into two or more sessions.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Practice and Application

Have students reread the columns of words listed under *Long-oo Patterns* and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 33: MORE LONG-OO PATTERNS

Explain to students that they will be learning some new long-*oo* patterns and words and also reviewing some long-*oo* patterns and words. Writing the example words on the board, tell students that long *oo* can be spelled with *oo* as *moonlight*, *ove* as in *remove*, *ou* as in *routine*, *ough* as in *throughout*, *o* as in *into*, *oe* as in *canoe*, and *u* as in *tuna* but can also be spelled *u-e* as in *include*, *ue* as in *avenue*, *ui* as in *suitcase*, and *ew* as in *jewel*. With your help, have students read the columns of words under *Long-oo Patterns* on p. 65 in the *Student Activities: Practice and Application* section. Then have

students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Syllable riddle: What kind of car do people laugh at?

a **cartoon**

Spelling: afternoon, improve, student, avenue, spacesuit, jewel

Rhyme: **I Raised a Great Hullabaloo**

I raised a great hullabaloo
When I found a large mouse in my stew,
 Said the waiter, "Don't shout
 And wave it about,
Or the rest will be wanting one, too."

LESSON 34: SHORT-oo PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: raccoon, approve, student, studio, avenue, fruitful, renew

Short-oo Patterns

Short *oo* is most frequently spelled with *oo* as in *wooden* and *cookie*, *ould* in *couldn't* and *shouldn't*, *ul(l)* as in *bulletin* and *cupful*, and *u* as in *sugar* and *bushy*.

Introducing Short -oo Patterns

Write the word *cook* on the board and have students read it. Note that the word *cook* has a short /oo/ sound. Tell students that they will be reading two-syllable and three-syllable words that have at least one short /oo/ sound as in the word *cookie*. Write the word *cookie* under *cook* and contrast the two words. Writing the example words on the board, explain that the /oo/ sound is often spelled *oo* but can also be spelled with *ould* as

in *couldn't* and *-ul* or *-ull* as in *bulletin* and *helpful*. As you write the additional spellings, say them in syllables and as whole words. Have students read all the words in syllables and then as whole words.

Then, with your help, have students read the columns of words under *Short-oo Patterns* on p. 65 in the *Student Activities: Practice and Application* section. Have students note the word part and cue word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *ood* at the head of the first column, have students read the cue word *wood* and use that to help read *wooden* and the other short /oo/ words. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *Short-oo Patterns* on p. 67 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 35: MORE SHORT-OO PATTERNS

Explain to students that they will be learning some new short-*oo* words and also reviewing some short-*oo* words. With your help, have students read the columns of words under *More Short-oo Patterns* on p. 69 in the *Student Activities: Practice and Application* section. Then have students reread the columns of words and complete the practice activities that follow. (Note that the *o* in *woman* is a rare spelling of short *oo*.) Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Syllable riddle: What can be printed with feet?

footprints

Rhyme: Woodchuck
How much wood
Would a woodchuck chuck
If a woodchuck could chuck wood?

Spelling: understood, neighborhood, couldn't, helpful, sugar

LESSON 36: AW PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: goodness, understood, neighborhood, wouldn't, bulletin, sugar

Aw Patterns

The sound /aw/ is most frequently spelled with *aw* as in *awesome*, *au* as in *auto*, and *al* (*l*) as in *also*. The sound /aw/ and short *o* are subject to dialect variation. In some dialects, *cot* and *caught* rhyme so that they both have an /aw/ sound, but in other dialects *cot* has a short-*o* sound. In some dialects *dog* and *log* rhyme, but in others *dog* has an /aw/ sound and *log* has a short-*o* sound. Make adjustments to fit your dialect and that of your students.

Introducing /aw/ Patterns

Write the word *aw* on the board as “Aw, I’m sorry you feel sick” and have students read the word. Note that the word *aw* has an /aw/ sound. Tell students that they will be reading two-syllable and three-syllable words that have at least one /aw/ sound as in the word *awful*. Write the word *awful* under *aw* and contrast the two words. As you write the sample words on the board, explain that /aw/ can also be spelled *au* as in *author*, and *al (l)* as in *also*. Students should read each word in syllables and then as a whole word.

Then, with your help, have students read the columns of words under *AW Patterns* on p. 71 in the *Student Activities: Practice and Application* section. Have students note the word part and cue word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *aw* at the head of the first column, have students read the cue word *aw* and use that to help read *awful* and the other words in the column. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students’ recognition is relatively automatic. Have the other columns read in the same way. Depending on the students’ progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. “Reteaching” known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *AW Patterns* and complete the practice activities that follow. Provide needed guidance and feedback.

Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 37: MORE *AW* PATTERNS

Explain to students that they will be learning some new *aw* patterns and words and also reviewing some *aw* patterns and words. Writing the example words on the board, tell students that /aw/ can be spelled *aw* as in *awful*, *au* as in *author*, and *al (l)* as in *also*, but can also be spelled *alk* as in *walking* and *os* as in *across* and *costly*. (/Aw/ is also spelled *ough* as in *ought* and *bought*, but does not appear in common multisyllabic words.) With your help, have students read the columns of words under *More AW Patterns* on p. 73 in the *Student Activities: Practice and Application* section. Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Syllable riddle: What kind of a wall has whiskers?

a walrus

Survey: Circle *yes* or *no*.

Do you like apple sauce?	yes	no
Do you have a favorite author?	yes	no
Do you ever ride in an auto?	yes	no
Were you born in August?	yes	no
Do you drink out of a straw?	yes	no
Do you wake up before dawn?	yes	no
Can dogs yawn?	yes	no

Spelling: awful, author, August, because, although

LESSON 38: *OW* PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: awesome, awkward, audience, cautious, applaud, daughter, although, walrus

Ow Patterns

The sound /ow/ is most frequently spelled *ow* as in *cowhand* and *ou* as in *outside*.

Introducing /ow/ Patterns

To introduce /ow/ patterns write the word *down* on the board and have students read it. Note that the word *down* has an /ow/ sound. Tell students that they will be reading two-syllable and three-syllable words that have at least one /ow/ sound as in the word *downtown*. Write the word *downtown* under *down* and contrast the two words. As you write example words, say them in syllables and as whole words. Writing the example word *outside* on the board, explain that /ow/ can also be spelled *ou* as in *outside* and *our* as in *ourselves*. Have students read all the word in syllables and then as whole words.

Then, with your help, have students read the columns of words under *OW Patterns* on p. 75 in the *Student Activities: Practice and Application* section. Have students note the word part and cue word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *ow* at the head of the first column, have students read the cue word *cow* and use that to help read *cowboy* and the other words in the column. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it

is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *OW Patterns* and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 39: MORE OW PATTERNS

Explain to students that they will be learning some new *ow* words and also reviewing some *ow* words. With your help, have students read the columns of words under *More OW Patterns* on p. 77 in the *Student Activities: Practice and Application* section. Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Syllable riddle: Which word has a lot of sand?

thousand

Spelling: power, however, about, around, amount

LESSON 40: OY PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: downtown, browser, doubtful, fountain, surround, mountain

Oy Patterns

The /oy/ pattern is most frequently spelled *oi* as in *point* and *poison* and *oy* as in *boyhood* and *enjoy*.

Introducing /oy/ Patterns

To introduce /oy/ patterns, write the word *joy* on the board and have students read it. Note that the word *joy* has an /oy/ sound. Tell students that they will be reading two-syllable and three-syllable words that have at least one /oy/ sound as in the word *joyful*. Write the word *joyful* under *joy* and contrast the two words. As you write example words, say them in syllables and as whole words. Writing the example word *pointing* on the board, explain that /oy/ can also be spelled *oi* as in *pointing*. Have students read each word in syllables and then as a whole word.

Then, with your help, have students read the columns of words under *OY Patterns* on p.79 in the *Student Activities: Practice and Application* section. Have students note the word part and cue word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *oy* at the head of the first column, have students read the cue word *joy* and use that to help read *enjoy* and the other words in the column. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced

syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *OY Patterns* on p. 79 and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Syllable riddle: What kind of a point makes you feel bad?

A disappointment

Spelling: enjoy, destroy, voyage, disappointment, avoid

LESSON 41: Schwa-A Patterns

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: destroy, loyal, voyage, disappointment, moisture, poison, avoid, rejoice

Schwa-A Patterns

Schwa *a*, which is an unaccented sound, is spelled with an initial *a* as in *ahead* and *again*.

A high-frequency pattern, schwa *a* appears in hundreds of words.

Introducing Schwa-a Patterns

To introduce the schwa-*a* pattern, write the word *sleep* on the board and have students read it. Add schwa *a* to *sleep* and have students read it. Explain that the *a* in *asleep* is known as a schwa sound. Have them say *asleep* and notice the sound that *a*

makes in *away*. Tell students that they will be reading two-syllable and three-syllable words that have at least one schwa sound as in the word *asleep*.

