

Accelerating Foundational Literacy: Resource Manual

Levels A, B, & C

Level A: Short-Vowel Patterns

Level B: Long-Vowel Patterns

Level C: R-Vowel & Other-Vowel Patterns (-aw, -OO, -oo, -ow, -oy)

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ACCELERATING FOUNDATIONAL LITERACY

Accelerating Foundational Literacy, which is a reserved version of *Building Foundational Literacy*, is designed to complement the professional book, *Closing the Literacy Gap*. *Accelerating Foundational Literacy* is limited to users of *Closing the Literacy Gap*.

Combining the best features of structured literacy, which emphasizes direct, systematic, intensive instruction with a balanced holistic approach, which stresses extensive reading and writing, *Accelerating Foundational Literacy* is a classroom- and clinic-tested, research-based program designed to build a foundation of preparatory and basic literacy skills. The program is deliberately designed so that it provides an effective approach for the most severely disabled readers, including those identified as having dyslexia. However, it can also be used with achieving readers. The hallmark of the program is differentiation of instruction and practice.

Design of the Program

The core of *Accelerating Foundational Literacy* is this *Resource Manual*. The *Resource Manual* provides an overview of the program and sample lessons. Sample lessons are model lessons that demonstrate how the program is to be taught. There are sample lessons for teaching short vowels and blends. There are also sample procedures for teaching sorting, spelling, scrambled sentences, speech-to-print practice, and tracing. The sample lessons are the how of the program. The what of the program is contained in the Resources Section. Each skill and pattern is listed in the Resources Section. Listed under each skill or pattern are all the elements needed for teaching, practicing, and applying that skill or pattern.

Scope of the Program

Accelerating Foundational Literacy starts with emergent literacy skills and extends to instruction in multisyllabic words. The program has five levels.

- **Beginnings:** Phonemic awareness, letter knowledge, beginning consonants, short *a* and high-frequency words
- **Level A:** Short-vowel patterns and blends and high-frequency words
- **Level B:** Long-vowel patterns and blends and high-frequency words
- **Level C:** R-vowel patterns and other-vowel patterns and blends and high-frequency words

- **Level D:** Multisyllabic patterns

This text contains teaching suggestions for Levels A, B, and C. Level D is contained in *Accelerating Foundational Literacy: 50 Lessons for Reading Multisyllabic Words*. Beginning level skills are found in *Accelerating Foundational Literacy: Beginnings*.

Placing Students in the Program

The essence of *Accelerating Foundational Literacy* is to build on what students know. Before beginning the program, find out what students know about reading and writing and what skills they possess. This level of the program (Levels A-C) assumes that students know all or most of the initial consonant correspondences. To place students in the program, administer the Phonics Inventory. The Phonics Inventory consists of 50 words. The words begin with the simplest phonic pattern, short-vowel words, and progress to *r* vowels and combinations such as *aw* (paw) and *oi* (coin). The Phonics Inventory and criteria for placement can be found in Appendix A.

Progress Monitoring

Progress monitoring is an essential element in *Accelerating Foundational Literacy*. Progress monitoring assessments track students' progress and can be used to indicate gaps in the curriculum or instruction. In *Accelerating Foundational Literacy, Levels A, B, and C*, the Phonics Inventory (see Appendix A), which is also used to place students, is the key monitoring instrument. The Phonics Inventory covers the basic word patterns of single-syllable phonics and encompasses a full year's work. If given periodically, the Phonics Inventory can also be used to monitor and track students' progress. It is recommended that the Phonics Inventory be given at the end of each unit and that progress be recorded on the Progress Chart located in Appendix A. The Phonics Inventory can be given multiple times because testing is stopped after a student misses five words in a row. In successive testings students are meeting test words that they haven't previously read. In a tryout of *Accelerating Foundational Literacy*, monitoring students and adjusting the program according to the data obtained were judged to be the most essential elements in the program.

Additional Assessments

Each unit and the end of each level is accompanied by a Checkup Test. The Checkup Tests differ from the monitoring tests because the Checkup Tests directly assess patterns and high-frequency words that have been taught in *Accelerating Foundational Literacy*. The Checkup Tests are designed to indicate whether students

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have mastered patterns and key high-frequency words. Checkup Tests can be found in Appendix B.

Instructional Approach

A key question in teaching phonics is: Should I teach patterns or sound-by-sound elements? The answer is yes. Teach both. Both have their advantages and disadvantages. Novice readers might have difficulty noting and decoding the separate sounds in a pattern. Vowels taught in isolation would be easier for them. However, patterns can be more efficient, and students wouldn't need to segment and then blend all the letters in words. They would only need to blend the onset and the rime (*d + ig*). The onset is the part of the word that comes before the vowel. The rime is the part of the word that begins with a vowel.

Accelerating Foundational Literacy is based on the concept of Accelerating on what students know or are learning. *Accelerating Foundational Literacy* presents the most basic pronounceable element in the pattern being taught and leads students to build words by adding to that core element. In presenting the *-at* pattern, for example, the teacher shows students how *at* is composed of /a/ and /t/, which is a sound-by-sound approach, and helps them to build words like *cat*, *fat*, *hat*, *mat*, *rat*, and *sat* by adding initial consonants to *-at*, which is a pattern approach. To develop a thorough understanding of the pattern, the teacher reverses the process by having students build words by adding the rime. Students are led to add *-at* to *c*, *b*, *m*, and *s* to form *cat*, *bat*, *mat*, *rat*, and *sat*. Students then assemble and sort words and read the words in a variety of contexts and also use the words in their writing. See the lesson for the *-at* Pattern on p. 16 to see how a word pattern is taught.

On a more advanced level, *Accelerating Foundational Literacy* helps students learn multisyllabic words by building on known elements. For instance, building on their knowledge of *at*, students learn multisyllabic words such as *batter*, *matter*, and *chatter*.

Vowels presented in the program and their main spellings are presented in Table 1.1. Letters placed inside virgules or slash marks are sounds. Thus /e/ indicates the sound of *e* (eh).

Table 1.1 Vowels and Their Main Spellings

Vowel Sounds	Main Spellings	Model Word
Short Vowels		
/a/	hat, have	hat
/e/	bed	bed
/i/	hit	hit
/o/	mop	mop
/u/	bug	bug
Long Vowels		
/ā/	cake, day, nail, they	cake
/ē/	he, tree, sea, chief, field, key	tree
/ī/	bike, tie, high, rhyme, sign, find, child, cry	bike
/ō/	rope, no, toe, snow, roll, cold, goat	rope
/ū/	mule, few	mule
R Vowels		
/ar/	arm, heart	farm
/air/	chair, care, there, bear	chair
/or/	for, store, four, door, sure, warn	four
/er/	her, bird, fur, learn, were, word	her
/eer/	deer, dear, here	deer
Other Vowels		
/aw/	saw, ball, taught, bought, walk, song, lost	saw
/OO/	moon, tune, new, blue, fruit, soup, move	moon
/oo/	book, could, pull	book
/ow/	cow, round	cow
/oy/	toy, coin	toy
Schwa	alone	alone

The Challenge of Teaching High-Frequency (Sight) Words

In order to compose meaningful decodable selections, it is necessary to make use of high-frequency words. High-frequency words, which are also known as sight words, pose a special challenge for disabled readers. (In the preteaching section of each lesson, high-frequency words are marked with an asterisk). Disabled readers tend to have difficulty with orthographic awareness, which is an awareness of the letters and letter combination used to spell words. They have difficulty using visual processes as an aid to learning and remembering words. They rely heavily on phonics and would tend to spell *one* and *won* as *wun*. Homophones are especially difficult for them. Unfortunately, in almost all U. S. programs, high-frequency words, such as

it, *now*, and *said*, are presented as elements to be memorized visually. However, that is not how they are learned. Write the word *was*. Can your lips move or you articulated the word subvocally. Words are bonded in memory phonologically. We match letters and sounds. For the word *cat*, *c* is bonded to /k/, *a* to /a/, and *t* to /t/. This bonding takes place even for words that have an irregular spelling. For *was* the connections are *w/w/*, *a/uh/*, *s/z/*. Actually, there are three main kinds of high-frequency words:

- Decodable and contain only elements that students have been taught (*it*, *and*)
- Decodable but contain elements that have not yet been taught (*how*, *too*)
- Partly decodable (*was*, *does*). Often only the vowel is irregularly spelled.

For words that are decodable and whose elements have been taught, such as *that*, *with*, *which*, point out the letter relationships. If possible, teach the words in patterns: *at*, *hat*, *that* or include them when you teach the phonics element they incorporate. For instance, include *with* and *which* when presenting short-*i* words.

A number of high-frequency words such as *look* and *like* are totally regular but contain elements that are not taught until later in the sequence. For those words, focus on the known elements, the *l/l/* and *k/k/* in each word and simply tell students that *oo* makes an /oo/ sound in *look* and *i_e* makes an /ī/ sound in *like*. You might also explain that they will study more words that have these sounds later on.

The most difficult words are those, such as *was* and *have* that contain irregular spellings. Fortunately, only slightly more than one word out of four of the 200 highest frequency words has an irregular spelling, and, most often, it is only the vowel that is irregularly spelled: *was*, *said*, *give*, *want*, *put*. Again, as when presenting words that are regular but that contain elements that have not been taught, focus on the known elements. When teaching irregular words, make as many connections as you can. For *was*, the *w* has its usual sound, *s* represents /z/, as it so often does, but *a* represents an /u/ or *uh* sound. Explain to students that some words have tricky spellings. Note the regular spellings in the word *was*. Then point out that the *a* in *was* is a tricky way to spell /u/.

Developing Word Recognition Strategies

What is the single-most effective tool or technique that you can use to develop your students' decoding skills? Strategies. As explained in Chapter 3 of *Closing the Literacy Gap*, strategies are cognitive actions carried out in order to solve a problem or complete a task. A main task in reading is decoding unfamiliar words.

Students need to develop cognitive actions that they can use to effectively unlock the pronunciations of words that they have never seen before. Key strategies are summarized in Table 1.2.

Table 1.2: Strategy Prompts

Strategy	When Used	Prompt
Pronounceable Word Part	Word contains a pronounceable word part: <i>an</i> or <i>ran</i> in <i>ranch</i> .	“Is there any part of that word that you can say? “(might need to cover up all of the word except the pronounceable part)
Analogy	Pronounceable word part doesn’t work. Word is like one that student knows. <i>Vain</i> is like known word <i>train</i> .	“Is this word like any word that you know? Is this word like any of the model words?”(might need to write or show known word so student can compare the two)
Context	Word is irregular, or other strategies don’t work.	“What word would make sense here?”
Sound by Sound	Student doesn’t see chunks or parts in words. Needs to decode a word sound by sound.	“What is the first sound? What is the next sound? The last sound? What word do you get when you put the sounds together?”
Try Another Sound	The vowel or consonant spelling has more than one pronunciation.	“What other sound can that letter (or letters) make?”(can refer to Model Words Chart) Needs to also check to see that the word is a real one and fits the context.
Sound Correction/ Model Word Routine	Student says wrong sound for element or can’t recall its sound. Student said <i>pet</i> for <i>pit</i> . Is prompted to use model word routine. Says letter, model word, and sound of letter from Short-Vowel Chart in Appendix A. For long-vowel error, call attention to final <i>e</i> or digraph. Student says <i>cap</i> for <i>cape</i> .	“What is the vowel? What is the model word for short <i>i</i> ? What sound does short <i>i</i> make? What would this word be if you put the <i>i</i> sound in it?” “What is the vowel? What does the final <i>e</i> tell you about the vowel? What would this word be if you put the long- <i>a</i> sound in it?”
Spelling	Student misreads or skips a letter or sound. Naming the letters enables the student to focus on the actual letters in the word.	“Spell the word.”
Writing	Student fails to process all the letters in a word, even though they know all the correspondences in the word.	“Write the word. As you write the letters, say the sounds that the letters stand for.”
Monitoring/ Cross Check	Student produces a nonword or word that doesn't fit. Student uses context to check use of a phonological strategy or uses phonics to check use of a contextual strategy.	(Context) “Is that a real word? Does that fit the sense of the sentence?” (Phonological) “With what letter does the word in the story begin? What sound does that letter make? What sound does your word begin with?” (Check other letters and sounds a needed.)
Choice	Student is unable to use any strategies. Provide a choice of two words. Have student select the correct one.	“Is the word wolf or dog? How do you know?”
Affirmation	Praise the student for working out a word. Name the strategy used. This lets the student know what strategy they used and encourages the student to continue to use strategies.	“I like the way you used the pronounceable word part to help you read that word.”

Diagnostic	You want to see what strategies the student is using. Use this prompt after student has decoded a difficult word.	“How did you figure out that word?”
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Developing Strategy Use

Using effective strategies is an integral part of *Accelerating Foundational Literacy*. After learning a new pattern, students are expected to read any words containing that pattern and to use that pattern if they encounter unknown words that contain the pattern. For example, if, after being taught the *-at* pattern a student encountered the word *chat* and were unable to read it, they would search for any part they knew. After pronouncing *at* they might add *ch* to get *chat*. If they forgot the pattern, they could find *hat*, which is the model word for the *-at* pattern, on the Model Words Chart and use that as a reminder or as an analogy word if they wanted to use the analogy strategy. They would then use context to check to see if the word they decoded was a real word and fit the context in which it was used.

As students experience difficulty reading words that are unfamiliar in print, use the techniques described in Chapter 3 and prompt the students to apply the pronounceable word part and analogy strategies (along with context) so that they develop the habit of using these strategies independently. Some students might not have developed the ability to detecting patterns in words, such as the *ad* in *had* or the *ot* in *hot*. For these students the pronounceable word part might be the initial consonant, or they may need to say each sound of the word and then blend the sounds. As they gain more experience, they should eventually be able to detect patterns in words. After students have applied a strategy effectively, provide specific praise, so students know which strategy they used: I like the way you used a part of the word you knew to figure out that hard word. Table 3.1 contains a description along with prompts of these key strategies plus several other useful strategies.

Differentiation of Instruction and Practice

In a traditional literacy group, everyone in the group receives the same amount of practice, even those who are slow to catch on. In *Accelerating Foundational Literacy*, you are urged to provide each student with as much practice as they need. For instance, if a student has gone through the practice activities for a consonant correspondence or a vowel pattern and still hasn't mastered it, sources of additional practice are supplied. Practice activities, which include, sorting; reassembling sentences; assembling words; and reading everyday materials, riddles, rhymes, songs, decodable texts, and children's books, can also be differentiated on the basis of their appeal and effectiveness for a particular learner.

In addition to differentiation in the amount of practice materials, differentiation is also provided in terms of intensity of instruction and instructional approach. For instance, lessons are set up in such a way that the intensity of the lesson can be increased if students are not catching onto the skill being taught. Likewise, the intensity can be lessened if students are grasping the skills with little difficulty.

High-Payoff Practice Activities

Accelerating Foundational Literacy provides a number of high-payoff practice and application activities.

Sorting

In sorting, students group words according to sounds, sounds and spellings, meaning, or some other criterion. In this program vowels are most often sorted according to rhyming sounds regardless of spelling: **rain, cane, train, pain, plane, chain, Jane**; whale, nail, sale, trail, mail, tale, sail, tail, but they could be sorted by rhyming sound and spelling: **rain, train, pain, chain**, cane, Jane, plane; **whale, sale, tale**; nail, mail, sail, tail, trail. In addition to activities involving students, sorting helps students discover underlying relationships among words. For instance, students may be able to read *net, set, wet*, and *let* but may not realize that these words all fit a pattern until they sort them.

To set up a sort, make two or more columns with a key word at the head of each column. If sorting *-at* and *-it* words, head the columns with the words *hat* and *hit*. Words to be sorted may be placed on cards or may be written on the board or a sheet of paper. Students then place *-at* words in the *hat* column and *-it* words in the *hit* column.

Students can work individually, in pairs, or in small groups. After a sort has been completed, have students read the words in each category and note what is the same about the sound and spelling of the words in each category. If students are slow or hesitant, discuss any questions they might have and ask them to sort again. If students have completed a sort under your guidance, have them sort the items a second time for additional practice. If students are simply sorting the words according to their spellings and not noting the sounds of the words, try blind sorts. In a blind sort, the teacher or a student calls out a word, and the student points to the model word it would fall under. For instance, the teacher would call out "bat" and the student would point to the model word *hat*.

Assembling Words

Students are given a set of letters and use those letters to form words spoken by the teacher. This builds phonemic awareness and spelling skills. For instance, given the letters *a, c, m, n, r, t*, students form the words *can, cat, man, mat, ran, rat*. Emphasizing the sounds in the word, the teacher says *cat*. The students use the letters they have been

given to make the word *cat*. Using an enlarged duplicate set of the letters placed on the white board ledge or

in a pocket chart, a volunteer forms the word *cat* and students check their spelling.

Multisensory Practice

Using the set of letters from *Assembling Words*, students engage in multisensory practice. In multisensory practice, students make visual, auditory, kinesthetic, and tactile associations between letters and sounds. (Gillingham & Stillman, 1983).

- *Associating letter and sound.* Holding up each letter, have students say its sound.
- *Associating the sound and letter.* Say the sound of the letter and have students hold up the letter that stands for that sound. Students repeat the sound of the letter as they hold up the letter.
- *Associating the writing (spelling) of the letter with its sound.* Say the sound of the letter and have students write the letter that stands for that sound. Students repeat the sound of the letter as they write the letter.

Making the associations is optional and may be used in the beginning stages but phased out as students grow in proficiency, unless they show a need for this kind of intensive practice.

Scrambled Sentences

A sentence using words drawn from the pattern that has been introduced is created and presented in disassembled fashion. Students then reassemble the sentence. The activity provides practice with newly learned and previously learned patterns and high-frequency words and builds syntactical knowledge and comprehension. Disassembled sentences can be presented on cards or can be written on the board. Cards are preferred because they allow for manipulation.

Reading Rhymes and Songs

Reading rhymes is especially good for reinforcing patterns and high-frequency words. Because they contain rhyming lines and a distinctive rhythm, verses, poems, and songs are easier to read and are more fun to read than prose. They also lend themselves to being read over and over again and so foster fluency. Because of their rhyme and rhythm, they also promote accuracy of reading. Most rhymes and songs are too difficult for students to read on their own so they should be share read. They are written on the board or projected so that all can see the words. Running their hand under the text, the teacher reads the selection and the students follow along. During a second reading, the teacher pauses before familiar words or phrases and has students read them. In subsequent rereadings, students read along with the teacher.

Making Words

Making Words is a group activity in which students put letters together to create words. Beginning with two-letter words and extending to five-letter or even longer words, students form as many as a dozen words (Cunningham & Cunningham, 1992). The last word that the students construct contains all the letters that they were given. Here's how it works. Students are given the following cut-up or magnetic letters *a-s-n-t-d* and are asked to do the

following:

- Use two letters to make *an*.
- Add a letter to make *ant*.
- Take away a letter to make *an*.
- Add a letter to make *tan*
- Change a letter to make *pan*.
- Add a letter and change a letter to make *sand*.
- Now break up your word and see what word you can make with all the letters (*stand*).

Making Words is not presented in every lesson.

Secret Messages

Secret messages have been created to give students the opportunity to manipulate phonic elements (Education Department of Western Australia, 1994). Secret messages are formed by adding or deleting parts of words. The words are then put together to form the message. Messages can be geared to virtually any decoding skill at any level of difficulty. A secret message appears at the end of each unit

Secret Message

1. Take the **H** from **hats** and put **C** in its place. _ _ _ _
2. Take the **t** from **to** and put **d** in its place. _ _
3. Take the **h** from **hot** and put **n** in its place. _ _ _
4. Take the **b** from **bike** and put **l** in its place. _ _ _ _
5. Take the **b** from **bats** and put **r** in its place. _ _ _ _

Application Activities

Reading

The problem with many foundational programs is that they are heavy on instruction and practice but light on application, with countless hours being spent on workbook pages but too little time spent reading connected text. Actually, what students need most is the opportunity to apply skills to real reading. Reading selections have been specifically written to reinforce each pattern being taught. Most patterns are also accompanied by one or more rhymes or songs. Also presented for most patterns is a Complementary Reading activity.

Complementary Reading is a listing of published children’s books and articles that can be used to reinforce the patterns presented. A number of books are available in digital format and may be downloaded from library databases such as Hoopla or Overdrive. Many of the books are also available from Epic. Epic is a subscription service for parents, but is free for teachers and may be accessed during school hours by students. After school hours, students may also access one book each day without any charge. Most libraries provide access to high-quality children’s periodicals, such as *Scholastic News* and *Highlights for Children*. These articles can be read on digital devices or can be downloaded and printed out. They can be emailed to students and can also be shared on Google Classroom.

Complementary reading books and articles have been selected because they are of high quality and reinforce patterns that have been taught. However, they may contain a few high-frequency or content words that should be previewed. It is strongly recommended that you obtain as many of these articles and books as you can and build a library of these and other print and digital materials that can be used to reinforce the skills that you are teaching. Struggling readers may need two or three times the amount of reading practice that typically developing readers require.

Spelling

In each lesson two or more words have been selected for study. The words incorporate the pattern that has been taught in the lesson but may also include high-frequency words. Words have been chosen because of the probability that they will be used in future writing activities. Words should be spoken in isolation, presented in an oral sentence, and then spoken once more in isolation: “sit, Please sit in that chair. sit.” Model how you would stretch out or emphasize the sounds in a word to help you spell it: “Watch how I stretch out the word *sit*: sssiittt.” Correct spellings are written on the board and students make any corrections necessary.