Then, with your help, have students read the columns of words under *Schwa a Patterns* on p. 81 in the *Student Activities: Practice and Application* section. Have students note the word part and cue word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. (However, schwa has not been bolded where the initial *a* is followed by two consonants as in *attempt*. Orthographically, *attempt* is syllabicated as *at/tempt* but phonetically in would be *a/tempt*. To avoid confusing students, boldface was not used for words in which schwa *a* was followed by two consonants. Explain to students that each of the words begins with a schwa sound.) Guide students as they read the columns. Pointing to the word part *a* at the head of the first column, have students read it and the word *way* and use them to help read *away* and the other words in the column. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *Schwa a Patterns* and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of

words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 42: MORE SCHWA-A PATTERNS

Explain to students that they will be learning some new schwa-a words and also reviewing some schwa-a words. With your help, have students read the columns of words under *More Schwa a Patterns* on p. 83 in the *Student Activities: Practice and Application* section. Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Spelling: again, another, alone, across, America

- LESSON 43: TURE AND SURE PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: against, attempt, approach, aware, announce, appointment, abbreviate

Ture and Sure Patterns

The *-ture* and *-sure* patterns only appear in multisyllabic words and are spelled *ture* as in *picture* and *future* and *sur (e)* as in *pleasure* and *treasury*.

Introducing *-ture* and *-sure* Patterns

To introduce *-ture* and *-sure* patterns, write the word *mix* on the board and have students read it. Write the word *mixture* under it, reading the word in syllables and then as a whole as you do so. Explain that the *ture* makes a /chur/ sound/. Have students read the word in syllables and as a whole word. Write *treasure* on the board, reading the word in syllables and then as a whole as you do so. Explain that the *sure* makes a /shur/ sound/.

Have students read the word in syllables and as a whole word. Tell students that they will be reading words of more than one syllable that have a /chur/ or /shur/ sound as in *mixture* or *treasure*.

Then, with your help, have students read the columns of words under *-ture* and *-sure Patterns* on p. 85 in the *Student Activities: Practice and Application* section. Have students note the word part and cue word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *ture* at the head of the first column, have students read it and the word *cap* and use them to help read *capture* and the other words in the column. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *-ture* and *-sure Patterns* and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 44: MORE *TURE* AND *SURE* PATTERNS

Explain to students that they will be learning some new *-ture* and *-sure* words and also reviewing some *-ture* and *-sure Pattern* words. With your help, have students read the columns of words under More *-ture* and *-sure Patterns* on p. 87 in the *Student Activities: Practice and Application* section. Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Spelling: picture, nature, creature, future, adventure

LESSON 45: *TION* PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: fracture, signature, creature, moisture, adventure, furniture, temperature, treasure

Tion Patterns

The *-tion* pattern is used to spell /shun/ as in *action* and *station* and, less frequently, /chun/ as in *question* and *digestion*. The *-tion* pattern only appears in multisyllabic words, but is used in the spelling of hundreds of words.

Introducing *-tion* Patterns

To introduce *-tion* patterns, write the word *act* on the board and have students read it. Write the word *action* under it, reading the word in syllables and then as a whole as you do so. Explain that the *tion* makes a /shun/ sound/. Have students read the word in syllables and as a whole word. Write *quest* on the board and have students read it. Write *question* under *quest*, reading the word in syllables and then as a whole as you do so. Explain that the *tion* in *question* makes a /chun/ sound/. Have students read the word in

syllables and as a whole word. Tell students that they will be reading words of more than one syllable words that have a /shun/ or /chun/ sound as in *action* or *question*.

Then, with your help, have students read the columns of words under *-tion Patterns* on p. 89 in the *Student Activities: Practice and Application* section.

Have students note the word part and cue word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *tion* at the head of the first column, have students read it and the word *cap* and use them to help read *caption* and the other words in the column. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *-tion Patterns* and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Introducing *-sion* Patterns

To introduce *-sion* patterns, write the word *miss* on the board and have students read it. Write the word *mission* under it, reading the word in syllables and then as a whole as you do so. Explain that the *sion* makes a /shun/ sound/. Have students read the word in syllables and as a whole word. Write *vision* on the board, reading the word in syllables and then as a whole as you do so. Explain that the *sion* in *vision* make a /zhun/ sound. Have students read the word in syllables and as a whole word. Tell students that they will be reading words of more than one syllable that have a /shun/ or /zhun/ sound as in *mission* or *vision*.

Then, with your help, have students read the columns of words under *-sion Patterns* on p. 93 in the *Student Activities: Practice and Application* section. Have students note the word part and cue word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *sion* at the head of the first column, have students read it and the word *man* and use them to help read *mansion* and the other words in the column. Students should read each word in syllables and then as a whole word. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their own time so as to provide the extra time and practice needed to catch up.

Practice and Application

Have students reread the columns of words listed under *-sion Patterns* and complete the practice activities that follow. Provide needed guidance and feedback.

Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

LESSON 48: MORE *SION* PATTERNS

Explain to students that they will be learning some new *-sion* words and also reviewing some *-sion* words. With your help, have students read the columns of words under *More -sion Patterns* on p. 95 in the *Student Activities: Practice and Application* section. Then have students reread the columns of words and complete the practice activities that follow. Provide needed guidance and feedback. Some students might need you to work along with them, especially when working with individual syllables. Other students might work alone or in pairs to reread the columns of words and to complete the other practice activities. However, as time allows, check responses and provide needed feedback so that students learn patterns and words that they might be having difficulty with.

Additional Practice and Application

Spelling: permission, television, decision, conclusion, confusion

LESSON 49: *CI*=/SH/ AND *TI*=/SH/ PATTERNS

Review

Take a few minutes each session to review previously taught patterns. Focus on patterns and words that were most challenging to students.

Review words: comprehension, decision, permission, revision, conclusion, confusion

***Ti*=/sh/ Patterns**

The letter combinations *ci* and *ti* are used to represent the /sh/ sound and are found in the following patterns *cial* (*facial*), *cient* (*ancient*), *cious* (*delicious*), *tial* (*partial*), *tious* (*fictitious*), *tial* (*partial*), and *tion* (*caution*), which was presented in Lessons 45 and 46. Words containing the *ti* and *ci* spelling of /sh/ (*initial*, *delicious*) are difficult to syllabicate. The words *initial* and *delicious* have phonemic syllabication that

differs from the orthographic version (i-ni-tial, i-NISH-uhl), (de-li-cious, de-LISH-uhs). Stress phonemic rather than orthographic syllabication. For your students the purpose of having them learn how to syllabicate these patterns is so that they will be able to decode them when they meet them in print.

Introducing *Ci=/sh/* and *Ti=/sh/* Patterns

To introduce the *ci=/sh/* and *ti=/sh/* patterns, write the word *face* on the board and have students read it. Write the word *facial* under it, reading the word in syllables and then as a whole as you do so. Explain that the *ci* in *facial* makes a /sh/ sound/ and *cial* makes a /shul/sound. Briefly explain the meaning of *facial*. Explain that *ci=/sh/* also appears in these patterns: *cious* as in *delicious* and *cient* as in *ancient*. Explain that /sh/ is also spelled *ti* as in *cautious*. As you write example words, say them in syllables and as whole words. Students should read each word in syllables and then as a whole word.

Then, with your help, have students read the columns of words under *ci=sh* and *ti=sh* Patterns on p. 97 in the *Student Activities: Practice and Application* section. Have students note the word part and cue word at the head of each column and use those as aids to help them read the words in the column. Explain that boldface is used to highlight similar word parts. Guide students as they read the columns. Pointing to the word part *cious* at the head of the first column, have students read it and the word *space* and use them to help read *spacious* and the other words in the column. Students should read each word in syllables and then as a whole word. Discuss the meanings of any words that might be unknown. Provide assistance and added review with any words or patterns that pose problems. After a column has been read, help students see the common element. Also have the column reread until students' recognition is relatively automatic. Have the other columns read in the same way. Depending on the students' progress, you may want to present fewer elements or divide the presentation into two or more sessions. However, avoid spending time with words that students already know. If students show that they can read some words in a column or even all the words in a column, move on to words or columns that pose difficulties. "Reteaching" known words robs students of the opportunity to make the most of limited instructional time.

Although guiding students through a first reading of the words is recommended, it is also possible for students to use the column word parts and head words and boldfaced syllables as aids so they can read the words on their own or with a partner. The overall intent of this program is to provide activities that students can do independently on their

APPENDIX A
SYLLABLE SURVEYS

GROUP GRADUATED SYLLABLE SURVEY

The Group Graduated Syllable Survey consists of 50 modified cloze (fill-in-the-blank) sentences in which students choose from three multisyllabic words the one that best completes the sentence. The Group Graduated Survey begins with the easiest syllable pattern and presents increasing difficult patterns.

Administering the Survey

Explain the purpose of the Survey to students. Tell students that this is a test to see how well they can read words that have more than one syllable. Explain that information from the test will be used to plan lessons and activities that will help them become better readers. Tell students that the test has a series of sentences and that each sentence has a blank where a word has been left out. Explain that they are to choose from three words the one that best fits in the blank. Tell them that the test will begin with words that have just two syllables, but that the test will increase in difficulty and that it will include words that have four or five syllables. Tell students that they are not expected to be able to fill in the blanks for all the sentences, but that they should do the best they can. Do the sample item. Ask if there any questions. Tell students to begin, but inform them that there is no time limit.

You may want to administer the Survey in sections. If students do poorly on the first section, there would be no need to administer the entire Survey. If time allows, you may want to administer the Individual Survey instead of the Group Survey. That way struggling students will not be subject to attempting to read an excessive number of items that are too difficult.

Interpreting the Group Graduated Syllable Survey

Students who score 5 or less may not have a sufficient grasp of basic single-syllable phonics to work successfully in *Accelerating Literacy Booster: Reading Multisyllabic Words*. Administer the Word Pattern Survey, which is available on the website <Buildingliteracy.org> under the Free Resources tab, to get a better sense of where students are in their literacy development. If students score 46 or above on the Group Graduated Syllable Survey, they are most likely ready for skills that are beyond this program. They would most probably benefit from a program of morphemic analysis in which they would work with prefixes, suffixes, and root words. A score of 6 to 45 indicates a need for instruction in syllabic analysis.

The test items assess key syllabic patterns as follows:

Items 1-5: short-vowel patterns

Items 6-11: long-vowel patterns

Items 12-18: *r*-vowels

Items 19-28: other vowels: /aw/, /oy/, /ow/, short and long /oo/

Items 29-30: schwa-*a* patterns

Items 31-33: *-ture* patterns

Items 34-36: *-tion* patterns

Items 37-39: *-sion* patterns

Items: 40-42: *cial, tial* patterns

Items 43-50: words that have four or more syllables

Place students according to their performance on their Surveys and your observations of their ability to read multisyllabic words. Suggested placements based on Survey scores are provided in Table 1.5. Place conservatively. It's easier to move up than it is to move down. Make adjustments based on students' actual performance. Guessing is a factor in the Group Graduated Syllable Survey. To verify test results, administer the Individual Graduated Syllable Survey or have students read aloud some of their responses from the Group Graduated Syllable Survey.

Table 1.5

Estimated Placement Based on Survey Scores

Score on Individual Survey	Score on Group Survey	Estimated Placement
0-5	0-5	Test basic phonics
6-10	6-10	Lesson 1 short vowels
11-20	11-20	Lesson 10 long vowels
21-30	21-30	Lesson 16 <i>r</i> vowels
31-40	31-40	Lesson 21 other vowels
41-45	41-45	Lesson 26 advanced
46-50	46-50	Morphemic analysis

Students' performance can be highly variable. They may trip over some easy patterns, but read some difficult patterns with ease. In my use of the program, I selected patterns to teach based on assessment data and ongoing observation. However, after introducing a pattern, I invited students to read the pattern words. Sometimes they could read all the pattern words, so instead of spending time with a known element we moved

ahead. At other times, they could read some but not all of the pattern words, so we focused on those that were challenging. What I learned from my students was the need for ongoing assessment, so that the focus was on what needed to be learned. This enabled us to make the best use of instructional time.

Group Graduated Syllable Survey

Name _____ Grade _____ Date _____ Score /50

Underline the word that best fits the sense of the sentence.

Sample: A _____ can hop.

racket rabbit radish

1. Jeb's lunch was in his _____.

backpack backtrack backward

2. The birds began to sing at _____.

sunup sunfish sunburn

3. The _____ ant steals crumbs from the nests of other ants.

robber rubber runner

4. The fish will eat _____.

insists insects instants

5. Did you _____ to what she said?

listen lending little

6. The _____ is spinning a web.

spider spinach spineless

7. Put your name on the top of the _____.

payment paper palace

8. A robot can go places where _____ can't go.

hurdles huddles humans

9. Animals _____ to find food and water.

migrate mistake mislead

10. Rats and mice are _____.

rollers rodents roundish

11. I don't know what you mean. Please _____.

exclaim explain excuse

12. You can make notes in the _____.

margin market marble

13. Make sure you correct all _____.

errors efforts empires

14. Catfish eat bugs that are on the _____ of the water.

Surface surplus surroundings

15. The class took a trip to an apple _____.
order orchard orchestra
16. A _____ looks like it is full of needles.
porpoise porcupine portion
17. The broken bike needs to be _____.
repaired replied repeated
18. You have no choice. You are _____ to finish your homework.
received recorded required
19. We laughed at the funny _____.
cardboard carton cartoon
20. The _____ had only 12 pages.
bonnet booklet bottle
21. That jet is _____ fast.
supper supplier super
22. The batter is using a _____ bat.
wooden woolen woven
23. Who is the _____ of the book that you are reading?
auto author autograph
24. A blue whale is an _____ animal.
autumn awesome awful
25. No one could _____ the long word.
pronounce possess profit
26. Only four snakes in the United States are _____.
pointer poisonous positive
27. A tornado is a _____ storm.
powdery powerful plowing
28. The storm _____ many homes.
developed devoted destroyed
29. Your dentist _____ is at 12 o'clock noon.
agreement achievement appointment
30. We watched the sharks being fed at the _____.
aquarium appearance attendance
31. The pirates buried their _____.
treatment treasure traveler

32. Water freezes when the _____ falls to 32 degrees.
temporary temptation temperature
33. The sheep are in the _____ .
pastime pasture partner
34. *Dr.* is the _____ for the word *doctor*.
appreciation addition abbreviation
35. After winning the contest, the class had a _____ .
circulation celebration consideration
36. If you are not sure how the machine works, read the _____ .
explanation exclamation examination
37. The class had a _____ about the need to help each other.
disappearance disappointment discussion
38. Jason's _____ of the difficult article was good. He understood all the main facts.
composition concentration comprehension
39. Some animals have very good _____. They can see better than humans can.
vision violence vicious
40. The _____ played some songs for us
mumblers musicians museums
41. Spinach is a _____ food.
nutritious numerical northeastern
42. There was a _____ on TV for a new breakfast cereal.
commercial command communication
43. My friend and I had lots to talk about so we had a long _____ .
conservation conversation constellation
44. The storm was _____ so no was prepared for it.
unexplored unexpected uneventful
45. I will ask Ann to help us even though she does not want to _____ .
participate persuade preparation
46. Big Foot is not real. Big Foot is an _____ monster
important imaginary immediate
47. The hat did not cost much. It was _____ .
independent inattention inexpensive.
48. Cars and buses are a popular means of _____
transportation translation transplantation

49. You are late. You must leave for school _____.

imaginary importantly immediately

50. No one knew who the _____ stranger was.

mysterious material manufacturer

INDIVIDUAL GRADUATED SYLLABLE SURVEY

The Individual Graduated Syllable Survey consists of 50 multisyllabic words that gradually increase in difficulty. Key patterns are assessed.

Administering the Survey

Explain the purpose of the Survey to students. Tell students that this is a test to see how well they can read words that have more than one syllable. Explain that information from the test will be used to plan lessons and activities that will help them become better readers. Tell students that the test has 50 words that have at least two syllables. Tell them that the test will begin with words that have just two syllables but that the test will increase in difficulty and that it will include words that have four or five syllables. Tell students that they are not expected to be able to read all the words, but that they should do the best they can.

Give one copy of the Graduated Syllable Survey to the student and keep one copy for marking. Mark each response with a check (✓) for correct or with a check with a tail for incorrect. If possible, write down each incorrect response for later analysis. Start with the first item and continue testing until the student gets five in a row wrong.

Interpreting the Individual Graduated Syllable Survey

Students who score 5 or less may not have a sufficient grasp of basic single-syllable phonics to work successfully in *Accelerating Literacy Booster: Reading Multisyllabic Words*. Administer the Word Pattern Survey, which is available on the website <Buildingliteracy.org> under the *Free Resources* tab to get a better sense of where students are in their literacy development. If students score 46 or above on the Syllable Survey, they are most likely ready for skills that are beyond this program. They would most probably benefit from a program of morphemic analysis in which they would work with prefixes, suffixes, and root words. A score of 6 to 45 indicates a need for instruction in syllabic analysis.

The test words assess key syllabic patterns as follows:

Words 1–10: odd numbers, short vowels; even numbers, long vowels and short vowels.

Words 11–20: odd numbers, long-vowel digraphs and short vowels; even numbers, *r* vowels and short vowels

Words 21–30: other vowels: /aw/, /oy/, /ow/, short and long *oo*

Words 31–32 schwa *a*

Words 33–44: *ture, tion, sion, cial, tial* patterns

Words 45–50: words that have four or more syllables

Place students according to their performance on their Surveys and your observations of their ability to read multisyllabic words. Suggested placements based on Survey scores are provided in Table 1.5. Place conservatively. It's easier to move up than it is to move down. Make adjustments based on students' actual performance.