Writing

Students write a brief piece on a topic that includes one or more words from the pattern they are learning. Model the process by showing how you would write about the topic. Invented spelling is encouraged in *Accelerating Foundational Literacy*. Invented spelling leads students to make increasingly insightful discoveries about the writing system and is especially effective at developing phonemic awareness. Encourage students to spell as best they can. However, they are expected to spell correctly words whose phonic elements they have been taught.

Approaches for Students Who Need Additional Help

Although the *Accelerating Foundational Literacy* approach has been proven to be highly effective, some struggling readers may still experience difficulty. If students have difficulty learning correspondences or words, provide additional time with sorting and assembling words. If students continue to have difficulty, try Speech-to-Print Practice. Speech-to-Print Practice, which is an application of an approach created by Durrell and Murphy (1964) a number of years ago, can be used with them. Speech-to-Print Practice only requires recognition of printed words spoken by the teacher and so is easier than supplying the spoken equivalent of printed words. Also available is a multisensory tracing approach for students who have serious word-learning difficulties, including dyslexia.

Speech-to-Print Practice

Because students are only required to recognize the printed form of a word spoken by the teacher, Speech-to-Print Practice is about as easy an approach to phonics instruction as you can find. Here is how Speech-to-Print works. The teacher presents a phonic element, such as the *-at* pattern, shows the students two word cards: *cat* and *can*, and asks students, “Which word says *cat*?” The student selects *cat* from the two words. The teacher might also ask students to explain their choices: “How do you know the word says *cat*?”

Each pattern is accompanied by a Speech-to-Print Practice activity. The newly taught pattern is contrasted with previously taught patterns. For instance, after the pattern *-an* has been taught, it is contrasted with the previously taught pattern *-at* as in Figure 1.1. Figure 1.1 lists the contrasting words. The patterns being contrasted are noted at the bottom of the list. The first column lists the target words, the ones that will be read by the teacher. Columns 2 and 3 list the words to be contrasted by the student. The student is presented with the words listed in Columns 2 and 3. The words can be presented on cards or as a student list. The teacher reads the words listed in Column 1. For instance, reading from their copy, the teacher asks, “Which word says *cat*?” The student selects from the words *can* and *cat*. A Speech-to-Print Practice activity for each lesson is presented in Appendix C.

Speech-to-Print can be conducted by a teacher with one or more students, or it can be conducted by two students working together. A main advantage of Speech-to-Print is that it builds students’ academic self-concept. Having a history of failure, struggling readers often give up trying for fear of failing yet another time. Speech-to-Print, which maximizes the probability of success, builds confidence and willingness to put forth effort. The Speech-to-Print concept can be used informally when students are struggling to read a difficult word. For instant, if a student encounters a word, such as *chunk*, and doesn’t respond to prompts,

such as, “Is there any part of that word that you can say,” try Speech-to-Print: “Is that word *chuck* or *chunk*? How do you know?” This turns a failure to respond into a successful encounter and also builds work recognition.

Figure 1.1
Speech-to Print Example

Which word says?		
cat	can	cat
fan	fan	fat
can	can	cat
mat	man	mat
man	man	mat
Nat	Nan	Nat
ran	ran	rat
pat	pan	pat
van	van	vat
rat	ran	rat

-at, -an

Tracing

Because it is arduous and time-consuming, tracing is recommended only when all other approaches have failed. Tracing is believed to foster memory and attention. The tracing approach recommended here combines features of the Orton-Gillingham (Gillingham & Stillman, 1983) approach with those of the Fernald (1943) approach. If learning letter sounds, students say the name of the letter and then trace it. While tracing the letter, they say its sound. After tracing it, they should say its name: t--/t/--t. They should trace the letter several times-saying “tee-tuh-tee” until they can write it from memory. Write the letter for the students and demonstrate how they should say its name, trace it while saying its sound, and then say its name. After tracing the letter until they judge that they know it, students should demonstrate that knowledge by saying the name of the letter, writing the letter while saying its sound, and then saying the letter’s name. Covering up the letter, they have written, they should do this a second time.

When tracing single-syllable words, students say the word, say the sound of each letter as they trace the word, and then say the whole word: *hat* /h/-/a/-/t/ *hat*. To prepare students, write the word and demonstrate how to trace it. Students then trace the word until they judge that they can write it from memory. They show that they know a word by saying it, writing it while saying its sounds, and then saying the whole word correctly. They cover up the first writing and then write the word a second time. If they are unable to do so,

they should trace the word again until they judge that they know it.

When tracing multisyllable words, students say the whole word: *dinosaur*; say the word in syllables, pronouncing each syllable as they do so: *di•no•saur*; and then say the whole word: *dinosaur*. To prepare students, say the word, trace its syllables as you say each one, say the word, and underline the syllables. Provide as many demonstrations as needed. Syllabication is tricky. It is recommended that you use a dictionary to check the syllabication of words being studied. *Merriam-Webster Online* does a particularly good job of indicating accurate pronunciations and syllabication. To involve students and foster phonological awareness, have them guess how many syllables they think are in the word. Then after the word has been looked up, discuss the accuracy of their prediction. Students show that they know a word by saying the whole word, then writing the word on a separate slip of paper, pronouncing each syllable as they do so, and then saying the whole word correctly. They cover up the first writing and then write the word a second time. If they are unable to write the word correctly twice, they should trace the word again until they judge that they know it.

Just as with any other technique, the effectiveness of tracing is dependent on how well the technique is implemented. The technique will not work if students aren't focused on what they are doing and so aren't making critical connections between letters and sounds and movement (Shanahan, 2020).

ACCELERATING LITERACY RESOURCES SECTION

The Accelerating Literacy Resources Section provides a listing of possibilities for the teaching and reinforcement of each of the vowel patterns. The Resources Section consists of three levels: Level A: Short-Vowel Patterns, Level B: Long-Vowel Patterns, and Level C: Long-Vowel Patterns. Although the focus is on vowel patterns, instruction and practice in blends, inflectional endings, and high-frequency words are also emphasized. Each lesson includes the following:

- **Listing of pattern and mixed practice words** Words to be presented in each lesson are listed. Possible model words are starred. The pattern is taught according to the sample *-at* Pattern lesson presented on p. 16.
- **Sorting activity** Words to be sorted are listed. Suggested procedures for sorting are listed on p. 8.
- **Scrambled sentence** The sentence is to be presented on the board or on cards in a scrambled form.
- **Assembling words** Letters to be assembled and words to be formed are presented.
- **Multisensory practice** Letter sounds to be practiced are the same as those for Assembling Words
- **Making words** After being provided with clues, students use a series of letters to form words. Not all

lessons have a making words activity.

- **Rhymes** One or more rhymes or songs that reinforce the pattern being taught are listed. Rhymes in copyable format are located in a separate publication entitled *Rhymes and Songs for Accelerating Foundational Skills* and are available at no charge for users of *Closing the Literacy Gap* at buildingliteracy.org. Download from the *Reserved Resources* tab.
- **Reading** Each pattern is accompanied by one or more selections specifically written to provide practice with the pattern being introduced. These selections are contained in three separate publications:
 - Accelerating Foundational Literacy: Decodable Reading Selections Level A: Short-Vowel Patterns*
 - Accelerating Foundational Literacy: Decodable Reading Selections Level B: Long-Vowel Patterns*
 - Accelerating Foundational Literacy: Decodable Reading Selections Level C: R-Vowel and Other-Vowel Patterns*. All three are available at buildingliteracy.org. Download from the *Reserved Resources* tab.
- **Available Additional Selections** Includes books or other materials that are available free of charge from EL Education, CKLA, SPELD SA Phonic Book Series, and Khan Academy for Kids. CKLA materials are found at the CKLA website under “Download Free Curriculum.” They are drawn from “Language Arts Skills Units” and are listed by grade and unit. Khan materials are found at the Khan Kids website in the “Library” and are listed by category and title: Early Readers, 1st Grade Early Readers, Animal Safari, Super Cute, Backyard Wildlife, and Young Explorer. SPELD (SPELD SA Phonic Readers - New Series) materials are found at the SPELD website under “Resources” and are listed by Set and title. EL Education materials are listed at their website by grade, cycle, and title. To download decodable readers from EL, go to EL Education, click on Resources>Language Arts Curriculum> select grade. Scroll down to desired “Skills Block.” Click on “Show Cycles.” Scroll down to desired cycle and click on “Download Materials.” Then click on “Skills Block Supporting Materials (zip file). Open file folder “Skills Block Supporting Materials. “Click on (title of text) “Student.”
- **Complementary Reading** Also listed are children’s books and periodical articles that can be used to provide additional high-quality practice with the pattern that has been introduced. These are available from libraries, publishers, and book sellers.
- **Riddle** Riddles incorporate pattern words. Rhyme riddles feature rhyming pattern words. If they contain unfamiliar words, write or project the riddles on the board and read them with students.
- **Spelling** Each lesson is accompanied by two or more spelling words that incorporate the pattern taught or are high-frequency words.

- **Writing** Each lesson is accompanied by a suggested brief writing activity that uses pattern words.
 - **Speech-to-print** Patterns to be used in a Speech-to-Print Practice activity are listed. A Speech-to-Print Practice activity for each lesson is listed in Appendix C. You might also want to construct your own activities.
 - **Tracing** Words to be traced are listed. Directions for conducting a tracing lesson are provided on pp. 17-18.
- Added Practice** Listed under *Added Practice* are optional sources of electronic reinforcement. One of the most effective sources is Reading Bear, a website that provides practice in blending and saying word patterns. Lesson presentations are listed by the skill(s) they cover and the letters *a* through *f*, which indicate the segment of the skill being presented. For instance, short *a* includes segments *a* through *e*, with *a* presenting *ap* and *at* patterns, *b* presenting *at* and *am* patterns, *c* presenting *am* and *an* patterns, *d* presenting *an*, *ag*, and *ad* patterns, and *e* presenting *ad*, *as*, and *azz* patterns. In the Resources Section, the name of the presentation is noted along with the letters indicating the appropriate segment(s). For example, “short a: a-b” indicates that you should go the short *a* presentation and click on the *a* and *b* segments.
- **Minilessons** Included in the Resources Section are minilessons for teaching blends and inflectional endings.

LEVEL A: SHORT-VOWEL PATTERNS

Level A includes short-vowel patterns and blends and high-frequency words. Short vowels are relatively regular and are usually spelled with a vowel-consonant (*at, it, up*) or consonant-vowel-consonant (*hat, hit, hot, hut, pet*).

Unit 1: Short-*a* Patterns

-at Pattern

In this first lesson, short *a* is introduced in isolation and then as a pattern. The following steps are followed. In subsequent short-*a* pattern lessons, it won't be necessary to introduce /a/ in isolation. In subsequent lessons, you would begin with Step 4: Constructing a Pattern

Pattern words: at, bat, cat, fat, hat*, mat, pat, rat, sat

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of objects whose names begin with /a/: apple, astronaut, add, and attic. If objects or illustrations aren't available, say the names of the objects. Exaggerating the initial sound of each word, lead students to see that the names of all these items begin with the same sound: /a/ as in *apple*.

(Do not use the words *alligator* or *alphabet* because they tend to begin with an /ow/ sound as in *owl*. Avoid the word *ant* or *am* because the /a/ blends with the /n/ or /m/.)

Step 2: Articulation

Show students how /a/ is formed and have them notice how they form /a/ so they develop a physical, kinesthetic awareness of /a/. Tell students to “say /a/.” Tell them that “Your mouth is open and the tip of your tongue is touching your bottom teeth.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board: *apple*, *astronaut*, *add*, *attic*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Lead students to see that all the words begin with the letter *a* and that *a* makes the sound /a/ heard at the beginning of *apple* (*apple* is the model word for *a/a/*). (An asterisk is placed after the model word in the list of Pattern Words presented at the beginning of each lesson.) Display the Short Vowel Chart, which is located in Appendix D. Pointing to *a- apple- /a/* on the Short Vowel Chart, teach students to say the name of the letter, its model word, and the sound it represents: *a –apple- /a/*. If students forget the sound that *a* represents, saying “*a apple*” should help them remember it because *apple* begins with /a/. Remind students that they can use the Short-Vowel Chart if they forget how to spell or say the sound /a/.

Step 4: Construcing a Pattern

Adding an Onset Have the pattern words formed by adding to the onset. The onset is the consonant or consonants that appear before the vowel (**c+ at**). Write *a* on the board and ask students to tell you the sound that *a* stands for. (If students are unable to respond to your queries, provide responses.) Ask them to tell what letter would have to be added to /a/, to make the word *at*. Emphasize the /t/. As you add *t* to *a*, say the sounds represented by the letters: /a/-/t/-/at/. Read *at* and have the class read it with you. Then ask students what letter would need to be put in front of *at* to make the word *cat*. Emphasize the /k/ sound. As you add *c* to *at* say the sounds represented by the letters: /k/-/a/-/t/-/kat/. Read the word *cat* and have students read it with you. Then have the words *bat*, *fat*, *hat*, *mat*, *pat*, *rat*, *sat* formed in this same way. Read all the words and have students read them with you.

Adding a Rime The rime is the part of a word that begins with a vowel: **c + at**. Write *c* on the board and have students tell what sound it stands for. Ask students to tell what letters would need to be added to /k/ to make the word *cat*. Emphasize /a/ and /t/. Say the sounds as you add *a* and *t*. Then say the whole word. Have *bat*, *fat*, *hat*, *mat*, *pat*, *rat*, and *sat* formed in this same way. Read all the words and have students read them with you.

Constructing a Model Words Chart A Model Words Chart is a listing of words that provide examples of the patterns that have been presented. The purpose of the Model Words Chart is to provide a reminder of previously taught patterns so these can be used to decode words. The model word is typically a common word that can be depicted. As part of the lesson select a model word and add it to the Model Words Chart. If possible, include an illustration of the model word. For the *-at* pattern, the word *hat* might be chosen as the model word. It could be illustrated with a drawing or photo of a hat. After learning the *-at* pattern, students are expected to read any words containing *at* and to use this pattern if they encounter unknown words that contain *at*. For example, if a student encountered the word *chat*, they would search for any part they knew. After pronouncing *at* they might add *ch* to get *chat*. If they forgot the pattern, they could find *hat* on the chart and use that as a reminder.

Assembling words: Distribute the letters *a, c, h, r, s, t*. Have the words *cat, hat, rat, sat* formed.

Scrambled sentence: The cat sat on the hat.

Rhyme (shared): Jack Hall

Reading: The Cat Sat

Preteaching: Preteach the high-frequency words: *is**, *on**, *a**, *the**. (High-frequency words are marked with an asterisk.) Each article or story is accompanied by a listing of words that have not been introduced to students. These words are recommended for preteaching. Because of a past history of failure, struggling readers do best when they have a high rate of success. Preteaching potentially difficult words provides students with the skills they need for a successful reading and builds confidence and students' willingness to do their best. When presenting preteaching words, encourage students to read as much of each word as they can. This provides them with the opportunity to apply the decoding strategies that they are learning and builds independence. As appropriate, supply strategy prompts. A listing of prompts is provided in Table 1.2, p. 6.

For words that have irregular spellings or that are regular but contain elements that students have not yet learned, match up spellings and sounds. For *is*, tell students that *i* makes an /i/ sound and *s* makes a /z/ sound. Have students blend the sounds and read the word. For *on*, explain that *o* makes an /o/ sound in this word and have students say what sound *n* makes. (The *o* in *on* may also have an /aw/ sound. Use the sound that your students use.) Have students blend the sounds and read the word. For *a* explain that *a* makes an *uh* sound when it is alone as in *a cat, a hat, a rat*. For *the* explain that *th* makes a /th/ sound and *e* makes an *uh* sound. Have students blend the sounds and read the words. The idea is to have students bond these words in memory by attaching their sounds to their spellings. All words, even ones that have irregular spellings, are learned in this way. Because these are high-frequency words, spend extra time reinforcing them.

Introduction & discussion: Writing the word *Pat* on the board, have students read it. Write *is* and *on* on the board, if you haven't already done so, and pointing to the words as you use them, explain that *Pat is* a cat who likes to sit **on** things. Have students read the story to find out what *Pat* sat **on**. After students have read the story, have them tell what *Pat* sat on. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Carle, E. (1973). *Have you seen my cat?* New York: Scholastic.

Cameron, A. (1994). *The cat sat on the mat*. Boston: Houghton.

Wildsmith, B. (1986). *Cat on a mat*. New York: Oxford.

Spelling: cat, sat, at, that

Writing: Students draw a picture of a favorite, unusual, or interesting cat and write a caption to go along with the drawing.

Speech-to-Print: -at

Tracing: cat, sat

Added Practice: Reading Bear: Short a: a-b

-an Pattern

Writing *a* on the board and having students say the sound it stands for, ask them what letter would need to be added to /a/ to make the word *an*. Have the pattern words below formed by having the onsets *c*, *m*, *p*, *r*, and *v* added to the rime *an*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /k/-/a/-/n/ *can*.

After forming words by adding onsets to rimes, have students form words by adding the rime *an* to the onsets *c*, *m*, *p*, *r*, and *v*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: an, can, man, pan*, ran, van

Mixed practice: an, at, can, cat, man, mat, pan, pat

Sorting: Students sort a mixed group of *-at* and *-an* words: cat, hat, can, man, bat, van, rat.

Assembling words: Distribute the letters *a*, *c*, *m*, *n*, *r*, *t*. Have the words *can*, *cat*, *man*, *mat*, *ran*, *rat*, formed.

Scrambled sentence: The man has a van.

Rhyme: Higher than a House

Reading: The Cat and the Hat

Preteaching: see*

Writing the word *see* on the board, invite students to read it. Students would be familiar with *s/s/* and might be familiar with *ee*. If they are not familiar with *ee*, point out that *ee* makes the sound /ē/. Have students blend the sounds and read the word. To provide practice, write the phrase “I see a” on the board and have students read it and tell what they see. Write the words that tell what they see and have students read the sentence.

Introduction & Discussion: Writing the words *hat* and *ran* on the board, tell students that in this story a hat ran. Have students read the story to find out how the hat ran. After students have read the story, have them explain how the hat ran. Also have students read their answers to the fill-in-the blank sentences.

Reading: Where Is Pat?

Preteaching: where, in Writing *where* on the board, have students tell what sound *wh* makes.

Underlining *ere*, tell students that *ere* makes an *air* sound. Have them blend the sounds and read the word.

Have several volunteers read *where*. Writing *in* on the board, invite students to read as much of the word as they can. If necessary, explain that *i* makes an /i/ sound and have students tell what sound *n* makes and then blend the sounds to form *in*. Have students read *in*.

Introduction & Discussion: Writing the title “Where Is Pat?” on the board, read the title with students.

Writing the word *in* on the board, if you have not already done so, and pointing to it when you say it, explain that Pat is not in the house or in the yard. Have students read the story to find out where Pat is. After students have read the story, have them explain where Pat is. Also have students read their answers to the fill-in-the blank sentences.

Reading: The Tan Van

Preteaching: has* Invite students to read *has*. Although the *s* in *has* represents /z/, students will probably naturally make the /z/ sound and, if not, pronouncing *s* as /s/ should be close enough so that they recognize the word.

Introduction & Discussion: Writing the word *van* on the board, have students read it and tell what a van is. Have students read the story to find out who is in the van. After students have read the story, have them tell who is in the van. Also have students read their answers to the fill-in-the blank sentences.

Complementary Reading: Maccarone, G. (1995). “*What is THAT?*” *said the cat*. New York: Scholastic.

Spelling: can, man, an, ran

Writing: Students compose an illustrated booklet telling about things they can do.

Speech-to-Print: -an & -at

Tracing: can, man, ran

Added Practice: Reading Bear: Short a: c-d

-ad Pattern

Writing *a* on the board and having students say the sound it stands for, ask them what sound and what letter would need to be added to /a/ to make the word part *ad*. Have the pattern words below formed by having the onsets *b, d, h, m,* and *s* added to the rime *ad*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /b/-/a/-/d/ bad. After forming words by adding onsets to rimes, have students form words by adding the rime *ad* to the onsets *b, d, h, m,* and *s*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. For *has* ask students *to* tell what letter would need to be added to /a/ to make the word part *as*. Then have students tell what letter would need to be added to *as* to form the word *has*. For *have* ask students to tell what letter would need to be added to /a/ to make the word part *av*. Then have students tell what letter would need to be added to *av* to form the word *have*. Add an *e* to *v* and explain to students that *v* just about always has an *e* when it comes at the end of a word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: bad, dad, had, mad, sad*; has, have

Mixed practice: bad, bat, had, hat, mad, mat, sat, sad

Sorting: bad, had, mad, sad; sat, hat, cat, rat; Sam, jam, am, ham

Assembling Words: a, d, h, m, s, t am, at, had, ham, sad, sat, hat, mat

Scrambled sentence: I had a bad cat.

Shared Song: Old MacDonald

Reading: Matt's Hat

Preteaching: with*, catch Invite students to read any parts of the words that they can. Provide help with the parts they can't read. For instance, have students provide the sounds for initial and final consonants. You provide the sounds for the vowels and have students blend the sounds to form words. Writing *with* on the board, have students tell what sound *wh* makes. Explain that *i* makes an /i /sound. Have students say the sound that *th* makes, blend the sounds, and say the word. Using their knowledge of short-*a*, students might be able to read *catch* on their own or with a little prompting. Have several volunteers read the words.