Individual Graduated Syllable Survey

Name _____ Grade ____ Date _____ Score /50

1. admit _____	26. wooden _____
2. minus _____	27. pronounce _____
3. dentist _____	28. destroy _____
4. vacant _____	29. review _____
5. discuss _____	30. applause _____
6. human _____	31. abandon _____
7. problem _____	32. astonish _____
8. frozen _____	33. permission _____
9. plastic _____	34. initial _____
10. music _____	35. commercial _____
11. remain _____	36. vulture _____
12. barber _____	37. invention _____
13. indeed _____	38. discussion _____
14. former _____	39. special _____
15. increase _____	40. treasure _____
16. further _____	41. famous _____
17. frighten _____	42. enclosure _____
18. charter _____	43. observation _____
19. approach _____	44. partial _____
20. lumber _____	45. courageously _____
21. voyage _____	46. astonishment _____
22. awkward _____	47. disadvantage _____
23. loosen _____	48. astonishment _____
24. avoid _____	49. communicate _____
25. powder _____	50. circumstances _____

References

- Brown, G. (2015, July). *Text complexity: Challenges and choices that meet students' and teachers' needs*. Paper presented at the International Literacy Association Conference, St Louis, MO.
- Hanlon, S. T. (2013). *The relationship between deliberate practice and reading ability* (Unpublished doctoral dissertation). The University of North Carolina at Chapel Hill.
- Hiebert, E.H., & Bravo, M. (2014). *Morphological knowledge and learning to read in English*. Santa Cruz, CA: Text Project. Retrieved from <http://www.textproject.org/assets/library/papers/Hiebert-Bravo-2014-Morphological-knowledge-and-learning-to-read-in-English.pdf>
- International Literacy Association. (2019). *Meeting the challenges of early literacy phonics instruction* [Literacy leadership brief]. Newark, DE: Author.
- National Center for Education Statistics. (2019). *National Assessment of Educational Progress (NAEP), 2019 Reading Assessment*. Retrieved from <https://www.nationsreportcard.gov/highlights/reading/2019/>
- O'Connor, R. E., Swanson, H. L., & Geraghty, C. (2010). Improvement in reading rate under independent and difficult text levels: Influences on word and comprehension skills. *Journal of Educational Psychology*, 102, 1-19.

Answer Key

Lesson 1: Compound Words

back/pack	it/self
can/not	up/set
foot/ball	desk/top
hill/top	door/bell
in/to	him/self

1. Did you know that names can (something, sometimes) fool you?
2. A (starfish, starlight) lives in the sea but is not really a fish.
3. A starfish lives in (saltwater, sailboat).
4. Real fish have (backbones, blackbirds) and fins, but starfish do not.
5. So (maybe, mayfly) we should call starfish “sea stars.”

1. The (mudfish, lumpfish) can live out of water.
2. The (redfish, ratfish) has a long tail.
3. The (drumfish, rabbitfish) has a face like that of a bunny.
4. The (batfish, stingfish) has spines that cut.
5. The (rockfish, swellfish) can puff up by drinking water.

Lesson 2: Inflectional *-ing*

mix/ing	ask/ing
wish/ing	act/ing
yap/ping	ad/ding
dash/ing	fish/ing
hand/ing	swim/ing

attacking picnicking

1. The blobfish is (floating, flying) near the ocean floor.
2. It is (waiting, winning) for a fish or crab to swim by.
3. A small crab is (singing, swimming) by.
4. The blobfish is (adding, opening) its very large mouth.
5. Water with a crab in it is (finding, flowing) into the blobfish’s mouth.

1. Some catfish swim on their (backs, bats).
2. Catfish eat (insects, insteps).
3. Catfish eat insects that are (sunning, swimming) on top of the water.
4. Catching insects is (easy, eating) if the catfish is on its back.
5. Archer fish get food by (spinning, spitting) at insects.

Lesson 3: Adding *er*

sup/per
pep/per
rath/er
suf/fer
sum/mer

gath/er
win/ner
weath/er
run/ner
quit/ter

1. Digger bees make their nests where the grass is (thinner, trapper).
2. To keep digger bees away, make the grass (thicker, thinker).
3. Also run the water (sprinkler, stinker). Diggers bees do not like wet spots.
4. Most digger bees are (batter, bigger) than honey bees.
5. But most digger bees are (smaller, smeller) than bumble bees.

1. There are more (ands, ants) than any other insect.
2. Ants are hard (woodpeckers, workers).
3. Ants can carry bits of food that are (better, bigger) than they are.
4. Ants carry food to the (inner, interesting) parts of their nests.
5. Ants that steal are called (robber, rubber) ants.

Lesson 4: Short-a Patterns

ad/dress
hap/pen
ab/sent
ad/ding
glad/ness

traf/fic
mag/net
mam/mal
chap/ter
cab/in

alphabet

magnetic

hammering

1. The (panel, panther) is a large cat.
2. It is a (mammal, manner).
2. It eats (animals, answers).
3. It eats (rabbits, radishes).
5. One of its (habits, habitats) is the grasslands.

1. The pancake (batfish, batter) is as flat as a pancake.
2. It is (flatter, faster) than other fish.
3. It (camper, cannot) swim very well.
4. It (happens, hasn't) to have a body part that looks like a worm.
5. After eating a fish, the batfish is a little (fatter, flatter).

Lesson 5: More Short-a Patterns

lad/der
bat/tle
af/ter
cac/tus
jack/et

pad/dle
per/haps
chap/ter
trac/tor
ham/mer

Atlantic habitat Saturday

1. The cactus plant lives in a hot, dry (habitat, handle).
2. The cactus (accepts, adapts) to its habitat by storing water.
2. Cactus plants have spines that keep plant-eating (manners, mammals) away.
4. Some cactus plants are so tall that you would need a (ladder, letter) to get to the top of one.
5. After a heavy rain, a cactus plant might have (added, addressed) as much as 200 gallons of water.

1. To help fish swim past dams and waterfalls, (ladders, landers) have been built.
2. Some fish swim to (distant, distinct) rivers or streams to lay their eggs.
3. Shad spend most of their time in an ocean (habit, habitat).
4. Shad leave their ocean home (after, adding) three to six years.
5. When it begins to get cold, shad (hatching, hatchlings) swim to the ocean.

Lesson 6: Short-*i* Patterns

in/fant	mag/ic
nap/kin	ban/dit
pic/nic	in/sist
fin/ish	sand/wich
cab/in	win/ner

fantastic finishing inhabit

1. Sam and his pet rabbit came to (victim, visit) me.
2. Did my cat run after Sam's pet (rabbit, rapid)?
3. The cat is in the (admit, attic).
4. Sam had a (panic, picnic) lunch.
5. For lunch Sam had a (sandwich, sandbag).

1. Ants like (picnics, pickers).
2. Ants use their (antennae, feet) to sniff out food.
3. Ants run on the ham (sandhills, sandwiches).
4. They pick up (listen, little) bits of chips.
5. They pick up crumbs that are on the (napkins, numbers).

Lesson 7: More Short-*i* Patterns

in/tend	in/vent
lit/tle	in/side
at/tic	in/spect
fin/ish	at/tic
in/dex	chip/munk

similar indenting inventing

1. Old (picnic, plastic) is being used to make schools.
2. In the county of Abidjan (ah-BE-jahn) women pick up big and (ladder, little) pieces of old plastic.
3. The old plastic is made into plastic (interlocking, inventing) bricks.
4. The blocks are locked or (finishing, fitted) together to make schools.
5. Being made of plastic bricks, the (billing, buildings) will last a long time.

1. Rabbits and hares look (similar, something).
2. Rabbits and hares are (difficult, different) in size.
3. Hares can hop (within, without) two hours after being born.
4. Baby rabbits cannot hop (until, untold) they are a week or two old.
5. Baby rabbits are called bunnies or (kittens, leverets).

Lesson 8: Short-e Patterns

for/get	pep/per
get/ting	set/ting
let/ter	him/self
in/sect	it/self
en/ter	den/tist

several example

1. A lot of (insects, inspects) are on a hippo's back.
2. Birds are (editing, getting) on the hippo's back.
3. The hippo is not (upper, upset).
4. The birds are (handing, helping) the hippo feel a little better.
5. The birds are helping (himself, themselves) by getting insects to eat.

1. One beetle is four (inches, interests) long.
2. The Goliath beetle can hiss at other (infects, insects).
3. A Goliath beetle can snap a wooden (pencil, penny) in half.
4. The stick insect is (thinner, timber) than most bugs.
5. This insect keeps (elves, itself) safe by looking like a twig.

Lesson 9: More Short-e Patterns

in/sect	at/tend
in/tend	de/pend
les/son	con/test
in/vent	ad/dress
in/stead	end/less

yesterday attending

1. Gloves made the Spalding brothers (wealthy, weather).
2. When baseball was first played, players caught the ball with their hands (instant, instead) of a glove.
3. The Spalding brothers made and sold (leather, letter) baseball gloves.
4. The players could catch (before, better) with the gloves.
5. The gloves were a (contest, success).

1. Dodos were covered with (effects, feathers).
2. Dodos were (healthy, heavenly) birds.
3. Sailors (expected, extra) to get food and water on the island.
4. The dodos had a sad (ending, enemy).
5. There are no more dodos. They are (extinct, expressed).

Lesson 10: Reduced Short-*e* Patterns

com/et	ap/ple
crick/et	de/mand
tick/et	de/cide
mag/net	be/tween
pock/et	be/come

December believing demanding

1. Eagles (happen, hadn't) to be the strongest bird in the world.
2. Can you (believe, between) that eagles can lift animals that are four times as heavy as they are?
3. One of the best known eagles is the (golden, olden) eagle.
4. Eagles have no (pocket, problem) spotting and catching animals.
5. (Besides, Become), being strong, eagles are very fast.

1. Baby lynx are called (*cubs*, kittens).
2. Baby hedgehogs are known as (*hedgies*, hoglets).
3. Baby chimps are called (*infants*, insides).
4. The name *joey* (belongs, besides) to baby kangaroos.
5. A baby fish is called a (*fishlet*, fry).

Lesson 11: Short-*o* Patterns

os/trich	con/test
prob/lem	rob/ber
com/ment	dol/lar
com/mon	mon/ster
doc/tor	sol/ving

commenting holiday October

1. If they had a (contest, context) for the bird that lays the biggest egg, guess which animal would win.
2. If you said (“opposite,” “ostrich”) you are right.
3. The ostrich has the biggest (belly, body) of any bird.
4. One ostrich egg would be like having 24 chicken eggs and would make a very big (office, omelet).
5. I can (problem, promise) you it would win a contest for the biggest egg.

1. The bobcat is the most (common, contest) wild cat in the U.S.
2. The word that means “cut short” is (bent, bobbed).
3. Bobcats eat cottontail (rabbits, rattles).
4. Because they eat pigs and sheep, bobcats can be a (problem, promise) for farmers.
5. Bobcats like a (habit, habitat) that has lots of grass and bushes

Lesson 12: More Short-o Patterns

hob/by		com/mon
hop/ping		sob/bing
for/got		com/ment
soc/cer		con/test
rot/ten		soc/cer
octopus	forgotten	probably

1. A (hobby, hopping) is a way of spending time doing something that is fun.
2. One popular hobby is making (model, modern) airplanes.
3. Another hobby is collecting (objectives, objects) such as baseball cards.
4. Collecting baseball cards is a (comet, common) hobby that many people enjoy.
5. Watching (soccer, solid) games can also be a fun hobby.

1. An (octopus, otter) has eight arms.
2. An octopus looks like a sea (modern, monster).
3. An octopus eats clams, crabs, and (lobsters, lockers).
4. An octopus can walk along the sea (bottle, bottom).
5. An octopus can change the color of its (bobber, body).

Lesson 13: Short-u Patterns

sub/ject		un/der
pos/sum		thun/der
col/umn		tun/nel
ketch/up		buz/zard
num/ber		trum/pet
understanding	unlocking	subtracting

1. My friend Summer is thinking of a (subject, success) for her project.

2. Summer will write about (punish, possums).
3. Summer will (discuss, subtract) how possums live.
4. Summer will (publish, punish) a little book that tells about possums.
5. The boys and girls liked Summer's booklet. Her booklet on possums was a (subtract, success).

1. When it comes to being trapped, muskrats are (column, number) one.
2. Muskrats use their tails as (rudders, runners).
3. Muskrats hunt for fish, clams, and (buzzards, mussels).
4. Muskrats build underwater (tunnels, thunder).
5. Muskrats do much of their building at sunup or (sunlamp, sunset).

Lesson 14: More Short-*u* Patterns

pup/pet	som/eone
hus/band	pun/ish
un/less	sub/tract
e/nough	un/til
dis/cuss	up/per

customer punishment wonderful

1. Some people put (muscles, mustard) on their hot dogs or sandwiches.
2. Other people use (checkup, ketchup) on their hot dogs or sandwiches.
3. Do you have (double, trouble) picking mustard or ketchup?
4. Have you every (thundered, wondered) which is used by more people?
5. Ketchup is (lumber, number) one. It is used on more foods.

1. Some tests have (bubble, buckle) answer sheets.
2. If you write the wrong (number, slumber) with a pencil, you can erase it.
3. Before erasers, people used (bread crumbs, bundles) to erase mistakes.
4. Naime used (rubber, rudder) to erase a mistake.
5. Naime had lots of (customs, customers) for the erasers he sold.

Lesson 15: Long-*a* Patterns

per/suade	ob/tain
pain/ful	pay/day
<u>ca/ble</u>	ma/ple
hall/way	pa/per
dis/play	de/lay

imitate amazing neighborhood

Put a line under the word that fits the sense of the sentence better.

1. Can you (exclaim, explain) where raisins come from?
2. Raisins are (obtained, remained) by drying grapes.

3. Raisins (complain, contain) a lot of sugar.
4. Raisins are a (favor, favorite) snack.
5. People like the (favor, flavor) of raisins.

1. Ravens are sometimes (misshapen, mistaken) for crows.
2. Ravens are (able, fable) to dive and roll in the air.
3. People are (adjusted, amazed) by a raven's flying tricks.
4. Farmers (complain, contain) when ravens eat their grains.
5. There is no reason to be (afraid, awake) of ravens.

Lesson 16: More Long-a Patterns

fla/vor	ex/plain
weight/less	la/bel
space/ship	ta/ble
re/main	cra/dle
a/fraid	be/came

favorite weightlessness remaining

1. Old broken (crayons, fables) are often thrown away.
2. Kids might not know that people are (able, apron) to use old crayons to make new crayons.
3. Thinking that old crayons have no use is a (misplace, mistake).
4. Kind people take the (labels, lazy) off old crayons and melt the crayons.
5. The old crayons are made into new crayons in all the (favor, favorite) colors and sent to children in hospitals.

1. Passengers will be rocketed into space by (sailplanes, spaceships).
2. A trip into space will be (able, amazing).
3. Objects in space are (cable, weightless).
4. Some people will (raven, remain) in space for a week or so.
5. There may be trips to Mars (someday, somewhere).

Lesson 17: Long-e Patterns

val/ley	cheap/er
can/dy	free/dom
emp/ty	in/deed
re/peat	pre/fix
suc/ceed	le/gal

easily disagree incomplete

1. Beavers can cut down seedlings and (even, empty) big trees.
2. Beavers build (extremely, example) strong dams across streams.
3. If someone wrecks their dam, beavers will (rebuild, repeat) it.

4. Beavers (complete, concrete) most of their work at night.
5. Most people (able, agree) that the beaver is a hard-working animal

1. Zebras are covered with black and white (strikes, stripes).
2. Zebras can be a (metal, meter) and a half high.
3. Zebras spend much of their day (feeding, fleeing) in fields.
4. Zebras are (seedy, speedy) animals.
5. Zebras fight off wild dogs and (camel, cheetahs).

Lesson 18: More Long-e Patterns

be/lief		mon/ey
be/lieve		nei/ther
zom/bie		sun/ny
in/crease		can/dy
de/gree		mean/while

frequently secretly agreement

1. Death Valley is (believed, between) to be the hottest place in the United States.
2. Death valley has (extremely, excitedly) high temperatures.
3. Temperatures often (exceed, excellent) 110 degrees.
4. Indeed in 1913 a temperature of 134 (degrees, disagrees) was recorded.
5. The (cedars, creatures) who inhabit Death Valley find ways to stay cool.

1. Coins such as (pencils, pennies) and dimes are used to buy things.
2. Beads made from clams shells have been used as (many, money).
3. Some money stones are so (heavy, healthy) that it takes a dozen people to move them.
4. The island of Yap is a (succeed, sunny) place.
5. The (Japanese, Yapese) have used giant stones as money.

Lesson 19: Long-i Patterns

bi/cycle		sun/rise
cli/mate		sur/prise
des/cribe		in/vite
ad/vice		py/thon
com/bine		re/ply

delightful hibernate gigantic

1. The largest of the wild cats is the (tiger, trigger).
2. Because of their stripes, tigers are easy to (realize, recognize).
3. Tigers are (silent, simple) hunters who sneak up on their prey.
4. Tigers have big (appetites, appeals) and can eat more than 50 pounds of food at one time.
5. Tigers have a long (lifetime, lifelike) and can live for 20 years in the wild.

1. Birdeaters are (gigantic, golden) spiders.
2. Birdeaters are (slightly, smilingly) smaller than a dinner plate.
3. Female birdeaters have a (lifespan, lifelike) of up to 20 years.
4. Birdeaters use a loud hiss to (frighten, lighten) attackers.
5. Birdeaters can feel the thread they spun (vibrate, violin) when touched.

Lesson 20: More Long-*i* Patterns

di/ver	ad/vis
pi/rate	kind/ness
fi/nal	dri/ver
de/cide	si/lent
dis/like	shi/ny

finally multiply reminder

1. People are (delighted, driver) when they see a whydah (WIH-duh) bird.
2. The whydah has a very long tail but is a poor (final, flyer).
3. The whydah bird (rides, relies) on other birds to hatch its eggs.
4. The whydah (silently, slimy) sneaks its eggs into the nests of other birds.
5. The whydah bird's eggs are (climbing, lying) in the nest with the other birds' eggs, but the other birds don't seem to mind.