Introduction & Discussion: Writing the title, "Matt's Hat," on the board, have students read it. Explain that 's has been added to *Matt* to show that Matt owns the hat. Have students read the story to find out what

happened to Matt's hat. After students have read the story, have them tell what happened to Matt's hat. Also have students read their answers to the fill-in-the blank sentences

Reading: Matt Is Sad

Preteaching: his*, away* Writing *is* on the board, have students read it. Ask students what letter would have to be added to *is* to make the word *his*. After *his* has been formed, have volunteers read it. Writing *away* on the board, point out that *a* makes an *uh* sound, have students say the sound for *w*, and tell them that that *ay* makes an /ā/ sound. Have students blend the sounds and read the word.

Introduction & Discussion: Writing *glad* on the board, have students read the word and tell what makes them glad. Write their responses on the board. Have them read the story to find out why Matt becomes glad. After students have read the story, have them tell why Matt becomes glad. Also have students read their answers to the fill-in-the blank sentences.

Complementary Reading Antee, N. (1984). *The good bad cat*. Grand Haven, MI: School Zone.

Riddle: I have a little boy. And I have a little girl. But I am not a mom. I rhyme with *sad*. What am I? (a dad)

Spelling: had, has, have

Writing: Students write about things that make them glad.

Speech-to-Print: -ad & at

Tracing: had, has, have

Added Practice: Reading Bear: Short a: d-e

-am Pattern

Writing *a* on the board and having students say the sound it stands for, ask them what letter would need to be added to /a/ to make the word *am*. Have the pattern words below formed by having the onsets *h, j, P, S* added to *am*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /h/-/a/-/m/ *ham*. After forming words by adding onsets to rimes, have students form words by adding the rime *am* to the onsets *h, j, P, S*. As you add letters, say the sounds represented by the letters, say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: am, ham, jam, Pam, Sam

Mixed practice: am, an, ham, hat, Sam, sat

Sorting: man, van, pan, can; ham, jam, am

Assembling Words: a, c, h, m, n, t am, ham, at, an, can, cat, hat, mat

Scrambled sentence: I am Sam.

Functional reading: jar of jam, canned ham labels

Reading: Pam

Preteaching: like*, what*, do*, you* Invite students to read any parts of the words that they can.

Provide help with the parts they can't read. For instance, have students provide the sounds for initial and final consonants. You provide the sounds for the vowels and have students blend the sounds to form words.

Writing *like* on the board, have students tell what sound *l* makes. Tell them what sound *i_e* makes. Have them tell what sound /k/ makes and blend the sounds to form the word. Writing *what* on the board, have students tell what sound *wh* makes. Explain that *what* is a tricky word because *a* does not make its usual sound. Explain that in this tricky word *a* makes an *uh* sound. Have students say the sound that *t* makes, blend the sounds, and say the word. Writing *do* on the board, have students tell what sound *d* makes. Explain that *o* makes an /OO/ sound. Have students blend the sounds and say the word. Writing *you* on the board, have students tell what sound *y* makes. Explain that *ou* makes an /OO/sound in this word. Have students blend the sounds and say the word. Point out that *do* and *you* rhyme. Have several volunteers read the words and the sentence; "What do you like?"

Additional Available Reading: EL K-14 *The Ham Sandwich*

Minilesson: Inflectional S to Form Plurals

Minilessons augment instruction in patterns by presenting elements such as inflectional endings that occur with high frequency. To introduce the concept of adding *s* to form a plural, write *1 cat*, *1 bat*, and *1 hat* in one column and *2 cat*, *2 bat*, and *2 hat* in a second column. Read *1 cat*. Then reading *2 cat*, ask what needs to be added to *cat* to make it sound right. Lead students to see that *s* is added to words to show that there is more than one. Add *s* to *2 bat* and *2 hat* and have students read all three plurals.

Introduction & Discussion: Writing "*What do you like?*" on the board, invite students to read it and ask them what are some of the things that they like. Have students read the story to find out what Pam likes. After students have read the story, have them tell what Pam likes. Also have students read their answers to the fill-in-the blank sentences.

Spelling: am, ham

Writing: Students compose an illustrated "I like" piece telling about some of the things that they like.

Speech-to-Print: -am, -ad, & -at

Tracing: am

Added Practice: Reading Bear: Short a: b

-ap Pattern

Writing *a* on the board and having students say the sound it stands for, ask them what letter would need to be added to /a/ to make the word part *ap*. Have the pattern words below formed by having the onsets *c*, *m*, *n*, *t*, *tr*, *s*, and *sn* added to *-ap*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /k/-/a/-/p/ *cap*.

When presenting blends, relate them to words having single consonants, if possible. When presenting *trap*, write *tap* on the board and ask students to tell what letter you would have to add to *tap* to make the word *trap*, emphasizing the /t/ sound. Ask what letter needs to be added to *sap* to make the word *snap*, emphasizing the /n/ sound. For the word *happy*, have *hap* formed and then add *py*. After forming words by adding onsets to rimes, have students form words by adding the rime *ap* to the onsets *c*, *m*, *n*, *t*, *tr*, *s*, and *sn*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: cap, map*, nap, tap, trap, sap, snap, happy

Mixed practice: bad, bat, ran, rat, sat, snap

Sorting: cap, map, nap, tap, trap; am, ham, jam, Pam, Sam

Scrambled sentence: The cat naps on my cap.

Making Words: Distribute the letters: *a*, *n*, *p*, *s*

- Use two letters to make *an*.
- Add a letter to make *pan*
- Keeping the same letters, make the word *nap*.
- Using the letters *a*, *p*, *s*, make the word *sap*, like the sap that flows in a tree.
- Using all the letters, make a word. (*snap* or *pans*).

Reading: Pat's Nap

Introduction & Discussion: Writing the word *nap*, on the board, have students read it. Ask students where they like to take naps. Have students read the story to find out where Pat the cat took naps. After students have read the story, have them tell where Pat the cat took naps. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Coxe, M. (1996). *Cat traps*. New York: Random House.

Spelling: map, snap

Writing: Students draw and label a map of their neighborhood.

Speech-to-Print: -ap & -an

Tracing: map, nap

Added Practice: Reading Bear: Short A: a

-ag Pattern

Writing *a* on the board and having students say the sound it stands for, ask them what letter would need to be added to /a/ to make the word part *ag*. Have the pattern words below formed by having the onsets *b, r, t, w* to *ag*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. /b/-/a/-/g/ *bag*. For *flag*, write the word *lag* on the board and ask what letter would need to be added to *lag* to make the word *flag*. After forming words by adding onsets to rimes, have students form words by adding the rime *ag* to the *b, r, t, w, fl*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: bag, rag, tag, wag, flag

Mixed practice: bad, bat, rag, rat

Sorting: bag, flag, wag, tag, wag; bad, had, sad, dad, mad

Assembling Words: *a, b, g, r, s, t* *bat, bag, rag, tag, rat, sat, tab*

Reading: Rags

Preteaching: tail, me* Invite students to read any parts of the words that they can. Provide help with the parts they can't read. For instance, have students provide the sounds for initial and final consonants. You provide the sounds for the vowels and have students blend the sounds to form words. Writing *tail* on the board, have students tell what sound *t* makes, point out that *ai* makes an /ā/ sound, and have them tell what sound *l* makes. Have students blend the sounds and form the word. Writing *me* on the board, invite students to read it, but provide help if needed. Have volunteers read the words.

Introduction & Discussion: Writing *wags* and *tail* on the board, tell students that you can tell when a dog is happy because it wags its tail. Have students read the story to tell why Rags is sad but then becomes happy.

After students have read the story, have them tell why Rags is sad and why Rags becomes happy. Also have

students read their answers to the fill-in-the blank sentences.

Reading: The Ball

Preteaching: ball*, not*, play* Invite students to read any parts of the words that they can.

Provide help with the parts they can't read. Writing *ball* on the board, have students tell what sound *b* makes. Explain that *a* makes an /aw/ sound. Have students say the sound that *ll* makes, blend the sounds, and say the word. Writing *not* on the board, have students tell what sound *n* makes. Explain that *o* makes an /o/ sound. Have students say the sound that *t* makes, blend the sounds, and say the word. Writing *play* on the board, explain that *pl* makes a /pl/ sound and *ay* makes an /ā/ sound. Have students blend the sounds and say the word. Have several volunteers read the words.

Introduction & Discussion: Writing *play ball* on the board and reading it to students, ask how many like to play ball. Ask them what kind of ball they play. Have students read the story to find out why the children could not play ball and how Rags helped them. After students have read the story, have them tell why the children could not play ball and how Rags helped them. Also have students read their answers to the fill-in-the blank sentences.

Scrambled sentence: A happy dog wags its tail.

Riddle: I can be a game or a thing that you put your name on. What am I? (tag)

Spelling: bag, flag, not

Writing: Students make up a flag for themselves. The flag shows two or three important things about the student. It might show what students like to do, their favorite colors, and their favorite animals or possessions.

Speech-to-Print: -ag, -at, & -an

Tracing: bag, tag, flag

Added Practice: Reading Bear: Short a: d

-ack Pattern

Writing *a* on the board and having students say the sound it stands for, ask them what letters would need to be added to /a/ to make the word part *ack*. Explain to students that *c* and *k* are added to /a/ to make the word part *ack*. Have the pattern words *back*, *sack*, and *tack* formed by adding the onsets *b*, *s*, *t*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /b/-/a/-/k/ *back*. Then using the following minilesson, form words by adding the blends *bl*, *sn*, *tr*, and *qu*. After forming words by adding onsets to rimes, have students form words by adding the rime *ack* to the onsets *b*, *bl*, *s*, *sn*, *t*, *tr*, *qu*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the

word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Minilesson: Introducing Blends

Struggling readers frequently experience difficulty with blends. They typically have difficulty with the second sound in the blend. To help them overcome this difficulty, emphasize the second sound. Deliberately emphasizing individual sounds, hold up a finger as you say each of the sounds of *back*. Have students say the word *back*, holding up a finger for each sound they say. Do the same with the word *black*. Have students tell you what sound they added to *back* to form the word *black*. Write the words *back* and *black* on the board and have students read them. Present *tack-track* and *sack-snack* in this same way. Lead students to see that *bl*, *tr*, and *sn* are blends and that blends have two sounds. Writing the word *quack* on the board, explain that the word *quack* is formed by adding *qu* to *ack*. Tell students that *qu* makes a /kw/ sound.

Pattern words: back, black, sack, snack, tack*, track, quack

Mixed practice: back, black, bad, pat, pack, sat, snack

Sorting: back, pack, black, snack, track; cap, map, nap, tap, trap

Assembling Words: a, b, c, k, l, p, t bat, cat, pat, tab, back, black, pack, tack

Scrambled sentence: Jack has a snack in his backpack.

Reading: Jack's Backpack

Preteaching: Review the words *what*, *do*, and *you*.

Introduction & Discussion: Writing the title, "Jack's Backpack" on the board, have students read it. Ask students to tell what kinds of things they put in their backpacks. Have students read the story to find out what Jack has in his backpack. Ask students to tell what Jack has in his backpack and what kinds of things they put in their backpacks. Also have students read their answers to the fill-in-the blank sentences.

Rhyme riddle: What do you call a backpack that has lots of things to eat? (snack pack)

Spelling: back, black, pack

Writing: Students make a list of items that they carry in their back packs or might carry if they had backpacks.

Speech-to-Print: -ack, -ad, & -ap

Tracing: back, black

Added Practice: Reading Bear: ck: a

Short-a Pattern Review

On the board or screen, write the short-*a* vowel pattern words presented in this unit. Mix the patterns so students aren't simply using the first word as a clue to the other words in that column. (Words listed in the sorting exercise can be used for this purpose.) If students aren't able to read 90% of the words, continue to review them until they are able to do so.

Sorting (words should be sorted by rhyming sound)

Have students sort the following words:

cat, sad, flag, ham, cap, pan, tack, hat, mad, mat, can, bag, back, jam, ran, wag, man, dad, rat, am, sat, had, tag, Sam, Pam, tan, map, bat, black, trap, pack, nap, bad, track, rag, van

Secret Message

As a part of the unit review, have students complete the secret message, which uses patterned words from the unit.

Write the words on the lines and read the secret message.

1. Take the **P** off **Pack** and put in **J**. _ _ _ _
2. Take the **s** off **sand**. _ _ _ .
3. Take the **S** off **Sam** and put in **P**. _ _ _ _
4. Take the **b** off **bike** and put **l**. _ _ _ _ _
5. Take the **h** off **ham** and put in **j**. _ _ _ _

_____ .

Unit 1 Assessment

Each unit is accompanied by a Checkup Test. The Checkup Tests differ from the monitoring tests because the Checkup Tests directly assess patterns and high-frequency words that have been taught in *Accelerating Foundational Literacy*. The Checkup Tests are designed to indicate whether students have mastered patterns and key high-frequency words. Administer the Checkup Test for Unit 1. Checkup Tests can be found in Appendix B.

Unit 2: Short-*i* Patterns

-it Pattern

In this introductory lesson, short *i* is introduced in isolation and then as a pattern. The following steps are implemented. In subsequent short-*i* pattern lessons, you would begin a lesson with the Constructing a Pattern

step.

Phonemic Awareness

Display and discuss illustrations whose names begin with /i/: *igloo*, *iguana*, *itch*. Exaggerating the initial sound of each word, lead students to see that the names of all these items begin with the same sound: /i/ as in *itch*.

Articulation

Keeping in mind that students feel sounds in addition to hearing them, show students how /i/ is articulated and have them notice how they form /i/ so they develop a physical, kinesthetic awareness of /i/. Tell students to “say /i/.” Ask, “What are your lips doing? Notice that you have pulled them back a bit as though you are getting ready to smile.”

Letter-Sound Integration

Repeat the names of the items discussed (*itch*, *igloo*, *iguana*), writing them on the board and emphasizing the first sound as you do so. Have students tell what letter the name of each item begins with. Lead students to see that *i* represents the sound /i/ heard at the beginning of *itch* (*itch* is the model word for *i/i*). Have students look at the Short-Vowel Chart, which is located in Appendix D, and find a picture of someone itching. Teach students to say the name of the letter, its model word, and the sound it represents: *i-itch-i/*. They can also act out the mnemonic which consists of itching their arms. Remind students that they can use the Short-Vowel Chart if they forget how to spell or say the sound of /i/.

Construcing a Pattern

Writing *i* on the board and having students say the sound it stands for, ask them what letter would need to be added to /i/ to make the word *it*. Have the pattern words below formed by having the onsets *b, f, h, m, s, l* added to *it*. Explain that *mitt* has two *ts*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /b/-i/-t/ *bit*. When presenting *little*, ask students what you would add to *lit* to make the word *little*. After forming words by adding onsets to rimes, have students form words by adding the rime *it* to the onsets *b, f, h, m, s, l*. Again explain that *mitt* has two *ts*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word.

Pattern words: *it, bit, fit, hit*, mitt, sit, lit, little*

Mixed practice: *it, at, bit, bat, hit, hat, sit, sat,*

Sorting: Sorting: *it, bit, fit, hit, hat, sit; bat, sat, mat*

Assembling Words: *i, b, f, h, s, t* *it, bit, fit, hit, sit*

Scrambled sentence: *The mitt fits.*

Shared Singing: If You're Happy and You Know It

Reading: At Bat

Preteaching: catch Invite students to read the word. Provide help as needed.

Introduction & Discussion: Ask students if any of them play baseball. If so, ask them if it is harder to hit the ball or to catch the ball. Write “hit the ball” and “catch the ball” on the board. Point out the phrases as you discuss the question. Have students read the story and find out what Ann did when she got up to bat. After students have read the story, discuss what Ann did and have students read the fill-in-the-blank sentences at the end of the story.

Reading: The Mitt

Preteaching: catcher’s, pitches, fast Invite students to read the words or as much of each of the words as they can. Provide help as needed. Writing *catch* on the board, have students read it. Add *er* and explain that this forms the word *catcher*. Add *’s* and explain that this shows ownership as in the “catcher’s mitt.” Writing *pitches* on the board, invite students to read it. Provide help as needed. Writing *fat* on the board, have students read it. Ask students to tell what letter you would need to add to *fat* to make the *fast*. Have several volunteers read the words.

Introduction & Discussion: Writing the words *catcher* and *pitcher* on the board, read the words and ask students if they have ever been a catcher or a pitcher. Discuss why these are important but difficult positions. Writing the word *mitt* on the board, have students read to find out how Sam uses his catcher’s mitt. After students have read the selection, discuss the question and the fill-in-the blank sentences at the end of the story.

Available Additional Selections: SPELD Set 1: “Sit,” Set 2: “Yes/No”

Spelling: it, sit, little

Speech-to-Print: -it & -at

Tracing: it, sit, little

Added Practice: Reading Bear: Short i: e

-ig Pattern

Writing *i* on the board and having students say the sound it stands for, ask them what letter would need to be added to */i/* to make the word part *ig*. Have the pattern words below formed by having the onsets *b, w, d, p* to *ig*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: */b/-i/-g/ big*. After forming words by adding onsets to rimes, have students form words by adding the rime *ig* to the onsets *b, w, d, p*. As you add letters,

say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: big, wig, dig, pig*

Mixed practice: big, bit, pig, sit, wig, hit

Sorting: big, wig, dig, pig; it, bit, fit, hit, sit

Assembling Words: i, b, d, g, p, t, w it, bit, big, dig, pig, wig

Scrambled sentence: The big pigs are in the pen.

Reading: Big Pigs and Little Pigs

Preteaching: white*, be*, picture Invite students to read the words or as much of each word as they can. Provide help as needed. Writing *white* on the board, have students tell what sound *wh* makes. Explain that *i-e* makes an /ī/ sound. Have students say the sound that *t* makes, blend the sounds, and say the word. Writing *picture* on the board, have students read *pic*. Explain that *ture* makes a /cher/ sound. Have students blend the sounds and say the word. For *be*, compare *be* to the known word *me*. Have volunteers read the words.

Introduction & Discussion: Ask students to tell what they know about pigs. Write their responses on the board. This provides added experience with reading and writing. Emphasize words that will appear in the article they are about to read. Have students read to find out what pigs look like and what they like to do. After students have read the article, discuss their responses. Also have them read their answers to the fill-in-the blank sentences.

Reading: The Pig that Swims

Preteaching: rope, pulls* Invite students to read the words or as much of each of the words as they can. Provide help as needed. Writing *rope* on the board, have students tell what sound *r* makes. Explain that *o-e* make an /ō/ sound. Have students say the sound that *p* makes, blend the sounds, and say the word. Writing *pulls* on the board, have students again tell what sound *p* makes. Explain that *u* makes an /oo/sound. Have students say the sound that *l l* and *s* makes, blend the sounds, and say the word. Have several volunteers read the words.

Introduction & Discussion: Writing the title, “The Pig that Swims,” on the board and reading it, tell students that this is a true story about a pig that saved a boy. Have students read the story to find out how a pig saved a boy. After students have read the article, have them tell how the pig saved the boy. Also have them read their answers to the fill-in-the blank sentences.

Spelling: big, pig, dig

Writing: Students write about some things they would like to do when they get big.

Speech-to-Print: -ig, -ag, & -at

Tracing: big, pig, dig

Added Practice: Reading Bear: Short i: b

ish Pattern

Writing *i* on the board and having students say the sound it stands for, ask them what letters would need to be added to /i/ to make the word part *ish*. Have the pattern words below formed by having the onsets *d, f, w* added to *ish*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /d/-i/-sh/ *dish*. After forming words by adding onsets to rimes, have students form words by adding the rime *ish* to the onsets *d, f, w*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: dish, fish*, wish

Mixed practice: dish, dig, fish, fit, wish, wig

Sorting: dish, fish, wish; big, dig, wig, pig

Assembling Words: i, d, d, f, w, sh did, dish, fish, wish

Scrambled sentence: Did you wish for a fish?

Rhyme: Star Light, Star Bright

Reading: A Little Fish

Preteaching: infantfish, your*, finger Invite students to read the words or as much of each of the words as they can. Provide help as needed. Write the word *infantfish* on the board and show students how to read it part by part: *in-fant-fish*. Tell students that the word *infant* means a “new baby.” Writing *your* on the board, have students tell what sound *y* makes. Explain that *our* in this word makes an /or/ sound. Have students blend the sounds and say the word. Writing *finger* on the board, have students tell what sound *f* makes. Explain that *ing* makes an /ing/ sound and *ger* makes a /ger/ sound. Help students blend the parts and say the word. You might explain that *g* does extra work in the word *finger*: it makes a sound at the end of *ing* and at the beginning of *ger*. Have volunteers read the words.

Introduction & Discussion: Have students read the article to find out how little the infantfish is. After

students have read the article, have them tell how little the infantfish is. Also have them read their answers to the fill-in-the blank sentences.

Complementary reading: Cox, M. (1997). *Big egg*. New York: Random.

Riddle: I can be in the sea, or I can be on a dish. I rhyme with *wish*. What am I? (fish)

Spelling: dish, fish, wish

Writing: Students write about some things that they might wish for. Compose a class booklet of student wishes and place it in the class library.

Speech-to-Print: -ish, -ig, &- it

Tracing: dish, fish, wish

Added Practice: Reading Bear: Digraphs and X:d-e

-in Pattern

Writing *i* on the board and having students say the sound it stands for, ask them what letter would need to be added to /i/ to make the word *in*. Have the pattern words below formed by having the onsets *f, p, t, w, ch, s, sk, th* added to *in*. When presenting *skin*, write *sin* on the board and ask students to tell what letter they would add to *sin* to make the word *skin*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /f/-/i/-/n/ *fin*. After forming words by adding onsets to rimes, have students form words by adding the rime *in* to the onsets *f, p, t, w, ch, s, sk, th*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word.

Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: in, fin, pin*, tin, win, chin, sin, skin, thin

Mixed practice: it, in, pin, pan, tin, ten, thin, wet, in

Sorting: in, pin, tin, win, chin, skin, thin; dish, fish, wish

Assembling Words: i, k, n, p, s, t, w in, pin, tin, win, skin

Song: Go in and out the Window

Reading: Fins

Preteaching: are* Have students say the sound that *r* makes. Explain that *a-r-e* spells the word *are* as in the sentence, "We are friends."

Introduction & Discussion: Writing the words *fins* and *has* on the board, ask students to read the words and

tell what animal has fins. Have students read the article to find out what fins are like and how fish use them. After students have read the article, discuss what fins are like and how fish use them. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: SPELD: Set 1: “Sant the Ant”

Complementary reading: Meister, C. (1999). *When Tiny was tiny*. New York; Puffin.

Scrambled sentence: Did you win that pin?

Rhyme riddle: What do you call a pin that is not fat? (A thin pin)

Spelling: in, win, skin

Writing: Have students make a list of fun things that they can do when they have to stay in the house.

Speech-to-Print: -in & -it

Tracing: *in, win*

Added Practice: Reading Bear: Short I: a

-ill Pattern

Writing *i* on the board and having students say the sound it stands for, ask them what letters would need to be added to /i/ to make the word *ill*. Have the pattern words below formed by having the onsets *b, f, h, w, s, sp, st, sk* added to *ill*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /b/-i/-ll/ *bill*. When adding blends, ask students to tell what letter they would add to *sill*, as in “window sill,” to make *spill, still, and skill*. After forming words by adding onsets to rimes, have students form words by adding the rime *ill* to the onsets *b, f, h, w, s, sp, st, sk*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: bill, fill, hill*, will, sill, spill, still, skill

Mixed practice: bill, bit, fill, fit, hill, hit, sit, still

Sorting: bill, fill, hill, will, spill, still; in, pin, tin, win, thin

Assembling Words: i, ll, b, f, h, w, s, p bill, fill, hill, will, sill, pill, spill

Scrambled sentence: Jack and Jill went up the hill.

Making Words: Distribute the letters: *i, p, l, l, s*

- Use three letters to make *ill* as in “I am *ill*.”
- Add a letter to make *sill* as in “window *sill*.”

- Change a letter to make the word *pill*.
- Use three letters to make the word *lip*.
- Change a letter to make the word *sip* as in “I will sip my soda.”
- Add a letter to make the word *slip*
- Using all the letters, make a word (*spill*).

Rhymes: Jack and Jill
Old Woman
Blackbirds

Reading: A Big Bill

Preteaching: pelican, water*, eats* The word *pelican* is phonetically respelled in the article. Explain to students that hard words are sometimes written in parts in the story and that this can help them read words if they have difficulty reading them on their own. Pointing to the word *pelican*, which has been written on the board, have students find this word in the story and see if they can read it by using the word parts. Explain that some of the word’s parts have been respelled according to their sounds to make them easier to read. Writing *water* on the board, say the word’s syllables as you underline them and help students blend the syllables. Writing *eats* on the board, explain that *ea* make an /ē/ sound. Have students tell the sounds that *t* and *s* make, blend the sounds, and say the word. Have several volunteers read the words.

Introduction & Discussion: Writing the words *white pelican* on the board, have students look at the illustration of the pelican and tell what they notice about it. Writing the word *water* on the board, explain that the white pelican can swim in the water. Have students read the story to find out how the white pelican uses its bill. After students have read the article, discuss how the white pelican uses its bill. Also have them read their answers to the fill-in-the blank sentences.

Riddle: What goes up and comes down but stays in the same place? (a hill)

Spelling: fill, will, hill

Writing: Students write about something that they will do today.

Speech-to-Print: -ill, -in, & -it

Tracing: fill, hill, will

Added Practice: Reading Bear: Short i: b-c

-id Pattern

Writing *i* on the board and having students say the sound it stands for, ask them what letter would need to be added to /i/ to make the word part *id*. Have the pattern words below formed by having the onsets *d, h, r, l, k,*

S to *id*. Ask students what letter they would add to *Sid* to make *slid* and *skid*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /d/-/i/-/d/ *did*. After forming words by adding onsets to rimes, have students form words by adding the rime *id* to the onsets *d, h, r, l, k, S, sl, sk*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: did, hid, rid, lid*, kid, Sid, slid, skid

Mixed practice: lid, led, rid, red, hid, slid, sled

Sorting: did, hid, kid, lid, rid, slid; in, pin, tin, win, thin

Assembling Words: i, d, d, h, l, l, s did, hid, lid, slid, ill, hill

Scrambled sentence: Did you get rid of the tin cans?

Shared Singing: Did You Ever See A Lassie?

Reading: A Little Horse

Preteaching: pumpkin, horse, was*, dog*, so* Invite students to read the words or as much of each of the words as they can. Provide help as needed. Writing *pumpkin* on the board, underline the syllables and prompt students to read the syllables and blend them. Writing *horse* on the board, have students say the sound that *h* stands for. Then explain that the word is *horse*. Writing *was* on the board, have students say the sound that *w* makes. Explain that *a* in this word is tricky and makes an /u/ sound and *s* makes a /z/ sound. Have students blend the sounds and say the word. Writing *dog* on the board, have students say the sound that *d* makes. Explain the sound that *o* makes and have students say the sound of *g*, blend the sounds and say the word. Writing *so* on the board, have students say the sound that *s* makes. Explain that *o* at the end of a word usually makes an /ō/ sound. Have students blend the sounds and say the word. Have volunteers read all the words.

Introduction & Discussion: Writing the words *horse* and *Little Pumpkin* on the board, tell students that they will be reading about a horse by the name of “Little Pumpkin.” Have students read to find out how little Little Pumpkin is. After students have read the article discuss the question. Also have them read their answers to the fill-in-the-blank sentences.

Complementary reading: Wang, M. L. (1989). *The ant and the dove*. Chicago: Children's Press

Rhyme riddle: What do you call a hat for a little girl or boy? (kid lid)

Spelling: did, hid, kid

Writing: Students draw a picture and write a story about something they did that was fun.

Speech-to-Print: -id, -ad, -ill, & -it

Tracing: did, hid, lid

-ing Pattern

Writing *i* on the board and having students say the sound it stands for, add *ng* to it and explain that *ing* spells the word part *ing*. Have the pattern words below formed by having the onsets *k, r, s, w, th, br, spr* added to *ing*. When presenting *bring* and *spring*, ask students what letter or letters they would add to *ring* to make *bring* and *sing* to make *spring*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /k/-/i/-/ng/ *king*. After forming words by adding onsets to rimes, have students form words by adding the rime *ing* to the onsets *k, r, s, w, th, br, spr*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: king, ring*, sing, wing, thing, bring, spring

Mixed practice: rat, ring, sat, sing, tin, thing, when, wing sing, spring

Minilesson: Inflectional –ing

Minilessons are designed to augment instruction in patterns by presenting elements such as inflectional endings and blends that occur with high frequency but pose problems for struggling readers. Minilessons are typically provided at point of need. For instance, this lesson on inflectional *ing* is included when students first encounter words ending in inflectional *ing*. Writing the following sentence on the board, read it to students and ask what is missing: “The bird is sing.” Lead them to see that *ing* is missing. Add *ing* and have students read the sentence. Present the following sentences in this same way:

The bell is ring.

Pam is bring food to the cat.

Assembling Words: i, ng, b, k, p, r, s, w king, sing, ring, wing, swing, bring, spring

Sorting: king, ring, sing, wing, bring; big, wig, dig, pig

Making Words: Distribute the letters: *g, i, n, p, r, s*.

- Use four letters to make the word *sing*.
- Change a letter to make *ring*.
- Change a letter to make the word *ping* as in Ping-pong.
- Using all the letters, make a word. (*spring*)

Rhyme: Happy Thoughts

Reading: The Kingbird

Preteaching: kingbird, does*, eggs, fly*, away* Writing the word *kingbird* on the board, underline the syllables. Help students with the word *bird* and have them read the word. Writing *does* on the board, have students say the sound that *d* makes. Explain that *oe* makes an /u/ sound and *s* makes a /z/sound. Have students blend the sounds and say the word. Writing *eggs* on the board, provide the sound of *e* and have students say the sounds that *gg* and *s* make. Have students blend the sounds and say the word. Writing *fly* on the board, have students say the sounds that *fl* make. Explain that *y* makes an /ī/ sound in this word. Have students blend the sounds and say the word. Review the word *away* and have volunteers read all the words.

Introduction & Discussion: Writing the words *kingbird* and *eggs* on the board, tell students that they will be reading about a bird called the *kingbird* to find out how the little kingbird keeps its eggs safe from big birds. Writing the words *fly away* on the board and reading them with students, tell students that they will find out how the little kingbird makes big birds fly away. After student have read the article discuss how the kingbird makes big birds fly away. Also have them read their answers to the fill-in-the blank sentences.

Reading: The Birdwing Butterfly

Preteaching: butterfly Help students read the word in syllables: *but-ter-fly*.

Introduction & Discussion: Writing the words *birdwing butterfly* and *butterflies* on the board, read them to students. Explain that butterflies come in different sizes and that they will be reading about the birdwing butterfly, which is the biggest butterfly. Have students read the article to find out what the birdwing butterfly is like. After student have read the article discuss what the birdwing butterfly is like. Also have them read their answers to the fill-in-the blank sentences.

Reading: Greydanus, R. (1968). *Let's get a pet*. Mahwah, NJ: Troll.

Scrambled sentence: The king can sing.

Riddle: A bell can do this. And you can put this on. It rhymes with *sing*. What is it? (a ring)

Spelling: ring, sing, thing, bring

Writing: Students write a piece telling what they would do if they were a king or a queen.

Speech-to-Print: -ing, -id, -it

Tracing: ring, sing, thing, bring

Added Practice: Reading Bear: digraphs and X: a

-ip Pattern

Writing *i* on the board and having students say the sound it stands for, ask them what letter would need to be added to /i/ to make the word part *ip*. Have the pattern words below formed by having the onsets *l, t, sh, dr, sk, sl, tr* added to *ip*. When presenting *drip*, add *r* to *dip*. Form *skip* and *slip* by adding *k* and *l* to *sip*, and *trip* by adding *r* to *tip*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /l/-i/-p/ *lip*. After forming words by adding onsets to rimes, have students form words by adding the rime *ip* to the onsets *l, t, sh, dr, sk, sl, tr*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: lip, tip, ship*, drip, skip, slip, trip

Mixed practice: tip, tap, trip, sat, ship, sled, slip

Sorting: lip, tip, drip, ship, skip, slip, trip; king, ring, sing, wing, bring

Assembling Words: i, d, d, p, r, t did, rid, tip, drip, trip

Scrambled sentence: Did you take a trip on a ship?

Reading: A Little Bird

Preteaching: flower, of* Invite students to read as much of each of the words as they can. Provide help as needed. Have students pronounce the *fl*. Tell them that in this word *ow* makes an /ow/ as in *cow* sound, and *er* makes an /er/ sound. Have them blend the sounds and say the word. Tell students that *of* has a strange spelling. Explain that in this tricky word *o* is pronounced as /u/ and *f* is pronounced as /v/. Have them blend the sounds and say the word. Have volunteers read the words.

Introduction & Discussion: Have students look at the illustration and tell what they see. Write down students' responses on the board and read them. Emphasize the word *flower*, since that will appear in the article they are about to read. Have students read to find out what the little bird does. After student have read the article discuss what the little bird does. Also have them read their answers to the fill-in-the blank sentences.

Available Additional Selections: EL K-15 “The Milkshake”

SPELD: Set 1: “Tap,” “Nana,” “Tan Tan Sits,” “A Pan,” “The Tins Sit”

Share reading: Share read a version of “The Three Billy Goats Gruff” that ends with the lines: "Trip, trap, trip. This tale's told out."

Riddle: You need two of these to kiss. (lips)

Spelling: ship, trip, slip

Writing: Students write about a trip they might like to take on a ship.

Speech-to-Print: -ip, -id, -in

Tracing: ship, trip, slip

Added Practice: Reading Bear: Short I: d

-ick Pattern

Writing *i* on the board and having students say the sound it stands for, ask them what letters would need to be added to /i/ to make the word part *ick*. (Remind them, if necessary, that /k/ at the end of a word can be spelled *ck* as in *back*.) Have the pattern words below formed by having the onsets *k, l, p, ch, s, st, t, tr* added to *ick*.

When presenting *stick* and *trick*, have students tell what would need to be added to *sick* to make *stick* and what would should be added to *tick* to make *trick*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /k/-/i/-/k/ *kick*. After forming words by adding onsets to rimes, have students form words by adding the rime *ick* to the onsets *k, l, p, ch, s, st, t, tr*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word.

Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: kick, lick, pick, chick, sick, stick*, tick, trick

Mixed practice: lick, let, pick, pet, sick, set, tap, trick

Sorting: kick, lick, pick, sick, stick, trick; lip, tip, drip, ship, skip

Assembling Words: i, c, k, k, l, r, s, t kick, lick, sick, stick, slick, tick, trick

Scrambled sentence: I will pick up the stick.

Rhyme: Jack Be Nimble

Song: A Tisket, A Tasket

Reading: The Walking Stick

Preteaching: walking, insect, some*, looks*, tree*, leaves Invite students to read the words or as much of each of the words as they can. Provide help as needed. Writing the words *walking* and *insect* on the board, underline the syllables. Read *walk* to students and have them read *ing* and blend the syllables to form *walking*. Have student read *in*. Read *sect* and have students blend the syllables to form *insect*. Writing *some* on the board, have students tell what sound *s* makes. Explain that *o_e* in this word makes a /u/ sound. Have students say the sound that *m* makes, blend the sounds, and say the word. Writing *looks* on the board, have students tell what sound *l* makes. Explain that *oo* makes an /oo/ sound. Have students say the sound that *k* and *s* make, blend the sounds, and say the word. Writing *tree* on the board, have students tell what sounds *tr* makes. Explain that *ee* makes an /ē/sound, if students don't recognize it. Have students blend the sounds and say the word. Writing *leaves* on the board, have students tell what sound *l* makes. Explain that *ea* makes an /ē/ sound and *ves* makes a /vz/ sound. Have students blend the sounds, and say the word. Have several volunteers read the words.

Introduction & Discussion: Writing the words *walking stick*, *twig*, and *insect* on the board, if you haven't already done so, and reading them to students, tell students that they will be reading about an insect called the *walking stick* that looks like a twig. Have students read the article to find out what walking sticks are like and what they do to trees. After student have read the article discuss what walking sticks are like and what they do to trees. Also have them read their answers to the fill-in-the blank sentences.

Available Additional Selections: SPELD: Set 2: "Rick," "Ants at the Tip"

Complementary reading: Ziefert, H. (1995). *The three little pigs*. New York: Puffin.

Rhyme riddle: What do you call a hen that is not well? (sick chick)

Making Words: Distribute the letters: *c, i, k, s, t*.

- Use three letters to make the word *sit*.
- Change a letter to make the word *kit*.
- Use four letters to make the word *sick*.
- Change a letter to make the word *tick*.
- Using all the letters, make a word (*stick*).

Spelling: pick, sick, trick

Writing: Have students make a list of things that make them feel sick.

Speech-to-Print: -ick, -in, & -ip

Tracing: pick, sick, trick

Added Practice: Reading Bear: ck: b-c

-ink Pattern

Writing *i* on the board and having students say the sound it stands for, add *nk* to it and explain that in this word *in* has an *ing* sound and that *i-n-k* spells the word *ink*. Have the pattern words below formed by having the onsets *l, p, w, th, s, st, dr* added to *ink*. When presenting *stink* and *drink*, have students tell what letter would be added to *sink* to make the word *stink* and what letter would be added to *dink* to make *drink*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /l/-/ing/-/k/ *link*. After forming words by adding onsets to rimes, have students form words by adding the rime *ink* to the onsets *l, p, w, th, s, st, dr*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: link, pink, wink, think, sink, stink, drink*

Mixed practice: lick, link, pick, pink, stick, stink, thick, think

Sorting: link, pink, sink, stink, wink, think, drink; kick, lick, pick, sick, stick, trick

Assembling Words: i, l, nk, p, s, t, th lit, sit, link, pink, sink, stink, think

Scrambled sentence: I think that fish is pink.

Rhyme: Twinkle, Twinkle, Little Star

Reading: Is This a Snake?

Preteaching: snake, legs, lizard Encourage students to read as much of each word as they can. Because they are learning short *i*, they should be able to read the *liz* in *lizard*. *What, do,* and *you* are high-frequency words that have been previously presented. Review them if necessary. When presenting *what* have students say the sound of *wh*. Explain that *a* is a tricky spelling and makes an /u/ sound in this word, and have then say the sound of *t*, blend the sounds and say the word. For *you*, have students say the sound of *y*. Explain that *ou* makes an /OO/, which is a sound that they haven't studied yet. Have them blend the sounds and say the word. For *do*, have students say the sound of *d*. Explain that *o* also makes a /OO/ sound just as in *you*. Have students blend the sounds and say the word. Point out that *you* and *do* rhyme. Have several volunteers read the words.

Introduction & Discussion: Have students look at the photo and discuss what the creature is. Have students

read the article and tell what the creature is and why it might be mistaken for a snake. After students have read the article, discuss what the creature is and why it might be mistaken for a snake. Have students locate the lizard's legs. Also have them read their answers to the fill-in-the blank sentences.

Spelling: think, what, do, you

Writing: To provide practice with the high-frequency words that have been introduced, have students write in response to a What-do-you-think? prompt. It could be a question, such as, "Should animals be kept in zoos? What do you think?" or another question that is relevant to their lives.

Speech-to-Print: -ink, -ick, -in, & -ip

Tracing: think, what, do, you

Added Practice: Reading Bear: digraphs and X: b-c

Short-*i* Pattern Review

On the board or screen, write the short-*i* vowel pattern words presented in this unit. Mix the patterns so students aren't simply using the first word as a clue to the other words in that column. Words listed in the sorting exercise can be used for this purpose. If students aren't able to read 90% of the words, continue to review them until they are able to do so.

Sorting (words should be sorted by rhyming sound)

it, stick, pig, hill, did, win, bit, big, sink, bring, ring, pig, will, dig, tin, king, pick big, fill, fit, win, skin, ship, thing, pink, sit, tip, wig, sing, trick, link, hid, in, bill, kick, fish, hit, lid, lip, thin, spill, slid, dish, drink, trip, wish, fin, think, wing

Secret Message

Write the words on the lines and read the secret message.

1. Take **D** off **Dig** and put on **B**. _ _ _ _
2. Add **s** to **bird**. _ _ _ _ _
3. Take **m** from **man** and put on **c**. _ _ _ _
4. Keep **have** as it is. _ _ _ _
5. Add **tle** to **lit**. _ _ _ _ _
6. Take **th** from **things** and put in **w**. _ _ _ _ _

Unit 2 Assessment

Administer the Checkup Test for Unit 2. Students should achieve a score of 90% on both subtests. Reteach
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words missed. Checkup Tests are located in Appendix B.

Unit 3: Short-*o* Patterns

-ot Pattern

In this introductory lesson, short *o* is introduced in isolation and then as a pattern. The following steps are implemented. In subsequent short-*o* pattern lessons, you would begin with the Constructing a Pattern step.

Phonemic Awareness

Display and discuss illustrations or words whose names begin with /o/: *octopus, ostrich, otter, October*.

Exaggerating the initial sound of each word, lead students to see that the names of all these items begin with the same sound: /o/ as in *octopus*.

Articulation

Keeping in mind that students feel sounds in addition to hearing them, show students how /o/ is articulated and have them notice how they form /o/ so they develop a physical, kinesthetic awareness of /o/. Tell students to “say /o/.” Ask, “What is your mouth doing? Notice that you have have opened your mouth and you are making a sound deep in your throat.”

Letter-Sound Integration

Repeat the names of the items discussed (*octopus, ostrich, otter, October*). Write them on the board and emphasize the first sound as you do so. Have students tell what letter the name of each item begins with. Lead students to see that *o* represents the sound /o/ heard at the beginning of *octopus* (*octopus* is the model word for *o/o/*). Have students look at the Short-Vowel Chart, which is located in Appendix D, and find a picture of the octopus. Teach students to say the name of the letter, its model word, and the sound it represents: *o–octopus-/o/*. They can also act out the mnemonic which consists of intertwining their fingers and wriggling them. Remind students that they can use the Short-Vowel Chart if they forget how to spell or say the sound of /o/.

Construcing a Pattern

Writing *o* on the board and having students say the sound it stands for, ask them what letter would need to be added to /o / to make the word part *ot*. Have the pattern words below formed by having the onsets *d, h, l, n, p, sp* added to *ot*. When presenting *spot*, have students tell what would be added to the word *pot* to make the word *spot*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /h/-/o/-/t/ *hot*. After forming words by adding onsets to rimes, have students form words by adding the rime *ot* to the onsets *d, h, l, n, p, sp*. As you

add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: dot, hot, lot, not, pot*, spot

Mixed practice: hot, hat, mat, not, pot, pat, dot, got

Sorting: dot, hot, lot, not, pot, spot; rat, mat, hat, sat, cat

Assesmbing Words: o, h, l, n, p, s, t hot, lot, not, pot, tot, spot

Scrambled sentence: The pot is not hot.