1. The *Whydah* was attacked by (pilots, pirates).
2. Clifford (combined, divided) what he learned from maps with what he learned from stories.
3. Clifford hired (diners, divers) to dig into the sand.
4. A diver found a canon ball (lying, miner) in the sand.
5. Clifford was (delighted, frightened) that the *Whydah* was finally found.

Lesson 21: Long-*o* Patterns

pro/tect	be/low	
fro/zen	win/dow	
hip/po	ro/dent	
hope/ful	ro/bot	
row/boat	vol/ca/no	
coconut	envelope	potato

1. Small (metals, motors) are used to make robots move.
2. A robot's moves are directed by someone using a (remote, remove).
3. Robots can (elbow, unload) railroad cars.
4. Robots can go deep (belong, below) the sea.
5. Robots can even take (vents, videos) of active volcanoes.

1. Gophers belong to the (robber, rodent) family.

2. For locating food, gophers dig (shelter, shallow) tunnels.
3. Gophers use their lips to keep from (sweating, swallowing) dirt.
4. Gophers' cheeks are like (packets, pockets).
5. Gophers store food for when the ground is (freedom, frozen).

Lesson 22: More Long-*o* Patterns

bro/ken	a/lone
lo/cate	shad/ow
cho/sen	hope/ful
sail/boat	al/most
mo/ment	con/trol

tomorrow tomato hopefully

1. Some (robots, rowers) are made so they look and act like insects.
2. Stickybot robot looks a lot like a (gecko, goldfish) lizard.
3. A stickybot can climb up (widow, window) glass the way a gecko can.
4. The (robo-roach, rodeo-roach) robot can squeeze into tight spaces.
5. Robo-roach could (locate, reload) people trapped in fallen buildings.

1. Clifford searched the Cape Cod (seabird, seacoast).
2. He (loaned, located) the *Whydah*.
3. The *Whydah* was (loaded, local) with gold and silver.
4. Clifford (opened, overflowed) a pirate museum.
5. The museum has (videos, windows) that show canons and gold and silver being loaded onto Clifford's ship.

Lesson 23: Long-*u* Patterns

re/fuse	pu/pil
re/view	val/ue
men/u	res/cue
ex/cuse	hu/man
hu/mor	mu/seum

contribute interview universe

1. People enjoy listening to (music, muttering).
2. A humorous song with funny words can (accuse, amuse) us.
3. But (herds, humans) are not the only ones who like music.
4. Soft music can be an easy, (united, useful) way to calm pets.
5. In an (unfolded, unusual) experiment cows gave more milk when music was played.

1. The sea cucumber has a(n) (uniform, unusual) way of protecting itself.
2. Sea cucumbers are (useful, usual) animals.
3. Sea cucumbers are (excused, valuable) because they clean the sea.
4. Sea cucumbers can be eaten by (humans, museums).

5. Sea cucumbers are (unfinished, usually) dried and eaten in stews and soups.

Lesson 24: Adjacent Vowel Patterns

ru/in	tri/al
po/et	tri/o
cre/ate	pi/an/o
qui/et	o/be/di/ent
po/em	au/di/ence

violent idea quietly

1. With nostrils at the end of its beak, the kiwi can sniff out insects, which are the main part of its (dial, diet).
2. The kiwi is a small bird but it lays (giant, granite) eggs.
3. With its loud cry, the kiwi is not a (quiet, quite) bird.
4. Rats can (rodeo, ruin) the homes of animals like the kiwi.
5. The people of New Zealand have (clients, created) safe places for kiwis.

1. The blue whale is a (giant, glitter) animal.
2. It isn't (quiet, quite) as long as three school buses.
3. The blue whale's (dial, diet) is made up mostly of krill.
4. The blue whale is not a (violet, violent) creature like a shark.
5. The blue whale leads a (quiet, quite), peaceful life.

Lesson 25: AR Patterns

ar/tist	harm/ful
car/pet	par/don
de/part	tar/get
gar/bage	spar/kle
gar/den	sor/row

cardinal carpenter department

1. Army ants are (harbor, larger) than other ants.
2. Millions of army ants march through fields and (fathers, forests).
3. As they are (marching, marking), they kill thousands of insects.
4. They are gathering food to give to their ant (larvae, largest).
5. Seeing millions of army ants is a (marking, remarkable) sight.

1. In summer the arctic fox's coat matches the color of the (forest, forget).
2. Finding food in the winter is (harder, hopper) for the arctic fox.
3. The arctic fox might even eat (garbage, garments) if it can find any.
4. In its hunt for food, the arctic fox has to travel (farther, faster).
5. The arctic fox will even steal food from (polar, popular) bears.

Lesson 26: Air Patterns

pre/pare	er/rand
fair/ness	rare/ly
arm/chair	scar/y
be/ware	a/ware
pre/pare	par/ent

library area ordinary

1. Scarecrows can be used (whereby, wherever) birds eat seeds.
2. To (prefer, prepare) a scarecrow, you need sticks, clothes, and straw.
3. It is (nearby, necessary) to have straw to stuff into the clothes.
- 4 Give the scarecrow eyes so that it looks like it is (staring, starting).
5. Put the scarecrow together (carefully, carelessly) so that it looks real.

1. Prairie dogs belong to the (dog, squirrel) family.
2. Prairie dogs defend their family's (terrible, territory).
3. Prairie dogs bark when they become (aware, error) of predators.
4. Prairie dogs are sometimes seen (staring, starting) at dogs.
5. One prairie dog town covered more than a hundred (square, squirrel) miles.

Lesson 27: Er Patterns

ob/serve	pre/fer
pre/fer	bur/den
earth/quake	reg/u/lar
pur/pose	hur/ry
cur/tain	oc/cur

similar calendar certainly

1. Hermit crabs are (concert, nocturnal).
2. As they grow, hermit crabs need (batter, bigger) shells.
3. Hermit crabs (regularly, research) trade small shells for a bigger one.
4. Hermit crabs spend time (searching, sparkling) for bigger shells.
5. When a hermit crab spots a better shell, it (herds, hurries) to it.

1. Beavers are amazing (builders, buyers).
2. Beavers build (study, sturdy) dams and lodges.
3. To enter their lodges, beavers swim beneath the (silence, surface) of the water.
4. Beavers store food for the (winner, winter) months.
5. Beavers slap the water to (alert, alter) other beavers of danger.

Lesson 28: More Er Patterns

per/son	thir/sty
per/fect	cour/age

dol/lar	Thurs/day
cir/cle	pur/pose
squir/rel	oc/cur

circular nocturnal Mercury

1. One woman (alerted, observed) a dust devil pick up a doghouse.
2. Most dust devils (occur, prefer) on hot, clear days.
3. The sun warms the (certain, surface) of the ground.
4. The heated air flows (circular, upward) and mixes with cooler air.
5. A breeze causes the rising air to begin (whirling, working), and it picks up dust.

1. A year on (Mercy, Mercury) is 88 days long.
2. If you lived on Mercury, you would have more (birthdays, birthstones).
3. Mercury is hotter than the hottest (desert, dollar).
4. The (temper, temperature) on Mercury hits 600 degrees.
5. Mercury is full of (certainly, circular) holes.

Lesson 29: Or Patterns

or/bit	re/port
or/der	for/got/ten
for/ward	ex/plore
for/ev/er	re/ward
cor/ner	sure/ly
curious reporter dinosaur	

1. Porcupines are covered with long, sharp spines that protect it from most predators when it is (carried, cornered).
2. The porcupine waves its spines as a (warming, warning) to predators.
3. A (courteous, curious) dog got porcupine spines in its nose.
4. It was unfortunate that the dog (ignored, ordered) the porcupine's warning.
5. The dog was (forgiven, fortunate) to have an owner who could remove spines.

1. The emperor penguin lives in the (Arctic, Antarctic).
2. The father emperor penguin keeps the egg safe and (mature, secure).
3. The inner part of the circle is (warmer, worker) than the outer part.
4. The fathers (endure, enjoy) the cold, which means that they put up with it.
5. The mother penguin returns one cold (morning, warning).

Lesson 30: More Or Patterns

nor/mal	re/port
for/ward	board/walk
door/way	se/cure
mor/ning	re/ward
cor/ner	be/fore

enormous according forever

1. Earth (orbits, orders) or travels around the sun.
2. Earth takes a year and a (forward, quarter) of a day to orbit the sun.
3. A leap year has 366 days. An (ordinary, organized) year has 365.
4. The sun is (enormous, ensured) and is much larger than Earth.
5. When the North Pole is tilted toward the sun, the northern part of Earth becomes (warmer, water).

1. The smartest dog is said to be the (barker, border) collie.
2. Border collies keep sheep (endure, secure) from danger.
3. Border collies (orchard, organize) sheep into herds.
4. Border collies use their eyes to give sheep a (warming, warning).
5. Border collies can (award, endure) hot days and cold days.