Rhyme: Hippity Hop to the Barber Shop

Reading: Lots of Ants

Preteaching: where*, candy Review *where*. Help students see the familiar word part *can* in *candy*.

Introduction & Discussion: Writing the words *lots of ants* and *where* on the board and reading them, ask students to tell where they might see lots of ants. Write down students' responses. Add the word *candy* if students fail to mention it. You might also point out the *an* in *ants* and *an* in *candy*. Have students read the article to find out facts about ants. After student have read the article discuss the facts they found. Also have them read their answers to the fill-in-the blank sentences.

Complementary reading: McKissack, P. C. (1983). *Who is who?* Chicago: Children's Press.

Spelling: lot, hot, not, spot

Writing: Students write about some things that they like to do on a hot day.

Speech-to-Print: -ot, -ap, -at, -it

Tracing: lot, hot, not, spot

Added Practice: Reading Bear: Short o: a-b

-op Pattern

Writing *o* on the board and having students say the sound it stands for, ask them what letter would need to be added to /o/ to make the word part *op*. Have the pattern words below formed by having the onsets *h, m, p, sh, t, st* added to *op*. When presenting *stop*, have students tell what would need to be added to the word *top* to make the word *stop*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /h/-/o/-/p/ *hop*. After forming words by adding onsets to rimes, have students form words by adding the rime *op* to the onsets *h, m, p, sh, t, st*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each

word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: hop, mop*, shop, pop, top, stop

Mixed practice: hop, hid, mop, map, pop, pill, top, tin, stop

Sorting: hop, mop, pop, top, shop, stop; dot, hot, lot, not, pot, spot

Assesmbing Words: o, h, l, n, p, s, t hop, top, not, pot, lot, spot, top

Scrambled sentence: Can pop hop?

Making Words:

- Distribute the letters: *o, p, s, t*
- Use three letters to make the word *pot*.
- Use the same three letters to make the word *top*.
- Add a letter to make the word *stop*.
- Using all the letters, make a new word. (*spot*)

Rhyme: Mix a Pancake

Reading: The Red Kangaroo

Preteaching: kangaroo, bigger, biggest, over* Invite students to read the words or as much of each of the words as they can. Provide help as needed. Writing the words on the board, have students read the *kang* in kangaroo and help them read the rest of the word if necessary. Have students read the *big* in *bigger* and *biggest* and you supply the *er* and the *est* and have them blend the syllables and say the whole words. Read the *o* in *over* and invite students to read *ver* and blend the parts to form *over*. Have volunteers read the words.

Introduction & Discussion: Writing the words *red kangaroo* and *biggest* on the board and reading them with students, tell students that the red kangaroo is the biggest kangaroo and can jump over many things. Writing *over* on the board, have students read to find out what things the red kangaroo can jump over. After student have read the article, discuss what kinds of things the red kangaroo can jump over. Also have them read their answers to the fill-in-the blank sentences.

Reading: Kangaroo Rat

Preteaching: seeds, home, front Invite students to read the words or as much of each of the words as they can. Writing the word *seeds* on the board, prompt students to read *see* and add *ds* to form the word. Writing the word *home* on the board, have students say the sound of *h*. Explain that *o-e* makes an /ō/ sound, have students say the sound of *m*, blend the sounds, and say the word. For *front*, have students say the sounds of *fr*. Explain that *ont* makes an *unt* sound and have students blend the sounds and say the word. Have volunteers

read the words.

Introduction & Discussion: Writing the words *kangaroo rat*, *front legs* and *back legs* on the board and reading them, tell students that there is a rat that has little front legs and big back legs and hops like a kangaroo. Have students read the article to find out what the kangaroo rat likes. After students have read the article, discuss what the kangaroo rat likes. Also have them read their answers to the fill-in-the blank sentences.

Reading: The Cat and the Rabbit

Preteaching: rabbit Writing the word *rabbit* on the board, help students see that it is made up of two known word parts: *rab* and *bit*.

Introduction & Discussion: Tell students that they will be reading about a rabbit that is being chased by a cat. Have students read to find out how the rabbit got away from the cat. After students have read the story ask students how the rabbit got away from the cat. Also have them read their answers to the fill-in-the blank sentences.

Available Additional Selections: EL K-17 “The Dog Is Not a Mop,” Kahn Early Readers: “Hop Hop Hop”

Complementary Reading: Foster, A. & Erickson, B. (1991). *A mop for pop*. New York: Barron.

Shared reading: Geisel, T. S. (Dr. Seuss). (1963). *Hop on pop*. New York: Random House.

Rhyme riddle: What do you call the best dad? (top pop)

Spelling: hop, top, shop

Writing: Students write about animals that like to hop.

Speech-to-Print: -op, -ap, -ip, -ot

Tracing: hop, top, shop

Added Practice: Reading Bear: Short o: c-d

-ox Pattern

Writing *o* on the board and having students say the sound it stands for, ask them what letter would need to be added to */o/* to make the word *ox*. Explain that *x* makes two sounds: */ks/*. Have the pattern words below formed by having the onsets *f* and *b* added to *ox*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: */f/-/o/-/x/ fox*. After forming words by adding onsets to rimes, have students form words by adding the rime *ox* to the onsets *f* and *b*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the

pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the activities

Pattern words: ox, oxen, fox, foxes, box, boxes

Mixed practice: hot, ox, mop, not, fox*, box

Sorting: dot, hot, lot, not, pot*, spot; fox, ox, box

Assembling words: o, b, f, g, n, p, t, x box, fox, not, got, top

Scrambled sentence: The fox is in the box

Minilesson: Adding Inflectional *es* to Form Plurals

To introduce the concept of adding *es* to form a plural, Write *1 fox* and *1 box* in one column and *2 fox* and *2 box* in a second column. Read *1 fox*. Then reading *2 fox* ask what needs to be added to *fox* to make it sound right. Lead students to see that *es* is added to words that end in *x* to show that there is more than one. Add *es* to *2 box* and *2 hat* and have students read both plurals. Explain to students that *en* is added to *ox* to mean more than one: two oxen.

Reading: An Ox Can Pull

Preteaching: pull*, cart Invite students to read the words or as much of each of the words as they can.

Provide help as needed. Review *pull*. Students might be able to read the *ar* or *art* in *cart* and use that to reconstruct the word. Have volunteers read the words.

Introduction & Discussion: Writing the words *pull* and *cart* on the board and reading them to students, tell them that they will be reading about the ox, which is an animal that is good at pulling carts and other heavy loads. Have students read to find out what kinds of things an ox can pull. After students have read the story, ask them to tell what kinds of things an ox can pull. Also have them read their answers to the fill-in-the blank sentences. As an extension, explain to students that oxen are used to pull plows and logs. Note that oxen are used mainly in other countries, but they were used on farms in the United States years ago.

Spelling: box, fox

Speech-to-Print: -ox, -ack, -ax, -in

Tracing: hop, top, shop

Added Practice: Reading Bear: digraphs and X: e

-ock Pattern

Writing *o* on the board and having students say the sound it stands for, ask them what letter would need to be

added to /o/ to make the word part *ock*. (Remind them, if necessary, that /k/ at the end of a word can be spelled *ck* as in *back and stick*.) Have the pattern words below formed by having *l, r, s, bl, cl* added to *ock*. When presenting *block* and *clock*, have students add *b* and *c* to *lock* to form *block* and *clock*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /l/-/o/-/k/ *lock*. After forming words by adding onsets to rimes, have students form words by adding the rime *ock* to the onsets *l, r, s, bl, cl*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: lock, rock, sock, block, clock*

Mixed practice: lock, lot, clock, so, sock, red, rock

Sorting: lock, rock, sock, block, clock; dot, hot, lot, not, pot, spot

Assembling words: o, b c, k, l, t, x box, lot, lock, block, clock

Scrambled sentence: We will lock up the gold rocks.

Rhyme: Hickory, Dickory, Dock

Reading: Chickens

Preteaching: chickens, mother, father, baby, rooster. If necessary, help students see the *chick* in *chickens* and add *ens* to say the whole word. Help students read the other words. Underline the syllables and help students read and blend the syllables. Have several volunteers read the words.

Introduction & Discussion: Writing the word *chickens* on the board and reading it, ask students to tell what they know about chickens. Ask them if they know what father chickens are called. Write the word *rooster* on the board and read it as you write it. Have students read to find out what chickens can do and what they like to eat. After students have read the article discuss what chickens can do and what they like to eat. Also have them read their answers to the fill-in-the blank sentences.

Reading: What Can You Do?

Preteaching: until,* good*, for*, your* Invite students to read the words or as much of each of the words as they can. Provide help as needed. Read the *un* in *until* and have students read *til*, blend the syllables, and say the word. Have students pronounce the sound of *g* in *good*. Tell them that *oo* makes an /oo/ sound, have them say the sound of *d*, blend the sounds, and say the word. If necessary, review *for* and *your*. Have students pronounce the initial consonants. You say the /or/ sound of *or* and *our*, have them blend the sounds, and say

the words.

Introduction & Discussion: Write the question, "What Can You Do?" on the board. Ask students to tell about some of the things that they can do. Have students read to find out what the girl in the story can do. After student have read the article, discuss the things that they can do. Also have them read their answers to the fill-in-the blank sentences.

Available Additional Selections: EL 1-8: "Sam's Rock"

Riddle: How can you make time fly? (throw a clock high in the sky)

Spelling: block, clock

Writing: Students tell what they are doing at certain times of the day: 9 o'clock (morning), 12 o'clock (noon), 3 o'clock (afternoon), 6 o'clock (evening), 12 o'clock (midnight).

Speech-to-Print: -ock, -ack, -ick, -ip

Tracing: hop, top, shop

Added Practice: Reading Bear: ck: c

Short-o Pattern Review

On the board, write the short-*o* vowel pattern words presented in this unit. Mix the patterns so students aren't simply using the first word as a clue to the other words in that column. Words listed in the sorting exercise can be used for this purpose. If students aren't able to read 90% of the words, continue to review them until they are able to do so.

Sorting (words should be sorted by rhyming sound)

lock, mop, pot, box, hop, clock, top, ox, hot, shop, rock, fox, not, stop, got, drop, dot, sock, spot, lot, pop, block

Secret Message

Write the words on the lines and read the secret message.

1. Add **s** to **Elephant**. ___ _ _ _ _ _ _ _ _

2. Take **r** away from **ran** and put in **c**. ___ _ _

3. Take **h** away from **hot** and put in **n**. ___ _ _

4. Take **t** away from **top** and put in **h**. ___ _ _

Unit 3 Assessment

Administer the Checkup Test for Unit 3. Students should achieve a score of 90% on both subtests. Reteach
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words missed. Checkup Tests are located in Appendix B.

Unit 4: Short-*e* Patterns

-et Pattern

In this introductory lesson for short *e*, short *e* is introduced in isolation and then as a pattern. The following steps are implemented. In subsequent lessons, you would begin with the Constructing a Pattern step.

Phonemic Awareness

Discuss words that begin with /e/: *echo* and *Ed*. Exaggerating the initial sound of both words, lead students to see that these words begin with the same sound: /e/ as in *echo*. (Avoid using the word *egg*. In some dialects it has a long-a sound.)

Articulation

Keeping in mind that students feel sounds in addition to hearing them, show students how /e/ is articulated and have them notice how they form /e/ so they develop a physical, kinesthetic awareness of it. Tell students to “say /e/.” Ask, “What is your tongue doing? Notice that you are pressing your tongue against your top teeth as you push out air.”

Letter-Sound Integration

Repeat the words discussed (*echo*, *Ed*). Writing them on the board, emphasize the first sound as you do so. Have students tell what letter the name of each item begins with. Lead students to see that *e* represents the sound /e/ heard at the beginning of *echo* (*echo* is the model word for *e/e*). Have students look at the Short-Vowel Chart, which is located in Appendix D, and find a picture of the girl making an echo sound. Teach students to say the name of the letter, its model word, and the sound it represents: *e-echo-/e/*. They can also act out the mnemonic which consists creating an echo sound by cupping their hands around their mouths as the girl is doing. Remind students that they can use the Short-Vowel Chart if they forget how to spell or say the sound of /e/.

Constructing a Pattern

Writing *e* on the board and having students say the sound it stands for, ask them what letter would need to be added to /e/ to make the word part *et*. Have the pattern words below formed by having the onsets *g, l, m, n, p, s, w, y* added to *et*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /g/-/e/-/t/ *get*. After forming words by adding onsets to rimes, have students form words by adding the rime *et* to the onsets *g, l, m, n, p, s, w, y*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each

word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: get, let, met, net*, pet, set, wet, yet

Mixed practice: get, got, let, lot, net, set, not, pet, pot, wet

Sorting: get, let, met, net, pet, set, wet, yet; fox, ox, box

Assembling words: e, o, b, g, n, t, x bet, get, got, net, not, ox, box

Scrambled sentence: Did your pet get wet?

Reading: Ann's Pet

Prereading: was*, meow, wants*, food* Invite students to read the words. Provide help as needed.

Review *was* if students are unable to read it. Help students see the *me* in *meow*. Add *ow* and have students blend the syllables and read the word. For *want*, have students say the sound of *w*. Tell them that the word is *want*. For *food*, have students say the sound *f*. Tell them that *oo* makes an /oo/ sound. Have them say the sound of *d*, blend the sounds, and say the word. Have volunteers read the words.

Introduction & Discussion: Ask students to tell about any pets that they might have. Writing the word *food* on the board and reading it with students, discuss the kinds of food their pets eat and who feeds them. Have students read to find out how Pat the cat got her food. After students have read the story, discuss how Pat got her food. Also have them read their answers to the fill-in-the blank sentences.

Available Additional Selections: Kahn Early Readers: "Jam in the VAT," "Look at It Go"

Complementary reading: Snow, P. (1984). *A pet for pat*. Chicago: Children's Press.

Leonard, M. (1998). *Get the ball, Slim*. Brookfield, CT: Millbrook.

Rhyme riddle: What do you call a vet who helps cats and dogs? (a pet vet)

Spelling: get, let, pet, set, wet, yet

Writing: Students write about their pets or a pet that they might like to have.

Speech-to-Print: -et, -at,- -ot

Tracing: get, let, pet, set, wet, yet

Added Practice: Reading Bear: short e: a & c

-en Pattern

(In some areas the *e* in *-en* has a short-*i* pronunciation so that *ten* sounds like *tin*. Adjust your teaching to fit the dialect spoken in your area.) Invite students to read the words. Provide help as needed. Writing *e* on the

board and having students say the sound it stands for, ask them what letter would need to be added to /e/ to make the word part *en*. Have the pattern words below formed by having the onsets *t, h, m, p, wh* added to *en*. Also have *went* formed by adding *w* to *ent*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /t/-/e/-/n/ *ten*. After forming words by adding onsets to rimes, have students form words by adding the rime *en* to the onsets *t, h, m, p, wh*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word.

Have students read the pattern words until they can read them accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: ten*, hen, men, pen, when, went

Mixed practice: hen, ten, net, men, met, pen, pet, when, wet

Sorting: ten, hen, men, pen, when; wet, net, set, let, get, yet

Assembling words: e, h, n, t, w hen, net, ten, wet, when, went

Scrambled sentence: Ten hens are in a pen.

Rhyme: Little Blue Ben

Song: Roll Over

Reading: Ben and the Ten Hens

Prereading: out*, shut, gate, one* Invite students to read the words. Provide help as needed. Writing *out* on the board, explain that *ou* makes an /ow/ as in *cow* sound. Have students say the sound of *t*, blend the sounds, and say the word. Writing *shut* on the board, have students say the sound of *sh*. Explain that *u* makes the sound /u/. Have students say the sound of *t*, blend the sounds, and say the word. For *gate*, have students say the sound of *g*. Explain that *a_e* makes an /ā/ sound. Have students say the sound of *t*, blend the sounds, and say the word. Writing *one* on the board explain that in this tricky word, *o* makes a /w/ and an /u/ sound. Have students say the sound that *n* makes, blend the sounds, and say the word. Have volunteers read the words.

Introduction & Discussion: Writing the word *pen* on the board, tell students that a pen is a place where pigs or chickens are sometimes kept. Have students read the story and tell what happens when Ben, a cat, gets in a pen with ten hens. After students have read the story, discuss what happened. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: SPELD: Set 2: “Hats”

Complementary reading: Gregorich, B. (1984). *Nine men chase a hen*. Grand Haven, MI: School Zone.

Rhyme riddle: Where do hens live? (hen pen).

Spelling: ten, men, when, went

Writing: Students list ten things that they like to do.

Speech-to-Print: -en, -an, -in,

Tracing: ten, men, when, went

Added Practice: Reading Bear: short e: a-b

-ed Pattern

Writing *e* on the board and having students say the sound it stands for, ask them what letter would need to be added to /e/ to make the word part *ed*. Have the pattern words below formed by having the onsets *b, f, r, l, sl*. When presenting *sled*, have students add *s* to *led* to form *sled*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /b/-/e/-/d/ *bed*. After forming words by adding onsets to rimes, have students form words by adding the rime *ed* to the onsets *b, f, r, l, sl*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: bed*, fed, red, led, sled

Sorting: bed, fed, led, red, sled; ten, hen, men, pen, when, went

Mixed practice: bed, bad, rat, red, fed, fat

Assembling words: e, b, d, n, r, t den, ten, bed, red, bet, net

Scrambled sentence: Ted has a red sled.

Rhyme: Bedtime

Reading: The Red Cat

Prereading: dream Invite students to read the word or as much of each of the words as they can. Provide help as needed. Writing *dream* on the board, have students tell what sounds *dr* makes. Explain that *ea* make an /ē/ sound. Have students say the sound that *m* makes, blend the sounds, and say the word.

Introduction & Discussion: Writing the words *bad dream* on the board, ask students if they have ever had a bad dream. Have them read to find out what Ted’s bad dream was and how Ted’s dad helped him. After students have read the story, discuss Ted’s bad dream and how his dad helped. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: SPELD: Set 2: “Red Sand,” Set 3: “Sant the Ant Is Sick,” Kahn Early

Readers: “The Big Bed”

Rhyme riddle: What do you call a bright place to sleep? (red bed)

Spelling: bed, red

Writing: Students draw and label objects that are red.

Speech-to-Print: -ed, -ad, -id

Tracing: ten, men, when, went

Added Practice: Reading Bear: short e: d-e

-ell Pattern

Writing *e* on the board and having students say the sound it stands for, ask them what letters would need to be added to /e/ to make the word part *ell*. Explain that sometimes double letters are used to spell one sound as in the word part *ell*. Have the pattern words below formed by having the onsets *b, f, s, t, w, y, sh* to *ell*. Have *smell* and *spell* formed as part of the minilesson below. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /b/-/e/-/ll/ *bell*. After forming words by adding onsets to rimes, have students form words by adding the rime *ell* to the onsets *b, f, s, t, w, y, sh*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: bell, fell, sell, tell, well, yell, shell, smell, spell

Mixed practice: bell, bed, fat, fell, sell, sad

Minilesson: S Blends

S blend words: sell-smell, sell-spell, sell-swell, sick-stick, sing-swing, sing-sting, sack-stack, and sap-snap

Struggling readers frequently experience difficulty with blends. They typically have difficulty with the second sound in the blend. To help them overcome this difficulty, emphasize the sound of the second sound in the blend. Deliberately emphasizing individual sounds, hold up a finger as you say each of the sounds of *sell*. Have students say the word *sell*, holding up a finger for each sound they say. Do the same with the word *smell*. Have students tell you what sound and what letter they added to *sell* to form the word *smell*. Write the words *sell* and *smell* on the board and have students read them. Present the other word pairs in this same way. Lead students to see that *sm, sp, sw, st,* and *sn* are blends and that blends have two sounds.

Sorting: bed, fed, led, red, sled; bell, fell, sell, tell, well, yell, shell, smell,

Assembling words: e, l, l, t, m, n, p, s men, pen, ten, tell, sell, smell, spell

Scrambled sentence: The man sells bells.

Song: The Farmer in the Dell

Rhyme: Out

Reading: Bells on Cats

Prereading: puts*, after* Invite students to read the words or as much of each of the words as they can.

Provide help as needed. Writing *puts* on the board, have students tell what sound *p* makes. Explain that *u* makes an /oo/ sound in this word. Have students say the sounds that *t* and *s* make, blend the sounds, and say the word. Writing *after* on the board, underline the syllables and prompt students to read them and blend them. Have several volunteers read the words.

Introduction & Discussion: Writing the word *birds* on the board, ask students to tell some of the dangers that birds face. Have students read the story to find out how Ann tries to keep Pat the cat from harming the birds. After students have read the story, discuss how Ann tried to keep Pat from harming the birds. Also have students read their answers to the fill-in-the blank sentences.

Reading: Smell

Prereading: apple, candy, jelly, nose, cold Invite students to read the words or as much of each of the words as they can. Provide help as needed. Writing the words on the board, help students see the familiar word parts *ap* in *apple* and *can* and *jell* in *candy* and *jelly*. For *nose*, have students tell what sound *n* makes. Explain that *ose* make an /ōz/ sound. Have students blend the sounds, and say the word. For *cold*, have students tell what sound *c* makes. Explain that *old* make an /ōld/ sound. Have students blend the sounds, and say the word.

Introduction & Discussion: Writing *nose* and *cold* on the board, have students read to find out what happens to your sense of smell when you have a cold and your nose is stopped up. After students have read the story, discuss their responses. Also have students read their answers to the fill-in-the blank sentences.

Spelling: tell, well, yell

Writing: Students write about bells that they hear: school bells, doorbells, church bells.

Speech-to-Print: -ell, -all, -ill

Tracing: tell, well, yell

Added Practice: Reading Bear: short e: d

-end Pattern

To introduce the final *-nd* blend, write the word *Ed* on the board and have students read it. Ask students to tell

what sound and letter need to be added to *Ed* to make the word *end*. Emphasize /n/. Have students read *end*. Have *bend* and *lend* formed in this same way by adding *n* to *bed* and *led*. Have *send* formed by adding *s* to *end* and *spend* formed by adding *p* to *send*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: end, bend, lend, send, spend

Mixed practice: Ed, end, bed, bend, led, lend, set, send, spend

Sorting: end, bend, lend, send, spend; ten, hen, men, pen, when

Making Words: Distribute the letters: *d, e, n, p, s*

- Use three letters to make *pen*.
- Add a letter to make *pens*.
- Use three letters to make the word *end*.
- Add a letter to make the word *send*.
- Add a letter to make the word *spend*.

Scrambled sentence: Do not spend the pennies.

Reading: A Big Penny

Preteaching: penny, or*, more*, worth Invite students to read the words or as much of each of the words as they can. Provide help as needed. Help students see the word part *pen* in *penny*. Read the word *or* and prompt students to use *or* to read *more*. For *worth*, have students tell what sound *w* makes. Explain that *or* makes an /er/ sound in this word. Have students say the sound that *th* makes, blend the sounds, and say the word. Have several volunteers read the words.

Introduction & Discussion: Writing the words *penny* and *worth* on the board and, reading them to students, ask them how much a penny is worth. Tell students that they will be reading about a penny that is worth more than one cent. Have students read to find out what they might do if they have a big penny. After students have read the story, discuss what they do if they found a big penny. Also have students read their answers to the fill-in-the blank sentences.

Riddle: I am part of a story. I can be happy, or I can be sad. But I am always last. What am I? (the end)

Spelling: end, send, bend

Writing: Students write a piece telling how they might spend ten dollars.

Speech-to-Print: -end &-and

Tracing: end, send, bend

Added Practice: Reading Bear: blends (ending part 1): c

-ent Pattern

To introduce the final *-nt* blend, write the word *bet* on the board and have students read it. Ask students to tell what sound and letter need to be added to *bet* to make the word *bent*. Emphasize /n/. Have students read *bent*. Have *lent*, *sent*, and *went* formed in this same way by adding *n* to *let*, *set*, and *wet*. Have *cent* and *tent* formed by adding *c* and *t* to *ent* and *spent* formed by adding *p* to *sent*.

Pattern words: bent, cent, lent, sent, spent, tent*, went

Mixed practice: bet, bent, let, lent, set, sent, spent, wet, went, cent, tent

Sorting: cent, lent, sent, tent, went, spent; end, bend, lend, send, spend

Assembling words: e, d, n, s, t, t den, ten, end, tent, send, sent

Scrambled sentence: We went to our tent.

Rhyme: The Bear Went Over the Mountain

Reading: Up a Tree

Prereading: come*, down*, my*, tree*, day* Invite students to read the words or as much of each of the words as they can. Provide help as needed. Writing *come* on the board, have students tell what sound *c* makes. Explain that *o-e* makes an /u/ sound in this word. Have students say the sound that *m* makes, blend the sounds, and say the word. Writing *down* on the board, have students tell what sound *d* makes. Explain that *ow* makes an /ow/sound as in *cow*. Have students say the sound that *n* makes, blend the sounds, and say the word. If students have difficulty with *my*, have them compare *my* with the previously presented word *fly*. Writing *day* on the board, have students tell what sound *d* makes. Explain that *ay* makes an /ā/ sound. Have students blend the sounds and say the words. Have students use the *ee* in *tree* to reconstruct the word.

Introduction & Discussion: Writing the title, “Went Up a Tree,” on the board and reading it to students, tell students that Ben, a cat, is in a tree and will not come down. Write *come down* on the board and have students read the story to find out how Ben’s owner got him to come down. After students have read the story, discuss how Ben’s owner got Ben to come down from the tree. Also have students read their answers to the fill-in-the-blank sentences.

Rhyme riddle: What would you call a tent that cost only a penny? (cent tent)

Spelling: cent, went, sent

Writing: Students write about a place that they went to that was fun or interesting.

Speech-to-Print: -ent, -en, -in

Tracing: end, send, bend

Added Practice: Reading Bear: blends (ending part 2): a-b

-est Pattern

To introduce the final *-st* blend, write the word *bet* on the board and have students read it. Ask students to tell what sound and letter need to be added to *bet* to make the word *best*. Emphasize /s/. Have students read *best*. Have *nest*, *pest*, and *west* formed in this same way by adding *s* to *net*, *pet*, and *wet*. Have *rest* and *test* formed by adding *r* to *est* and *t* to *est*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: best, nest*, pest, west, rest, test

Mixed practice: bend, best, net, nest, pet, pest, ten, test, wet, west

Sorting: best, nest, rest, pest, test; cent, lent, sent, tent, went

Assembling words: e, b, n, r, s, t, t ten, tent, bent, bet, best, nest, rest

Scrambled sentence: Which bird makes the best nest?

Rhyme: Good, Better, Best

Reading: The Best Nest

Prereading: build*, buildings, feathers Writing *build* on the board, point out that *bu* stand for *b* and have students read the rest of the word, blend the parts, and say the word. Writing *buildings* and *feathers* on the board, underline the syllables and have students read and blend them. Explain that *ea* is sometimes used to spell /e/ as in feathers. Have volunteers read the words.

Introduction & Discussion: Writing the words *build nests* on the board, ask students to tell how birds build their nests and what materials they use. Write students' responses on the board. Add the word *feathers* if students fail to include it and read the word to students. Have students read the article to find out how and where birds build their nests. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: SPELD: Set 2: "Sant the Ant Is Mad," "Simon Says"

Rhyme riddle: What would you call a bird's nest that is better than the rest? (best nest)

Spelling: best, nest, rest

Writing: Students compose a booklet or write a piece about the things they like best: best books, foods, games, etc.

Speech-to-Print: -est, -et, -ent

Tracing: best, nest, rest

Added Practice: Reading Bear: blends (ending part 2): c

Short-*e* Pattern Review

On the board or screen, write the short-*e* vowel pattern words presented in this unit. Mix the patterns so students aren't simply using the first word as a clue to the other words in that column. Words listed in the sorting exercise can be used for this purpose. If students aren't able to read 90% of the words, continue to review them until they are able to do so.

Sorting (words should be sorted by rhyming sound)

tent, bed, ten, bell, best, net, end, get, bent, fell, let, pen, well, west pet, tell, men, nest, bend, went, test, hen, cent, smell, sled, red, wet, sent, rest, then, lend, vet, send, yell, when, spell, spend, yet, fed, spent

Secret Message

Write the words on the lines and read the secret message.

1. Take **P** from **Pets** and add **V**. _ _ _ _ _
2. Take **s** from **helps**. _ _ _ _ _
3. Take **s** from **set** and put in **p**. Then add **s**. _ _ _ _ _
4. Take **n** from **net** and put in **g**. _ _ _ _ _
5. Take **b** from **bell** and add **w**. _ _ _ _ _

_____ .

Unit 4 Assessment

Administer the Checkup Test for Unit 4. Students should achieve a score of 90% on both subtests. Reteach words missed. Checkup Tests are located in Appendix B.

Unit 5: Short-*u* Patterns

-up, -us Patterns

In this introductory lesson, short *u* is introduced in isolation and then as a pattern. The following steps are implemented. In subsequent lessons, you would begin with the Constructing a Pattern step.

Phonemic Awareness

Discuss words that begin with /u/: *up*, *us*, and *umbrella*. Exaggerating the initial sound of the words, lead students to see that these words begin with the same sound: /u/ as in *up*.

Articulation

Keeping in mind that students feel sounds in addition to hearing them, show students how /u/ is articulated and have them notice how they form /u/ so they develop a physical, kinesthetic awareness of /u/. Tell students to “say /u/.” Ask, “How are you making an /u/ sound? Notice that your mouth is open and are you making the /u/ sound in the back of your throat.”

Letter-Sound Integration

Repeat the words discussed (*up*, *us*, *umbrella*). Write them on the board and emphasize the first sound as you do so. Have students tell what letter the name of each item begins with. Lead students to see that *u* represents the sound /u/ heard at the beginning of *up* (*up* is the model word for *u/u*). Have students look at the Short-Vowel Chart, which is located in Appendix D, and find a picture of the arrow pointing up. Teach students to say the name of the letter, its model word, and the sound it represents: *u-up-/u/*. They can also act out the mnemonic which consists of pointing up. Remind students that they can use the Short-Vowel Chart if they forget how to spell or say the sound of /u/.

Construcing a Pattern

Writing *u* on the board and having students say the sound it stands for, ask them what letter would need to be added to /u/ to make the word *up*. Have the pattern words below formed by having the onsets *c* and *p* added to *up*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /k/-/u/-/p/ *cup*. Form *puppy* by adding *py* to *pup*. After forming words by adding onsets to rimes, have students form words by adding the rime *up* to the onsets onsets *c* and *p*. Writing *u* on the board and having students say the sound it stands for, ask them what letter would need to be added to /u/ to make the word *us*. Have the pattern words below formed by having the onsets *b*, *G*, and *f* added to *u (s)s*. Explain that *Gus* is a person’s name. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. After forming words by adding onsets to rimes, have students form words by adding the rime *us(s)* to the onsets onsets *b*, *G*, and *f*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities

Pattern words: *up*, *cup**, *pup*, *puppy*; *us*, *bus*, *Gus*, *fuss*

Mixed practice: *us*, *up*, *cup*, *cap*, *pup*, *pet*

Sorting: up, cup, pup; but, cut, nut, shut; fun, gun, run, sun

Assembling words: u, f, c, p, p, r fun, run, up, cup, pup

Scrambled sentence: Do not pick up the pup.

Song: Lazy Mary

Reading: Bad Puppy

Preteaching: puppy, chew, toy Writing the words on the board, invite students to read the words or as much of each of the words as they can. Provide help as needed. For *puppy*, underline the syllables and have students say them and blend them. For *chew*, have students tell what sound *ch* makes. Explain that *ew* make an /OO/sound. Have students blend the sounds and say the word. For *toy*, have students tell what sound *t* makes. Explain that *oy* make an /oy/sound. Have students blend the sounds and say the word. Have volunteers read the words.

Introduction & Discussion: Writing the word *puppy* on the board, discuss with students some bad things that puppies might do. Have students read the article to find out what to do when a puppy does bad things. After students have read the story, discuss what things they might do if they had a puppy that did bad things. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: EL K20 “Josh Takes a Bath,” EL K-21; “Josh & Chip at the Farm;” Kahn Early Readers “What Is It?” “The Cup Is Up”

Shared reading: Dr. Seuss. (1974). *Great day for up*. New York: Random House.

Functional reading: pudding cup

Rhyme riddle: What do you call a puppy that is not down? (an up pup)

Spelling: up, cup, puppy

Writing: Students draw a picture of a puppy that they now have, had in the past, or might like to have. Then they write a story telling about the puppy.

Speech-to-Print: -up, -ap, -op

Tracing: up, cup, puppy

Added Practice: Reading Bear: short u: a

-ut, -ud Patterns

Writing *u* on the board and having students say the sound it stands for, ask them what letter would need to be added to /u/ to make the word part *ut*. Have the *ut* pattern words below formed by having the onsets *b, c, n, sh* added to *ut*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the

letters in each word you form, say the word, and have students say the word: /k/-/u/-/t/ *cut*. After forming words by adding onsets to rimes, have students form words by adding the rime *ut* to the onsets *b, c, n, sh*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Again writing *u* on the board and having students say the sound it stands for, ask them what letter would need to be added to /u/ to make the word part *ud*. Have the *ud* pattern words below formed by having the onsets *b, m, s* added to *ud*. Add an *s* to *sud* to form *suds*. After forming words by adding onsets to rimes, have students form words by adding the rime *ud* to the onsets *b, m, s*. Add an *s* to *sud* to form *suds*. Have *suddenly* formed by adding *den* and *ly* to *sud*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities

Pattern words: but, cut, nut*, shut, bud, mud*, suds, suddenly

Mixed practice: bat, but, bud, cut, cat, nut, not, shot, shut, mud, mat

Sorting: but, cut, nut, shut; bud, mud, suds; up, cup, pup

Assembling words: e, u, b, c, n, t bet, but, cut, net, nut

Scrambled sentence: He has a cut on his hand.

Reading: The Clam that Is as Big as a Man

Preteaching: tight, near*, hurt Writing the words on the board, invite students to read the words or as much of each of the words as they can. Provide help as needed. For *tight*, have students tell what sound *t* makes. Explain that *igh* makes an /ī/sound. Have students say the sound that *t* makes, blend the sounds, and say the word. For *near*, have students tell what sound *n* makes. Explain that *ear* makes an /ēr/sound. Have students blend the sounds and say the word. For *hurt*, have students tell what sound *h* makes. Explain that *ur* makes an /er/ sound. Have students tell what sound *t* makes, blend the sounds, and say the word. Have volunteers read the words.

Introduction & Discussion: Writing the word *clam* on the board, tell students that clams are sea animals that have shells that open and close. Tell students that most clams are small, but that there is one clam that is as big as a man. Have students read the article to find out why the clam does not hurt people. After students have read the story, discuss why the clam does not hurt people. Also have students read their answers to the fill-in-the blank sentences.

Minilesson: L Blends

L blend words: back-black, bank-blank, cam-clam, cap-clap, fat-flat, pan-plan, pant-plant

Deliberately emphasizing individual sounds, hold up a finger as you say each of the sounds of *back*. Have students say the word *back*, holding up a finger for each sound they say. Do the same with the word *black*. Have students tell you what sound and what letter they added to *back* to form the word *black*. Write the words *back* and *black* on the board and have students read them. Present the other word pairs in this same way. Lead students to see that *bl*, *cl*, *fl*, and *pl* are blends and that blends have two sounds.

Reading: Who Am I?

Preteaching: long*, who* Writing the words on the board, invite students to read the words or as much of each of the words as they can. Provide help as needed. To introduce *long*, have students say the sound of *l*. Explain that *ong* has an *ong* sound as in *song*. Have students blend the word parts and say the word. For *who*, explain that in this word *wh* has an /h/ sound and *o* has an /OO/ sound. Have students blend the sounds and say the word. Have volunteers read the words.

Introduction & Discussion: Writing “Who Am I?” tell students that they will be reading about a mystery bird. Have them read to find out what the mystery bird is and what it can do. Write the following assignment on the board and read it with students: Read “Who Am I?” Answer the questions: Who is the bird? What can the bird do? After students have read the story, discuss responses to the questions. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: Kahn Early Readers: “Mud”

Rhyme Riddle: What do you call a cut that has closed up? (shut cut)

Spelling: but, cut, shut

Writing: Students write a sentence that uses the word *but*.

Speech-to-Print: -ut, -at, -et, -ip

Tracing: but, cut, shut

Added Practice: Reading Bear: short u: d-e

-ug Pattern

Writing *u* on the board and having students say the sound it stands for, ask them what letter would need to be added to /u/ to make the word part *ug*. Have the pattern words below formed by having the onsets *b*, *d*, *h*, *m*, *r*, *pl* added to *ug*. Have *plug* formed by adding *l* to *pug*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /b/-/u/-/g/ *bug*. After forming words by adding onsets to rimes, have students form words by adding the rime *ug* to the onsets *b*, *d*, *h*, *m*, and *r*. As you add letters, say the sounds represented by the letters. Then say

the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: bug*, dug, hug, mug, rug, plug

Mixed practice: bug, but, dug, cut, hug, shut, mug, rug, plug

Sorting: bug, dug, hug, mug, rug, plug; but, cut, nut, shut

Assembling words: u, b, d, g, n, r, t but, bud, bug, nut, rug, tug

Scrambled sentence: A bug ran on the rug.

Rhyme: Three Little Bugs

Reading: A Big Bug

Prereading: Goliath beetle, bananas Writing the words on the board, invite students to read the words or as much of each of the word as they can. Provide help as needed. Help students read *Goliath* by pointing out the phonetic respelling of *Goliath* in the article. Prompt students to use the familiar word part *bee* to reconstruct the word *beetle*. Help students use syllables to read the word *banannas*: *ba-nan-as*. Have volunteers read the words.

Introduction & Discussion: Writing the words *Goliath beetle* on the board, tell students that they will be reading about the Goliath beetle, which is a really big bug. Tell them that it is so big that it likes to eat bananas. Have students read the story to find out how big the Goliath beetle is and what it can do. After students have read the story, discuss the size of the Goliath beetle and what it can do. Also have students read their answers to the fill-in-the blank sentences.

Reading: The Red Fox

Prereading: fur, tail, belly Writing the words on the board, invite students to read the words or as much of each of the words as they can. Provide help as needed. For *fur*, have students tell what sound *f* makes. Explain that *ur* makes an /er/ sound. Have students blend the sounds and say the word. For *tail*, have students tell what sound *t* makes. Explain that *ai* makes an /ā/sound. Have students say the sound that *l* makes, blend the sounds, and say the word. For *belly*, help students see the *bell* in *belly*. If they are still unable to read the word, tell them that *y* makes an /ē/ sound and to blend the two word parts. Have volunteers read the words.

Introduction & Discussion: Writing the words *red fox* on the board and reading it, ask students to tell what they know about the red fox. Have students read the article to find out what the red fox looks like, where it lives, and what it eats. After students have read the story, discuss what the red fox looks like, where it lives, and what it eats. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: EL K-22 “The Bowling Alley,” EL K24 “The Mystery Moth”

EL K-18 “Josh’s New Home,” SPELD Set 3: “Tag the Dog Can Rap,” “Tig Naps a Lot,” “Can You Spot It?,” “A Bug in a Mug,” “Stuck in the Mud,” “An Ant Nest,” Kahn Early Readers: “Sad Ollie,” “Reya’s Bug”

Complementary reading: McKissack, P, & McKissack, F.(1988). *Bugs!* Children’s Press.

Hawkins, C. & Hawkins, J. (1988). *Zug the bug*. New York: Putnam.

Riddle: Bugs run on me. Cats and dogs run on me. And you run on me. I rhyme with *hug*. What am I? (a rug)

Spelling: bug, rug, hug

Writing: Students draw a picture of a bug and then write a story about the bug.

Speech-to-Print: -ut, -at, -et, -ip

Tracing: bug, rug, hug

Added Practice: Reading Bear: short u: c-d

-un Pattern

Writing *u* on the board and having students say the sound it stands for, ask them what letter would need to be added to /u/ to make the word part *un*. Have the pattern words below formed by having the onsets *b, f, g, r, s* added to *un*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /f/-/u/-/n/ *fun*. After forming words by adding onsets to rimes, have students form words by adding the rime *un* to the onsets *b, f, g, r, s*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Present the words *one* and *won* as having a /w/ and /un/ sound. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: bun, fun, gun, run, sun* (won, one)

Mixed practice: fun, fat, gun, got, run, ran, sat, sun, won, one

Sorting: fun, gun, run, sun; bug, dug, hug, mug, rug

Assembling words: u, b, n, g, r, s, t bun, bug, gun, run, rug, tug, sun

Scrambled sentence: We had fun in the sun.

Rhyme: Hot Cross Buns!

Reading: The Big Game

Prereading: game, team Writing the words on the board, invite students to read the words or as much of each of the words as they can. Provide help as needed. For *game*, have students tell what sound *g* makes.

Explain that *a-e* makes an /ā/sound. Have students say the sound that *m* makes, blend the sounds, and say the word. For *team*, have students tell what sound *t* makes. Explain that *ea* sometimes makes an /ē/ sound. Have students say the sound that *m* makes, blend the sounds, and say the word. Have volunteers read the words.

Introduction & Discussion: Writing the word *game* on the board, say it and ask students to tell about any baseball games that they have gone to see. Have students read to find out what Ted, Jan, and Dee did at the big game. After students have read the story, discuss what Ted, Jan, and Dee did at the big game. Also have students read their answers to the fill-in-the blank sentences.

Reading: The Sun Bear

Prereading: bear, climb, claw, berries Invite students to read the words or as much of each of the words as they can. Provide help as needed. Writing *bear* on the board, have students tell what sound *b* makes.

Explain that *ear* in this word makes an /air/ sound in this word. Have students blend the sounds and say the word. Writing *climb* on the board, have students tell what sounds *cl* makes. Explain that *i* makes an /ī/ sound and *mb* makes an /m/ sound. Have students blend the sounds, and say the word. Writing *claw* on the board, have students tell what sounds *cl* make. Explain that *aw* makes an /aw/sound. Have students blend the sounds and say the word. Writing *berries* on the board, underline the syllables and read them with students. Have students blend the syllbles and say the word. Have volunteers read the words.