Lesson 31: Ear and Ire Patterns

near/by	cheer/ful
ap/pear	re/quire
vam/pire	year/ly
fear/ful	clear/ing
ear/ache	rein/deer

disappear firefighter volunteer

1. Reindeer cannot sneak away from a (fearsome, firefly) enemy.
2. Reindeer cannot (disappear, fiercely) without making a sound.
3. By (merely, yearly) walking, reindeer make loud noises.
4. Reindeer (apart, appear) to be quiet, but their knees are very loud.
5. Their knees make clicking noise that can be (cheerfully, clearly) heard.

1. Vampire bats feed on the blood of (weary, wearing) sleeping animals.
2. Vampire bats can detect heat given off by a (nearby, nearly) body.
3. Vampire bats (merely, merrily) make a small cut in their victim's body.
4. Bats who (require, reward) blood get it from bats who have gotten blood.
5. Bats who have blood (value, volunteer) to give it to bats who need it.

Lesson 32: Long-oo Patterns

un/do	mo/vie
move/ment	rac/coon
ma/roon	ca/noe
tu/ba	through/out
car/toon	tooth/brush

afternoon waterproof disapprove

1. Bats roost in the stems of the (bamboo, booster) plant.
2. Beetle larvae spin (cartoons, cocoons) inside bamboo plants.
3. Bamboo bats use the slits made by beetles to move (into, unto) plants.
4. Bamboo bats are small, so (loosening, moving) through the slits is easy.
5. A bamboo bat is so small it could sit on a (maroon, teaspoon).

1. Some kinds of bamboo can grow (super, supper) fast.
2. One bamboo plant grew several inches in an (afternoon, interview).
3. Bamboo plants die soon after (booming, blooming).
4. Bamboo is (through, truly) a helpful plant.
5. Bamboo has been used to make classrooms for many (pupils, puppies).

Lesson 33: More Long-oo Patterns

suit/case	tu/na
ru/by	tu/tor
con/clude	tru/ly
re/new	sa/lute
tea/spoon	in/tro/duce

avenue newspaper interview

1. One of the most beautiful flowers is the (tuba, tulip).
2. When tulips were first (included, introduced), only rich people could buy them.
3. The price of this (nephew, newest) flower kept on going up and up.
4. At one time, tulips cost more than (renews, rubies) or other jewels.
5. The price got so high that people (concluded, confused) that it was foolish to pay that much money for a flower.

1. The bark web spider weaves (super, supper) webs.
2. The webs are (truly, tulips) enormous.
3. Bark web spiders repair and (renew, return) their webs.
4. When it detects (moment, movement) in its web, the spider rushes to the prey.
5. Scientists have (concluded, included) that bark spider silk is the strongest of all.

Lesson 34: Short-oo Patterns

good/ness	care/ful
wood/land	bull/frog
help/ful	foot/print
bush/y	cupf/ul
sug/ar	rook/ie

neighborhood misunderstood bulletin

1. An animal that glides through the air is known as a (suggest, sugar) glider.

2. The sugar glider has a (bushy, bully) tail and looks like a flying squirrel.
3. If you take a (careful, careful) look, you will see that the glider is a possum.
4. The sugar glider is found in forests and (woodchucks, woodlands).
5. There is little (falsehood, likelihood) of seeing sugar gliders during the daytime as they are nocturnal.

1. Scientists found (footstools, footprints) that belonged to a mystery animal.
2. People had seen the strange beast while collecting (fireflies, firewood).
3. After years of (learning, looking), scientists finally spotted the mystery animal.
4. They (couldn't, contained) decide what animal family the animal belongs to.
5. They decided that in all (likelihood, livelihood) the mystery creature belonged to the antelope family.

Lesson 35: More Short-oo Patterns

cook/book	wool/en
bull/frog	care/ful
wood/land	fire/wood
good/ness	foot/path
spoon/ful	wood/chip

hopefully teaspoonful bookmobile

1. A low hill found at the bottom of a mountain is a (foothill, foothold).
2. A library on wheels is a (bookcase, bookmobile).
3. You leave (footmen, footprints) behind after you have walked in mud.
4. A sport in which the ball is carried, kicked, and thrown is (football, footfall).
5. Wood that has washed up on a beach is (driftwood, softwood).

1. Soda is loaded with (goodness, sugar).
2. A can of soda has 13 (cupfuls, spoonfuls) of sugar.
3. Sugar is found in candy and (cookies, crooked).
4. The average (man, woman) should eat no more than six spoonfuls of sugar a day.
5. We (shouldn't, shoulder) eat more sugar than is good for our bodies.

Lesson 36: /AW/ Patterns

Au/gust	down/fall
au/to	aw/ful
al/ways	wal/nut
awk/ward	sau/cer
straw/ber/ry	au/tumn

basketball autograph altogether

1. You can tell a macaw by its loud (squawking, stalking) and many birdcalls.
2. You can (also, alive) tell a macaw by its colorful feathers and large beak.

3. There are two groups of macaws, larger and mini macaws, with mini macaws being (smaller, smasher) than larger macaws.
4. The scarlet macaw has bright red feather that are (awesome, awarding) to see.
5. It's (awfully, awkwardly) sad to think that some macaws are in danger of becoming extinct because their forest homes have been cut down.

1. Australia is home to a number of (awesome, awkward) animals.
2. The animal with the strongest bite is the (fresh water, saltwater) crocodile.
3. The size of a crocodile's brain is that of a (walnut, walrus).
4. Because they are (cautious, curious), koalas spend most of the time in the safety of trees.
5. Koalas sleep about 20 hours a day, but are active at (nightfall, waterfall).

Lesson 37: More /AW/ Patterns

a/cross	sau/cer
al/most	cros/sing
ap/plaud	al/most
with/draw	au/tumn
au/thor	al/though

audience strawberry talkative

1. Kids can write. You don't have to be old to be an (audio, author).
2. Jake became an author, (although, always) he was just 12 years old.
3. Jake wrote a book about a sixth grader who moves to a new school (became, because) he had just done the same thing.
4. His book, *Just Jake*, tells what it's like to move (across, also) the country.
5. People say it's (applause, awesome) that a 12-year-old could write a book.

1. Anne Sullivan taught the Kellers' (daughter, downfall) Helen.
2. Helen became an (auto, author) and wrote books.
3. In one book Helen (installed, recalled) the day she learned the word *water*.
4. In her (almanac, autobiography) Helen told what it was like to be deaf and blind.
5. Large (audiences, audios) came to hear Helen speak.

Lesson 38: /OW/ Patterns

tow/er	coun/ter
house/top	doub/tful
com/pound	ground/hog
pow/er	mouth/ful
coun/ty	some/how

underground outstanding however

1. Mountain lions have (aloud, around) a dozen names.

2. Mountain lions are sometimes known as (cameras, catamounts).
3. Mountain lions have (proudly, powerful) legs.
4. Mountain lions eat (greyhounds, groundhogs) and other mammals.
5. There are about thirty (thousand, thunder) mountain lions in our country.

1. Mound building termites build giant (towels, towers).
2. The termites live in (surrounded, underground) nests.
3. The towers (outgrow, outlive) the termites that built them.
4. Soldier termites have (powerful, powerless) jaws.
5. Soldier termites shower attackers with a (bright, brownish) liquid.

Lesson 39: More /OW/ Patterns

cloud/burst	any/how
clou/dy	out/shine
com/pound	tow/el
south/east	pow/der
pro/noun	foun/tain

announcement however southeastern

1. Wind farms don't grow (cauliflower, counter) or other vegetables.
2. Wind farms grow electric (powder, power).
3. Wind farms are groups of machines that are as tall as (towers, trousers).
4. A wind farm machine is know as a *turbine*, which can be (pronoun, pronounced) as /TUR-bin/ or /TUR-bine/.
5. A turbine's spinning blades can make large (accounts, amounts) of electricity.
1. The rafflesia is the world's largest (flower, tower).
2. The rafflesia weighs (about, aloud) 20 to 25 pounds.
3. The rafflesia is found in (fountain, mountain) forests.
4. *Rafflesia* is a hard word to (promise, pronounce).
5. The rafflesia has a (foul, found) smell.

Lesson 40: /OY/ Patterns

joy/ful	voice/less
joy/ous	re/joice
dis/ap/point	cow/boy
dis/ap/point/ment	view/point
loy/al	de/stroy

annoying avoiding disappointed

1. The monarch butterfly is sometimes known as the king of butterflies, which makes it a member of butterfly (royalty, voyage).
2. Most predators (appoint, avoid) monarch butterflies.
3. Monarch butterflies feed on milkweed, which is (pointed, poisonous).
4. Monarch butterflies don't get sick from the (poison, spoiling) in milkweed.

5. Monarchs are in danger because fields of milkweed have been (appointed, destroyed).

1. Tree hyraxes are (noisy, nosy) at night.

2. Squealing and screaming are the tree hyrax's ways of (pointing, powering) out to other animals that they should stay away from its territory.