Introduction & Discussion: Tell students that they will be reading about a small bear that has big claws and likes berries. Have students read the article to find out what the sun bear looks like, what it can do, and what it eats. After students have read the story, discuss what the sun bear looks like, what it can do, and what it eats. Also have students read their answers to the fill-in-the blank sentences.

Reading: Time

Preteaching: time*, animals*, sleep Writing the words on the board, invite students to read the words or as much of each of the words as they can. Provide help as needed. For *time*, have students tell what sound *t* makes. Explain that *i-e* make an /ī/ sound. Have students say the sound that *m* makes, blend the sounds, and say the word. For *sleep*, prompt students to note the familiar word part *ee* an use that to reconstruct the word. For *animals*, underline the syllables and have student read and blend the syllables. Provide help as needed. Have volunteers read the words.

Introduction & Discussion: Write the words *time* and *sleep* on the board and read it to students. Ask students to tell how they know when it is time to go to sleep and when it is time to get up. Have students read the article to find out how animals know when it is time to go to sleep and when it is time to get up. After students have read the article, discuss how animlms know when it is time to go to sleep and when it is time to

get up. Also have students read their answers to the fill-in-the blank sentences.

Complementary Reading Hawkins, C. & Hawkins, J. (1988). *Zug the bug*. New York: Putnam.

Leonard, M. (2001). *Dan and Dan*. First Avenue Editions.

Riddle: I get up before you get up. And I get up before hens and pigs get up. I am not a son. I don't have a father. But I sound just like *son*. What am I? (the sun)

Spelling: fun, run, sun

Writing: Students draw a picture of something that is fun to do and write a story about it.

Speech-to-Print: -un, -on, -ug

Tracing: fun, run, sun

Added Practice: Reading Bear: short u: a-b

-ub Pattern

Writing *u* on the board and having students say the sound it stands for, ask them what letter would need to be added to /u/ to make the word part *ub*. Have the pattern words below formed by having the onsets *c, r, t* added to *ub*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /k/-/u/-/b/ *cub*. After forming words by adding onsets to rimes, have students form words by adding the rime *ub* to the onsets *c, r, t*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: cub, rub, tub*

Mixed practice: cub, cut, ran, rub, tub, ten

Sorting: cub, rub, tub; up, cup, pup; fun, gun, run, sun

Assembling words: u, b, c, p, r, t cub, cut, cup, but, rub, tub

Scrambled sentence: A cub is in the bath tub.

Rhyme: Rub-a-Dub-Dub

Reading: What Baby Animals Are Called

Preteaching: baby, called*, what* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. For *baby*, underline the syllables and help students read the syllables and blend them. For *called*, have students say the /k/ sound of *c*, pronounce all for them, and have them give the sound of *ed*, blend the sounds, and say the word. For *what*, have students tell what

sound *wh* makes. Explain that in this tricky word *a* makes an /u/sound. Have students say the sound that *t* makes, blend the sounds, and say the word. Have volunteers read the words.

Introduction & Discussion: Read the title of the article with students. Have students read the article to find out the names of some baby animals. After students have read the article, discuss the names of the baby animals that they read about. Ask students if they learned some baby names that they hadn't known before. Discuss the names of other baby animals. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: EL K-23: "Time to Bake," SPELD: Set 4: "A Grub and a Bun," Kahn's Early Readers: "Gum on the Rug"

Spelling: cub, rub, tub

Rhyme riddle: What do you call a bath tub for baby bears? (cub tub)

Speech-to-Print: -ub, -ab, -up

Tracing: cub, rub, tub

Added Practice: Reading Bear: short u: f

-um, -ump Patterns

Writing *u* on the board and having students say the sound it stands for, ask them what letter would need to be added to /u/ to make the word part *um*. Have the pattern words below formed by having the onsets *b, h, s, dr* added to *um*. When presenting *drum* stress the blend. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /h/-/u/-/m/ *hum*. After forming words by adding onsets to rimes, have students form words by adding the rime *um* to the onsets *b, h, s*. Writing *hum* on the board and having students say the word, ask them what letter would need to be added to *hum* to make the word *hump*. Have the pattern words below formed by having the onsets *b, d, h, j, l*, added to *ump*. After forming words by adding onsets to rimes, have students form words by adding the rime *ump* to the onsets onsets *b, d, h, j, l*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: bum, hum, sum, drum*, bump, dump, hump, jump*, lump, pump

Mixed practice: bump, but, den, dump, jet, jump, let, lump

Sorting: bump, dump, jump, lump; cub, rub, tub; bug, dug, hug, mug, rug

Assembling words: u, b, h, j, l, m, p hum, hump, bump, jump, lump

Scrambled sentence: Can you jump over the bump?

Rhyme: Jack, Be Nimble

Reading: What Is in a Camel's Hump?

Preteaching: camel, energy, water*, gives* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. For *camel*, *energy*, and *water*, underline the syllables and help students say the syllables and blend them. For *give*, explain that the word has a short-*i* sound and have students decode it. Remind students that *v* at the end of a word needs an *e*. Have several volunteers read the words.

Introduction & Discussion: Have students read the title of the article. Provide prompts if they have difficulty with *camel*. Have students read to find out what is in a camel's hump. After students have read the article, discuss the contents of a camel's hump. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: EL K16 "Fun with Gum," SPELD: Set 3: "Tig Naps a Lot," "Can You Spot It 2," SPELD: Set 4: "What Is in the Sack?"

Spelling: hum, sum, jump

Writing: Invite students to tell what they learned about the camel and its hump.

Speech-to-Print: -um, ump, -am, -im, -up

Tracing: hum, sum, jump

Added Practice: Reading Bear: short u: a

-unk Pattern

Writing the word part *unk* on the board, explain to students that the letters in *unk* form the word part *unk*. You might also note that *n* does not have its usual sound in the *unk* word part. Have the pattern words below formed by having the onsets *b*, *j*, *s*, *sk*, *tr* added to *unk*. When forming *skunk*, ask students to tell what letter needs to be added to *sunk* to form the word *skunk*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /b/-/ung/-/k/ *bunk*. After forming words by adding onsets to rimes, have students form words by adding the rime *unk* to the onsets *b*, *j*, *s*, *sk*, *tr*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have

students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: bunk, junk, sunk, skunk*, trunk

Mixed practice: bunk, but, jump, junk, skunk, sun, trunk, tent

Sorting: bunk, junk, skunk, trunk; bump, dump, jump, lump

Scrambled sentence: A skunk hid in the trunk.

Reading: Skunk Shrimp

Preteaching: stripe, old* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. For *stripe*, have students tell what sounds *str* make. Explain that *i-e* makes an /ī/ sound. Have students say the sound that *p* makes, blend the sounds, and say the word. For *old*, explain that *o* make an /ō/sound. Have students say the sounds that *ld* makes, blend the sounds, and say the word. Have volunteers read the words.

Introduction & Discussion: Writing the word *shrimp* on the board, invite students to read the word. Ask them if they have ever caught or eaten shrimp. Discuss what shrimp look like. Tell students that a kind of shrimp known as a *skunk shrimp* helps fish. Tell students that the skunk shrimp got its name because, like skunks, it has stripes running down its back. Have students read the story to find out how the skunk shrimp helps fish. After students have read the story, discuss how the skunk shrimp helps fish. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: SPELD Set 4: “Mud, Mud, Mud”

Complementary Book: Kraus, R. (1971). *Leo, the late bloomer*. New York: Simon & Schuster.

Rhyme riddle: What do you call a trunk that is full of old broken things? (junk trunk)

Making Words: Distribute the letters: *k, n, r, t, s, u*

- Use two letters to make the word *run*.
- Change a letter to make *sun*.
- Add a letter to make the word *sunk*.
- Using all the letters, make a word. (*trunks*)

Riddle: I can not walk or run, but I can take you places. I rhyme with *us*. What am I? (a bus)

Spelling: junk, skunk, trunk

Writing: Students make a list of things they might pack in a trunk if they were taking a long trip.

Speech-to-Print: -unk, -ack, -ank, -ick, -un

Tracing: skunk, trunk

Added Practice: Reading Bear: digraphs and x:c-d

-ust, -uck Patterns

Writing *u* on the board and having students say the sound it stands for, ask them what letters would need to be added to /u/ to make the words *us*. Then ask what letter would need to be added to *us* to make the word part *ust*. Adding the letters as students say them, have students tell what letter would need to be added to *ust* to form *dust*, *must*, *just*, and *rust*. Have *trust* formed as part of the Mini Lesson below. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word: /d/-/u/-/s/-/t/ *dust*. After forming words by adding onsets to rimes, have students form words by adding the rime *ust* to the onsets *d*, *m*, *j*, *r*. Again writing *u* on the board, ask students what letters would need to be added to *u* to make the word part *uck*. Remind students, if necessary, that /k/ at the end of a word can be spelled with /ck/. Have *uck* pattern words formed by adding *d* and *l* to *uck*. Have *truck* formed as part of the Mini Lesson below. After forming words by adding onsets to rimes, have students form words by adding the rime *uck* to the onsets *d*, *l*, and *tr*. As you add letters, say the sounds represented by the letters. Then say the sounds of all the letters in each word you form, say the word, and have students say the word. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: dust, just, must; duck, luck, truck

Minilesson: R Blends

R blend words: dip-drip, tick-trick, tap-trap, cab-crab, tuck-truck, cash-crash, trash, rust-trust

Deliberately emphasizing individual sounds, hold up a finger as you say each of the sounds of *dip*. Have students say the word *dip*, holding up a finger for each sound they say. Do the same with the word *drip*. Have students tell you what sound and what letter they added to *dip* to form the word *drip*. Write the words *dip* and *drip* on the board and have students read them. Present *dip-drip*, *tick-trick*, *tap-trap*, *cab-crab*, *tuck-truck*, *cash-crash* in this same way. Also ask what letter would need to be added to *ash* to make the word *trash* and what letter would need to be added to *rust* to make *trust*. Lead students to see that *dr*, *tr*, and *cr* are blends and that blends have two sounds. Lead students to see that they all have a consonant followed by an *r* and

so are called *r* blends. Then have all the words read.

Mixed practice: bus, but, luck, fun, fuss, us, up, just, luck, must, truck

Sorting: bus, fuss, us; but, cut, nut, shut; just, must, dust, rust; luck, duck, truck; bunk, junk, skunk, trunk

Assembling words: u, c, k, r, s, t, d, m us, dust, must, rust, mud, duck, truck

Scrambled sentence: The bus is taking us up the hill.

Reading: Trucks

Prereading: picture, side Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. For *picture*, underline the syllables and have students read *pic*. Read *ture* to students and have them blend the syllables and read the word. For *side*, have students tell what sound *s* makes. Explain that *i-e* makes an /i/ sound. Have students say the sound that *d* makes, blend the sounds, and say the word. Have volunteers read the words.

Introduction & Discussion: Writing the words *tank truck* on the board, invite students to read the words and tell what they think a tank truck is and what job it might do. Have students read the article to find out about other kinds of trucks and the jobs they do. After students have read the article, discuss the kinds of trucks they read about and the jobs that the trucks do. Also have students read their answers to the fill-in-the blank sentences.

Reading: Trash Trucks

Prereading: trash, mash, arm, presses Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Help students see and say familiar word parts, such as the *ash* in *mash* and *trash*, the *ar* in *arm*, and the *ess* in *press*. You might have students compare *arm* with the known word *are*. Have volunteers read the words.

Introduction & Discussion: Writing the words *trash trucks* and *arm* on the board and reading them to students, tell students that trash trucks have an arm. Have student read the article to find out how trash trucks use their arms and also why they are able to carry lots and lots of trash. After students have read the article, discuss how trash trucks use their arms and why they are able to carry lots and lots of trash. Also have students read their answers to the fill-in-the blank sentences.

Reading: A Big Bird

Prereading: ostrich, faster, itself Writing the words on the board, invite students to read the words or as much of each of the words as they can. Provide help as needed. Underline syllables to help students read the words *ostrich* (*os-trich*) and *faster* (*fast-er*). Help students use their knowledge of *it* and *self* to read *itself*.

Have volunteers read the words.

Introduction & Discussion: Writing the word *ostrich* on the board and reading it to students, ask them if they have ever seen an ostrich. If so, ask them what they know about the ostrich. Have students read to find out what the ostrich is like and what it can do. After students have read the article, discuss what the ostrich is like and what it can do. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: SPELD: Set 3: “What Am I?”

Complementary reading: Lewison, W. C. (1992). *“Buzz,” said the bee*. New York: Scholastic.

Capucilli, A. S. (1996). *Biscuit*. New York: HarperCollins.

McKissack, P. C., & McKissack, F. (1988). *Joshua James likes trucks*. Chicago: Children’s Press.

Spelling: us, bus, must, just, truck

Writing: Students write a piece about a bus trip they have taken or might like to take.

Added Practice: Reading Bear: blends (ending, part 2): b

Unit 5: Short-*u* Pattern Review

On the board or screen, write the short-*u* vowel pattern words presented in this unit. Mix the patterns so students aren't simply using the first word as a clue to the other words in that column. Words listed in the sorting exercise can be used for this purpose. If students aren't able to read 90% of the words, continue to review them until they are able to do so.

Sorting (words should be sorted by rhyming sound)

bug, sun, cup, bus, but, lump, sum, cub, jump, skunk, mud, must, hug, luck, hum, nut, fun, rug, us, dug, dust, jump, fuss, run, truck, lump, bud, trunk, tub, gun, junk, rub, just, duck, cut, up, tug, bunk, sunk, shut, pump, pup, plug, drum, bump

Secret Message

Write the words on the lines and read the secret message.

1. Take **n** away from **An**. ___
- 2 Put p before **up** and add **py**. ___ ___ ___ ___
3. Take **b** away from **bikes** and put in **l** ___ ___ ___ ___
4. Take **d** away from **do** and put in **t**. ___ ___
5. Take **f** away from **fun** and put in **r**. ___ ___

_____ .

Complementary Reading for Review of Short-Vowel Patterns

Boegehold, B. D. (1990). *You are much too small*. New York: Bantam.

Unit 5 Assessment

Administer the Checkup Test for Unit 5. Students should achieve a score of 90% on both subtests. Reteach words missed. Checkup Tests are located in Appendix B.

End of Book A Assessment

In Level A, short-vowel patterns were introduced and reinforced. To assess students' command of these patterns, administer the Level A End-of Book Checkup: Short-Vowel Patterns assessment. Students should be able to read at least 80% or 32 of the 40 pattern words and 80% or 16 of the 20 high-frequency words. You can also administer the Phonics Inventory. Items 1 through 20 on the Inventory assess short-vowel patterns. Words 11 to 20 contain blends and so are more difficult than the first ten words. Students may do well with simple short-vowel patterns but encounter difficulty with blends. Students should be able to read at least 80% or 16 of the first 20 test words. Students who have successfully completed this level are now ready for Level B: Long-Vowel Patterns. Reading selections for Level B are available in *Accelerating Foundational Literacy: Decodable Reading Selections Level B*, which is available for readers of *Closing the Literacy Gap* at buildingliteracy.org. Click on the tab *Reserved Resources*.

Level B: Long-Vowel Patterns

Level B includes long-vowel patterns and blends and high-frequency words. Long vowels represent a major cognitive leap for many students. No longer can they decode a word letter by letter. Now they must discern final-*e* and digraph (*ai*, *ee*, etc.) patterns. In addition, they now face decoding tasks in which the vowel letter(s) might represent a long or a short vowel or another sound. While they were working on the short-vowel level, the vowels, except for some high-frequency words, represented short sounds. To help students make this difficult transition to decoding long-vowel words, explain the function of final *e*. You might use the following paragraph.

Did you know that you can make a cane from a can? Yes, you can. You just get a **can** and add an **e** to it, and you have a **cane**. You can make a plane, too. But you have to have a plan. If you have a plan, you add an **e** to

plan, and you have a **plane**. Would you like to have a cape? You must get a **cap**. Then add *e*, and you have got a **cape**. The letter *e* can make lots of changes. With *e*, **tap** becomes **tape**, **scrap** becomes **scrape**, and **Jan** becomes **Jane**.

Unit 6: Long-*a* Patterns

Long *a* is most frequently spelled with *a-e* and with the digraphs *ai* and *ay* but is also spelled *ey* and *igh* as in the high-frequency words *they* and *eight* and *ea* in *great*.

-ake Pattern

Writing *a_e* on the board and having students say the sound it stands for, ask them what letter would need to be added to /ā/ to make the word part *ake*. Ask students to tell what letter would need to be added to the word part *ake* to form the word *bake*. Have the rest of the pattern words below formed by having the onsets *c*, *l*, *m*, *t*, *w*, *sh*, *sn* added to *ake*. When forming *snake*, ask what letter would need to be added to *sake* to make the word *snake*. After forming words by adding onsets to rimes, have students form words by adding the rime *ake* to the onsets *b*, *c*, *l*, *m*, *t*, *w*, *sh*, *sn*. Have students read the pattern words until they can read them rapidly and accurately. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: bake, cake*, lake, make, take, wake, shake, snake

Mixed practice: back, bake, cake, cat, let, lake, win, wake, snack, snake

Sorting: bake, cake, lake, make, take, wake, shake, snake; back, pack, tack, black, snack, track

Assembling Words: a, e, b, c, k, m, t back, tack, bake, cake, make, take

Scrambled sentence: We will bake a cake.

Functional Reading: cake mix, baked beans

Rhymes: Rub-a-Dub-Dub

As I Was Walking Down the Lake

Reading: A Big Snake

Preteaching: anaconda, green*, long*, patches, babies Writing the words on the board, encourage students to read them as best they can. Provide prompts as needed. Underline the syllables in *anaconda*, *patches*, and *babies*. Help students read the syllables and blend them. Point out to students that *anaconda* is respelled in the article and they can use the respelling if they forget how to read the word. Students might recognize the *ee* in *green* and use that to reconstruct the word. Review *long*. Explain that *ong* has an *ong* sound as in *song*. Have students blend the word parts and say the word. Have volunteers read all the words.

Introduction & Discussion: Writing the words *anaconda* and *long* on the board and reading them, tell students that they will be reading about a long snake known as the *anaconda*. Have them read the article to find out how long the anaconda is, what it eats, and how many babies it can have. After students have read the article, discuss how long the anaconda is, what it eats, and how many babies it can have. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Robart, R. (1986). *The cake that Mack ate*. Boston: Little, Brown.

Raffi. (1987). *Shake my sillies out*. New York: Crown

Riddle: I have no legs, so I can not run. But I can go fast on land or in water. I rhyme with *cake*. What am I?
(a snake)

Spelling: cake, take, wake, lake, shake, snake

Writing: Students draw a picture and write about something that they would like to make.

Speech-to-Print: -ake, -ack, -ap

Tracing: cake, take, wake

Added Practice: Reading Bear: a-e and e-e: d

-ame Pattern

Writing *a_e* on the board and having students say the sound it stands for, ask them what letter would need to be added to /ā/ to make the word part *ame*. Have the pattern words below formed by having the onsets *c, l, g, s, t, n, sh* added to *ame*. Have students read the pattern words until they can read them rapidly and accurately. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: came, lame, game, same, tame, name*, shame

Mixed practice: came, cake, Sam, same, tame, take

Sorting: came, game, same, tame, name; bake, cake, lake, take, wake, shake, snake

Assembling Words: a, e, c, g, k, m, t came, cake, make, take, tame, game, gate

Scrambled sentence: What is the name of that game?

Shared singing: Bingo

Reading: Names for Groups of Animals

Preteaching: groups Writing the word on the board, invite students to read the word or as much of the word as they can. Provide help as needed. Explain that the *ou* in *groups* has an /OO/ sound. Have students pronounce *gr* and *ps*, blend the word parts, and say the word.

Introduction & Discussion: Writing “Names for Groups of Animals” on the board, tell students that there

are special names for groups of animals. For instance, the name for a group of horses is a *herd*. Have them read the article to find out the names of other animal groups. After students have read the article, discuss the names of animal groups. Ask students to tell what name they thought was most unusual. Discuss group names not included in the article. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Oppenheim, J. (1990). *Wake up, baby!* New York: Bantam.

Riddle: You write me on your paper, but other boys and girls write their own. I rhyme with *game*. What am I?
(a name)

Spelling: came, name, same, game

Writing: Students write about games that they like to play.

Speech-to-Print: -ame, -ake, -am

Tracing: came, name, same, game

Added Practice: Reading Bear: a-e and e-e: b

-ate Pattern

Writing *a_e* on the board and having students say the sound it stands for, ask them what letter would need to be added to /ā/ to make the word *ate*. Have the pattern words below formed by having the onsets *d, g, h, l, pl, sk* added to *ate*. When forming *plate* and *skate* emphasize the sounds of the blends. After forming words by adding onsets to rimes, have students form words by adding the rime *ame* to the onsets *d, g, h, l, pl, sk*.

Explain that *ei* in *eight* is an unusual way of spelling /ā/ but it appears in words such as *weigh, weight, and sleigh*. Have students read the pattern words until they can read them rapidly and accurately. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: ate, date, gate*, hate, late, plate, skate (eight)

Mixed practice: at, ate, den, date, hate, hat, lake, late, pat, plate

Sorting: ate, date, gate, hate, late, plate, skate; came, game, same, tame, name; bake, cake, lake, take, wake, shake, snake

Scrambled sentence: I hate to be late.

Rhyme: Garden Gate

Reading: Cake for Jane

Preteaching: ever*, opens*, other* Write the words on the board and encourage students to read them as best they can. Provide help as needed. Underline the syllables in *ever, opens, and other*. Help students read the syllables and blend them. Have several volunteers read the words.