3. If you are trying to sleep, the tree hyrax can be (annoying, enjoyable).

4. A hyena's laugh can be a warning to (appoint, avoid) danger.

5. Hyenas are (loyal, royal) to their clan.

Lesson 41: Schwa-a Patterns

a/head	a/way
a/nother	a/loud
a/gree	a/long
a/larm	a/fraid
a/side	a/ware

agreement apartment apologize

1. Animals (alert, allow) each other when danger is near.

2. Beavers sound an (album, alarm) by slapping their tails.

3. When deer sense someone (approaching, assigning), they flash their white tails.

4. Prairie dogs (announce, appear) that danger is near by barking.

5. When turkeys are (alone, aware) that their chicks are in danger, they screech.

1. A camel can drink 25 gallons of water in (about, against) 5 to 10 minutes.

2. Coconut crabs have the (ability, appearance) to climb trees.

3. Coconut crabs use their claws to (ascend, attempt) trees.

4. The lyrebird is an (allowing, amazing) mimic

5. When trying to (afford, attract) a mate, a lyrebird will sing up to four hours.

Lesson 42: More Schwa-a Patterns

a/gain	a/long
a/live	a/like
a/shore	a/lert
a/void	a/void
a/dult	a/ban/don

agreement Alaska aquarium

1. Seeing Eye dogs (agree, assist) people who are blind.

2. Families and also people who live (alike, alone) raise puppies until the puppies are ready for training.

3. Puppies have to be (adaptable, affordable). That means they have to get used to different people and different places.

4. When they go shopping or take a trip, puppy raisers take their puppies (afraid, along).
5. Raising a puppy who will one day help a blind person is an (alarming, amazing) activity.

1. Mottram was (attached, attacked) by an angry bull.
2. Cows gathered (along, around) Mottram.
3. Mottram was (annoyed, astonished) by the cows' help.
4. The cows kept the bull from (attempting, attending) to attack.
5. The fence was (appropriately, approximately) 200 yards away.

Lesson 43: -ture and -sure Patterns

pic/ture	trea/sure
pas/ture	crea/ture
fu/ture	fea/ture
na/ture	mea/sure
frac/ture	vul/ture

furniture adventure temperature

1. Vultures are (creatures, criminals) that feed on dead or sick animals.
2. Vultures are (nature's, nurture's) way of getting rid of dead animals.
3. One (feature, future) of vultures is that they have no feathers on their heads.
4. With their beaks, vultures can (picture, puncture) the skin of animals.
5. Vultures can be seen flying over (patterns, pastures) searching for food.

1. Crickets are cold-blooded (creatures, creepers).
2. Crickets like to live where there is lots of (moisture, movement).
3. Temperatures can be (meaning, measured) by the number of a cricket's chirps.
4. Crickets chirp more when the (temperament, temperature) is higher.
5. If afraid of being (captured, chapter), crickets may stop chirping.

Lesson 44: More -ture and -sure Patterns

ma/ture	trea/sure
nur/ture	fea/ture
ges/ture	frac/ture
mix/ture	struc/ture
plea/sure	de/par/ture

signature adventure miniature

1. Sam Bellamy, a pirate, (captured, creature) dozens of ships.
2. Bellamy's ship sank in 1717 with a valuable (treatment, treasure) aboard.
3. Barry Clifford (pictured, postponed) in his mind where the ship may have sunk.
4. The ship's treasure was a (mixture, moisture) of gold coins and jewels.
5. Barry Clifford hopes to find more pirate treasure in the (feature, future).

1. Now (miniature, minute) horses can be service animals.

2. When (measured, moisture) at the shoulder miniature horses can be no taller than 34 inches.
3. Miniature horses need a (panther, pasture) or other grassy place.
4. One important (feather, feature) of miniature horses is their strength.
5. In the (further, future) more miniature horses might be service animals.

Lesson 45: *-tion* Patterns

na/tion	il/lus/tra/tion
cau/tion	grad/u/a/tion
di/rec/tion	ex/plor/a/tion
so/lu/tion	com/bi/na/tion
in/vi/ta/tion	pol/lin/a/tion

pollution collection explanation

1. Oysters can help fight (pollution, presentation) by filtering water.
2. Filtering dirt out of water is known as (exploration, filtration).
3. For your (information, introduction), an oyster can filter 50 gallons a day.
4. A simple (explanation, intention) of how oysters help is that they have body parts that take the dirt and other pollutants out of water.
5. Oysters can be part of a (destruction, solution) to water pollution.

1. Bumblebees have a (mention, reputation) for giving a powerful sting.
2. Bumblebees help with (pollination, pollution) by carrying pollen.
3. Pollination is necessary for (fertilization, forecasting).
4. By one (emotion, estimation) bee baskets can hold a million grains of pollen.
5. A main cause in the (reception, reduction) of the number of bumblebees is the introduction of diseases by bumblebees from other countries.

Lesson 46: More *-tion* Patterns

cap/tion	na/tion
men/tion	sec/tion
mo/tion	sta/tion
e/mo/tion	sub/trac/tion
ques/tion	con/cen/tra/tion

information vacation circulation

1. Did you know that (translation, transportation) is changing?
2. Transportation is how we get from one (location, lotion) to another.
3. There may be a (reduction, reputation) in the amount of time people travel.
4. Inventors are working on a car that is a (caption, combination) car and plane.
5. The (intention, invention) of a car that flies would save travel time.

1. At the South Pole every (description, direction) points north.

2. The (location, lonesome) of the South Pole is at the bottom of the world.
3. Weather (captions, conditions) in Antarctica are very harsh.
4. Scientists from the United States and other (nations, notions) visit Antarctica.
5. Scientists are gathering (information, inspiration) on changes in the ice.

Lesson 47: -sion Patterns

man/sion	vis/ion
pos/ses/sion	en/vis/ion
ses/sion	di/vis/ion
mis/sion	re/vis/ion
in/va/sion	tel/e/vi/sion

occasion explosion expansion

1. In past wars, pigeons have had a special (missing, mission).
2. Flying high over (explosions, expressions), pigeons delivered messages.
3. Some messages helped clear up (confessions, confusions).
4. Other messages helped commanders make wise (decisions, delicious).
5. We can come to the (commercial, conclusion) that pigeons helped save lives.

1. Cells known as cones enable color (vision, visitor).
2. Blurry vision can result in (confession, confusion) about what is being seen.
3. What is your (impression, inclusion) about pigeons' vision?
4. My (decision, division) is that I have come to the conclusion that pigeons have the best vision.
5. A (conclusion, concussion) should be based on facts.

Lesson 48: More -sion Patterns

ver/sion	ver/sion
in/va/sion	ex/ten/sion
per/sua/sion	ex/pan/sion
pos/ses/sion	pro/fes/sion
tel/e/vis/ion	ad/mis/sion

discussion confusion conclusion

1. People were asked the question below in a (discussion, division).
2. Which of the things that you own is your favorite (persuasion, possession)?
3. Many people said that their (revision, television) was their favorite.
4. Deciding on your favorite possession is a hard (collision, decision).
5. Different people will come to a different (conclusions, concussions) about their favorite possessions.

1. Philo Farnsworth helped invent (television, telephones).
2. He had a (version, vision) of TV while he was plowing a field.

3. Farnsworth made the (decision, discussion) to invent both a TV camera and a TV receiver.
4. After showing a line, Farnsworth came to the (conclusion, concussion) that his invention would work.
5. Farnsworth's (version, victory) of TV worked better than that of other inventors.

Lesson 49: *ci*=/sh/ and *ti*=/sh/ Patterns

spe/cial	spa/cious
vi/cious	an/cient
fa/cial	pre/cious
suf/fi/cient	con/scious
cau/tious	ef/fi/cient

delicious commercial artificial

1. Animals have been migrating since (accidental, ancient) times.
2. Animals migrate when there is not (sufficient, suspicious) food.
3. As they migrate, (cautious, commercial) animals avoid predators.
4. Predators can be (vicious, vitamins).
5. Animals have a (spacious, special) ability to find safe places.

1. To a wasp nectar is (delicious, vicious).
2. Smelling nectar, the wasp neglects to be (cautious, conscious).
3. The pitcher plant has a (special, speaking) trap.
4. The pitcher plant does not get (sufficient, suspicious) nutrition from the poor soil.
5. For the pitcher plant, wasps are (spacious, nutritious).

Lesson 50: More *ci*=/sh/ and *ti*=/sh/ Patterns

par/tial	cau/tious
spe/cial	an/cient
so/cial	ef/fi/cient
vi/cious	na/tion/al
suf/fi/cient	fe/ro/cious

initial musician essential

1. If a hippo is around, be very (cautious, spacious).
2. A hippo is a (facial, ferocious) beast.
3. In fact, the hippo might be the most (vicious, vision) animal of all.
4. A hippo has (sufficient, suspicious) strength to bite a small boat in two.
5. With its eyes and ears on top of its head, a hippo can see and hear when (partially, particularly) submerged in a pond.

1. Cartilage is a (special, spinning) rubbery material.
2. Leafy green vegetables are (nutritious, repetitious).
3. To remain healthy, bones need (spacious, sufficient) calcium.

4. Broken bones should be set and put in a cast by a (physical, physician).
5. It is (efficient, essential) that bike riders wear helmets.