Introduction & Discussion: Ask students to tell how they would feel if they came home and found out that a

special dessert had been made, but it was all gone. Have students read “Cake for Jane” to find out what happened when Jane discovered that the other children had eaten the cake that her dad had baked. After students have read the story, discuss what happened when Jane discovered that the other children had eaten the cake that her dad had baked. Have them read the sentences that tell what she said. Also have them read their answers to the fill-in-the blank sentences

Spelling: ate, date, late

Writing: Students write about some foods that they like to see on their plate.

Speech-to-Print: -ate, -at

Tracing: came, name, same, game

Added Practice: Reading Bear: a-e and e-e: a

-ay Pattern

Writing *ay* on the board and having students say the sound it stands for, ask them what letter would need to be added to /ā/ to make the word *day*. Have the pattern words below formed by having the onsets *h, J, l, m, r, s, w, pl, tr* added to *ay*. Have *play* and *tray* formed by adding *l* to *pay* and *t* to *ray*. For *away*, add an /uh/ to *way*. After forming words by adding onsets to rimes, have students form words by adding the rime *ay* to the onsets *d, h, J, l, m, r, s, w, pl, tr*. Have students read the pattern words until they can read them rapidly and accurately. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: day, hay*, Jay, lay, may, ray, say, way, play, tray, away

Mixed practice: date, day, hate, hay, lake, lay, late, ray, say, play, plate

Sorting: hay, day, may, say, stay, gray, play; rain, train, pain, chain; cane, Jane, plane

Assembling Words: a, e, y, k, m, s, w may, say, way, same, make, wake

Scrambled sentence: Jay may play a game.

Rhymes: Hiccup

Bees

Reading: Gray Whales

Preteaching: bottom*, sea*, eats* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *bottom*. Help students read the syllables and blend them. Point out to students that both *sea* and *eats* have an *ea* that makes a long-*e* sound. Have several volunteers read the words.

Introduction & Discussion: Writing *gray whales* and *bottom of the sea* on the board, tell students that gray

whales are very large, but they spend a lot of time in the mud at the bottom of the sea. Point to the words *gray whales* and *bottom of the sea* as you say them. Have students read to find out why gray whales spend time in the mud at the bottom of the sea, what kind of trips gray whales take, and how big gray whales are. After students have read the article, discuss why gray whales spend time in the mud at the bottom of the sea, what kind of trips gray whales take, and how big gray whales are. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Hall, K. (1995). *A bad, bad day*. New York: Scholastic.

Rhyme riddle: What do you call a day when you have a lot fun? (play day)

Spelling: day, say, way, play

Writing: Students draw a picture and write about a day they liked best.

Speech-to-Print: -ay

Tracing: day, say, way, play

Added Practice: Reading Bear: ay, air: a-d

Khan Kids: Long a: ai, ay

-ave Pattern

Writing *a_e* on the board and having students say the sound it stands for, ask them what letter would need to be added to /ā/ to make the word part *ave*. Have the pattern words below formed by having the onsets *c, g, s, w, br* added to *ave*. When forming *brave* emphasize the sounds of the blend. After forming words by adding onsets to rimes, have students form words by adding the rime *ave* to the onsets *c, g, s, w, br*. Have students read the pattern words until they can read them rapidly and accurately. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: cave, gave, save, wave*, brave

Mixed practice: cake, cave, gate, gave, save, sat, wake, wave, bake, brave

Sorting: cave, gave, save, wave, brave; ate, date, gate, hate, late, plate, skate

Assembling Words: a, e, y, c, s, v, w cave, save, wave, say, way

Scrambled sentence: We gave Dave a cake for being brave.

Reading: A Brave Bird

Preteaching: killdeer, bird*, fly*, flies Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *killdeer*. Help students read the syllables and blend them. Explain that the *ir* in *bird* has an /er/ sound and the *y* and *ie* in *fly* and *flies* has an /ī/ sound. Have several volunteers read the words.

Introduction & Discussion: Writing the word *killdeer* on the board, encourage students to read it but provide prompts as needed. Writing the word *bird* on the board and, pointing to it as you say it, tell students that the killdeer is a very brave bird. Have students read the article to find out how the brave killdeer can trick a fox. After students have read the article, discuss how the killdeer can trick a fox. Also have students read their answers to the fill-in-the blank sentences.

Riddle: Flags do this. And boys and girls do it when they want to say, "Hi" or "Good-by." It rhymes with *brave*. What is it? (wave)

Writing: Students write about a time when they or someone they know was brave.

Spelling: gave, save, wave, brave

Speech-to-Print: -ave, -ame, -ate

Tracing: gave, save, wave, brave

Added Practice: Reading Bear: a-e and e-e: a

-ade, -aid Patterns

Writing *a_e* on the board and having students say the sound it stands for, ask them what letter would need to be added to /ā/ to make the word part *ade*. Have the pattern words below formed by having the onsets *m*, *w*, *sh*, *gr* added to *ade*. When forming *grade* emphasize the sounds of the blend. After forming words by adding onsets to rimes, have students form words by adding the rime *ade* to the onsets *m*, *w*, *sh*, *gr*. Writing *ai* on the board and having students say the sound it stands for, ask them what letter would need to be added to /ā/ to make the word *aid*. Have the *aid* pattern words below formed by having the onset *p* added to *aid* and *a* and *fr* added to form *afraid*. After forming words by adding onsets to rimes, have students form the word *paid* by adding the rime *aid* to the onset *p*. Help students see that *a_e* and *ai* both represent /ā/. Have students read the pattern words until they can read them rapidly and accurately. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern Words: made*, wade, shade, grade, aid, paid, afraid*

Mixed Practice: gate, gave, made, wade, wave, late, brave.

Sorting: made, wade, grade, shade, paid; cave, gave, save, wave, brave (sort by rhyming sound, not spelling)

Assembling Words: a, e, i, d, m, p made, aid, paid, map

Scrambled sentence: The second grade made puppets.

Reading: The Cat that Aided an Old Dog

Preteaching: Terfel, Pudditat, old*, dog*, follow, now* Writing the words on the board, invite students to

read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *Terfel*, *Pudditat*, and *follow*. Help students read the syllables and blend them. Explain that the *o* in *old* has an /ō/ sound and the *ow* in *now* has an /ow/ sound as in *cow*. Have several volunteers read the words.

Introduction & Discussion: Writing *Terfel* and *Pudditat* on the board and reading these names to students, tell them that *Terfel* is an old dog that can hardly see and that *Pudditat* is a young cat that lives in the same house as *Terfel*. Have students read to find out how *Pudditat* helped *Terfel*. After students have read the article, discuss how *Pudditat* helped *Terfel*. Discuss how *Terfel* was able to use his sense of smell. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: CLA K-10 “Cakes and Grapes,” “Fun in the Sand,” CKLA 1-2: “Wong from Hong Kong,” “Where Is Wong?”

Riddle: Trees make this. But they only make it when the sun is out. It rhymes with *made*. (shade)

Spelling: made, grade, paid

Writing: Have students draw a picture of and/or write about something they made or something that someone they know made. Model the assignment for students by drawing a picture of a time when you made something and then writing about the picture.

Speech-to-Print: -ade, -aid, -ad, -ave

Tracing: made, grade, paid

Added Practice: Reading Bear: a-e and e-e: c

-ace Pattern

Writing *a_e* on the board and having students say the sound it stands for, ask them what letter would need to be added to /ā/ to make the word part *ace*. Have the pattern words below formed by having the onsets *f*, *p*, *pl* added to *ace*. When forming *place* emphasize the sounds of the blend. Have students tell what letter would have to be added to *pace* to make the word *place*. After forming words by adding onsets to rimes, have students form words by adding the rime *ace* to the onsets *f*, *p*, *pl*. Explain to student that when *c* is followed by *e*, *c* make an /s/ sound. Have students read the pattern words until they can read them rapidly and accurately. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: face, race*, place

Mixed practice: face, fast, rat, race, paid, place

Sorting: face, race, place; made, wade, grade, shade, paid (sort by rhyming sound)

Assembling Words: a, e, c, l, p, r, v ace, lace, race, place, cave

Scrambled sentence: She came in first place in the race.

Reading: Which One Would Win the Race?

Preteaching: would*, faster, robin Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *faster* and *robin*. Help students read the syllables and blend them. Explain that the *ou* in *would* has a /oo/ sound. Have several volunteers read the words.

Introduction & Discussion: Writing the following question on the board, “Which one would win the race?” read it to students and tell student that they are going to read about some races between pairs of animals and one race between a man and an animal and they are to guess which one would win. After students have read the article, discuss how well they were able to guess which animal would win. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: Kahn Early Readers: “Race to the Lake”

Riddle: I have eyes to see, a nose to smell, and a mouth for talking. I rhyme with *race*. What am I? (a face)

Spelling: face, race, place

Writing: Have students draw a picture of and/or write about the place where they live. Model the assignment for students by drawing a picture of the place where you live and then writing about the picture.

Speech-to-Print: -ace, -ast, -ay

Tracing: face, race, place

-age Pattern

Pattern words: age, page, cage*, stage

Writing *a_e* on the board and having students say the sound it stands for, ask them what letter would need to be added to /ā/ to make the word *age*. Have the pattern words below formed by having the onsets *p*, *c*, *st* added to *age*. When forming *stage* emphasize the sounds of the blend. Ask them to tell what letter would need to be added to the word *sage* to make the word *stage*. After forming words by adding onsets to rimes, have students form words by adding the rime *age* to the onsets *p*, *c*, *st*. Explain to student that when *g* is followed by *e*, *g* makes a /j/ sound. Have students read the pattern words until they can read them rapidly and accurately. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Mixed practice: page, place, rain, race, cage, face

Assembling Words: a, e, c, g, l, p age, cage, page, lace, place

Sorting: age, page, cage, stage; face, race, place, race, place; cake, lake, take, wake, shake, snake

Scrambled sentence: This page shows three cats in a cage.

Sorting: age, page, cage, stage, face, race, place, cake, lake, take, wake, shake, snake

Reading: Cheetahs

Preteaching: cheetah, animals* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *cheetah* and *animals*. Help students read the syllables and blend them. If students have difficulty with *cheetah*, you might point out the *ee*, which they would have seen in the word *see*, and use that as a basis for constructing the word. Have volunteers read the words.

Introduction & Discussion: Tell students that cheetahs are the fastest animals on land. Have students read the article to find out what makes cheetahs fast. After students have read the article, discuss what makes cheetahs fast. Talk over, too, other facts that they learned about cheetahs. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Cohen, C. L. (1998). *How many fish?* New York: HarperCollins.

Riddle: I have words, but I can not say anything. I am in a book. I rhyme with *cage*. What am I? (a page)

Spelling: age, page, cage

Writing: Have students bring in photos or draw pictures of themselves at various ages and write captions for the photos. The captions should include ages. Model the assignment for students.

Speech-to-Print: -ace, -age, -ase, -act

Tracing: age, page, cage

-ale, -ail Patterns

Writing *a_e* on the board and having students say the sound it stands for, ask them what letter would need to be added to /ā/ to make the word part *ale*. Have the pattern words below formed by having the onsets *s, m, p, t, wh* added to *ale*. When forming *whale* explain that /w/ is sometimes spelled *wh*. After forming words by adding onsets to rimes, have students form words by adding the rime *ale* to the onsets *s, m, p, t, wh*. Briefly define each word as you use it, since they are homophones. Writing *ai* on the board, explain that *ai* can also be used to spell /ā/. Ask students to tell what letter would need to be added to /ā/ to make the word part *ail*. Have the pattern words below formed by having the onsets *f, n, m, s, t, and tr* added to *ail*. After forming words by adding onsets to rimes, have students form words by adding the rime *ail* to the onsets *n, m, p, s, t, and tr*. Briefly define words that are homophones. Have students read the pattern words until they can read them rapidly and accurately. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: sale, male, pale, tale, whale*; fail, nail*, mail, pail, sail, tail, trail.

Minilesson: Homophones

Explain to students that some words have two or more spellings and two or more meanings even though they have the same sound. These are called *homophones*. List the homophones from the lesson and compare their meanings.

sale-sail

male-mail

pale-pail

tale-tail

Mixed practice: whale, page, tail, face, mail, race, sail.

Sorting: whale, nail, mail, sail, tail, trail; age, page, cage, stage; face, place, race (sort by rhyming sound)

Assembling Words: a, e, i, l, r, s, t rail, sail (boat), tail (animal), trail, sale (selling), tale (story), stale

Scrambled sentence: The big whale has a big tail.

Rhymes: I've Got a Dog
If You Ever Meet a Whale

Reading: The Longest Tail

Preteaching: thresher shark, look*, some*, forth Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *thresher*. Help students read the syllables and blend them. Explain that the *ar* in *shark* has an /ar/ sound, *oo* in *look* has an /oo/ sound, *o* in *some* has an /u/ sound, and *or* in *forth* has an /or/ sound. Have several volunteers read the words.

Introduction & Discussion: Tell students that of all the animals, the thresher shark has one of the longest tails. Have students read to find out how long the thresher shark's tail is and how the thresher shark uses its long tail. After students have read the article, discuss how long the thresher shark's tails is and how it uses its long tail. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Stadler, J. (1985). *Snail saves the day*. New York: Thomas Y. Crowell.

Making words: Distribute the letters: *a, i, l, r, s, t*

- Use four letters to make the word *sail*.
- Change a letter to make the word *tail*.
- Change a letter to make the word *rail*.
- Using all the letters, make a word. (*trails*)

Rhyme riddle: What is a story about a whale called? (a whale tale)

Spelling: whale, tail, sail, mail

Writing: Students draw a picture of a place to which they would like to sail and then write a story that tells about the picture.

Speech-to-Print: -ale, -ail, -act, -en, -ill

Tracing: whale, tail, sail, mail

Added Practice: Reading Bear: ai: b

-ain, -ane Patterns

Writing *ai* on the board and having students say the sound it stands for, ask them what letter would need to be added to /ā/ to make the word part *ain*. Have the pattern words below formed by having the onsets *m, r, tr, p, pl, ch* added to *ain*. When forming *train*, ask what letter would need to be added to *rain* to make *train*.

When forming *plain*, ask what letter would need to be added to *pain* to make *plain*. After forming words by adding onsets to rimes, have students form words by adding the rime *ain* to the onsets *m, r, tr, p, pl, ch*.

Writing *a_e* on the board, ask students to tell what letter would need to be added to /ā/ to make the word part *ane*. Have the *ane* pattern words below formed by having the onsets *c, J, and pl* added to *ane*. After forming words by adding onsets to rimes, have students form words by adding the rime *ane* to the onsets *c, J, and pl*.

Note that *plane* and *plain* are homophones. Have students read the pattern words until they can read them rapidly and accurately.

Pattern words: main, rain, train, pain, plain, chain; cane*, Jane, plane

Mixed practice: train, tail, chain, cane, pain, pail, rain, whale

Sorting: rain, train, pain, chain, cane, Jane, plane; whale, nail, mail, sail, tail, trail (sort by rhyming sound)

Assembling Words: ai, l, m, n, r, t main, rain, train, mail, rail, tail, trail

Scrambled sentence: A plane is faster than a train.

Rhyme: Rain, Rain

Reading: The Train that Flies

Preteaching: maglev, magnet, half, feels, wheels Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *maglev* and *magnet*. Help students read the syllables and blend them. Explain that the *lf* in *half* spells /f/ and the *ee* in *feels* and *wheels* makes an /ē/ sound.

Introduction & Discussion: Writing the words *maglev* and *magnet* on the board, tell students that they will

be reading about a maglev train, which is a train that uses magnets. Have students read the article to find out how the magnet train uses magnets and what it is like to ride on a maglev train. After students have read the article, discuss how the maglev train uses magnets and what it is like to ride on a maglev train. Discuss why the maglev train is called “the train that flies.” Also have students read their answers to the fill-in-the-blank sentences.

Complementary reading: Ziefert, H. (1995). *The little red hen*. New York: Puffin.

Riddle: I fly high in the sky, but I am not a bird. I rhyme with *rain*. What am I? (a plane)

Spelling: rain, train, plane

Writing: Students write about a train or plane trip they have taken or would like to take. To help students prepare for this assignment, discuss some train or plane trips that they have taken or might like to take.

Speech-to-Print: -ain, -ane, -an

Tracing: rain, train, plane

Added Practice: Reading Bear: ai: c-d

Long-*a* Pattern Review

On the board or screen, write the long-*a* pattern words presented in this unit. Mix the patterns so students aren't simply using the first word as a clue to the other words in that column. Words listed in the sorting exercise can be used for this purpose. If students aren't able to read 90% of the words, continue to review them until they are able to do so.

Sorting (words should be sorted by rhyming sound)

bake, way, plane, whale, wade, chain, rain, wait, save, day, age, face, plate, gate, train, wave, came, made, hay, lake, ate, game, pain, gray, brave, sail, date, stage, race, cake, nail, pain, shade, wake, same, grade, shake, page, place, cane, snake, mail, name, skate, tail, tame, paid, gave, stay

Secret Message

Write the words on the lines and read the secret message.

1. Take **n** away from **An**. ___
- 2 Put **g** before **ray**. ___ _ _ _ _
3. Take away **eel** from **wheel** and put in **ale**. Then add 's. ___ _ _ _ _
3. Take **m** away from **mail** and put in **t** ___ _ _ _ _
4. Take **b** away from **books** and put in **l**. ___ _ _ _ _
5. Take **h** away from **hike** and put in **l**. ___ _ _ _ _

6. Take **n** away from **an**. ___

7. Take **t** away from **tail** and add **s**. ___ _ _ _ _

Unit 6 Assessment

Administer the Checkup Test for Unit 6. Students should achieve a score of 90% on both subtests. Reteach words missed.

Unit 7: Long-*i* Patterns

Long *i* is most often spelled *i-e* (*bike*) and *igh* (*high*) but is also spelled *ie* (*pie*), *i* (*kind*), *i* (*child*), and *y_e*, *y* (*rhyme*, *cry*). Beginning with long-*i*, patterns are presented in a more streamlined fashion. Students are no longer asked to form pattern words by adding onsets to rimes and rimes to onsets. Students at this stage would most likely be familiar enough with onsets so that they would no longer need to do that. However, if you judge that your students still need to work with onsets, then continue to use that procedure.

-ie (ī) Pattern

Displaying the pattern words below on the board, underline the *ie* in the words as you read them and explain that *ie* makes an /ī/ sound. Have students read *pie* and the rest of the pattern words. Provide guidance as needed. When presenting *tries*, show students how *r* and *s* are added to *tie*. Have students read the pattern words until they can read them rapidly and accurately. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: pie, lie, die, tie*, tries

Mixed practice: pie, tea, see, sigh, he, high.

Sorting: pie, lie, tie, die; team, cream, dream, scream, stream

Assembling Words: ie, d, l, p, t die, lie, pie, tie

Scrambled sentence: We ate the pie.

Rhyme: Higher Than a House

Shared reading: Little Jack Horner

Functional reading: pie.

Reading: Possums

Preteaching: possums, ground, bark, dead Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *possums*. Help students read the syllables and blend them. Explain that the *ou* in *ground* has an /ow/ as in *cow* sound, the *ar* in *bark* has an /ar/ sound, and the *ea* in *dead* has an /e/ sound. Have several volunteers read the words.

Introduction & Discussion: Writing the word *possum* on the board, read the word and ask students what they know about possums. Tell students that possums have a special trick that they play on other animals. Have students read to find out what trick possums play on other animals. After students have read the article, discuss the special trick that the possum plays. Also have students read their answers to the fill-in-the blank sentences.

Riddle: I am round and am good to eat. I rhyme with *tie*. What am I? (a pie)

Spelling: pie, lie, tie

Writing: Students draw a picture of a pie that they like and write a piece that tells about it.

Speech-to-Print: -ie, -igh, -ay

Tracing: pie, lie

Added Practice: Reading Bear: y, ie, ind, ild: c-d

-igh, -ight Patterns

Displaying the pattern words below on the board or screen, underline the *igh* in them as you read them and explain that *igh* makes an /ɪ/ sound. Underlining *igh* as you read the words a second time, explain that all the words, except for *high*, end in *i*, *g*, *h*, *t* and form the word part *-ight*. When presenting *bright*, show students how *b* is added to *right* to form *bright*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: high, night*, fight, light, might, sight, tight, right, bright (eye)

Mixed practice: tie, tight, light, lie, sigh, sight, tie, tight

Sorting: night, fight, light, might, right, sight, tight; pie, lie, tie, die

Assembling Words: i, g, h, t, f, m, n, s fit, hit, sit, fight, might, night, sight

Scrambled sentence: I see a bright light.

Rhymes: Fright and Bright

 Star Light, Star Bright

Reading: Fish that Have Lights

Prereading: deep, sea*, under*, body, parts*, turn*, off*, each*, other* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *under*, *body*, and *other*. Help students read the syllables and blend them. Explain that the *ee* in *deep* and the *ea* in *sea* make the /ē/ sound, the *ar* in *parts* makes an /ar/ sound, the *ur* in *turn* makes an /er/ sound and the *o* in *off* makes an /aw/ or /o/ sound. Have volunteers read the words.

Introduction & Discussion: On the board, write *flashlight* and *body part*. Reading the words, tell students that there is a fish known as the flashlight fish that has a body part that lights up. Have students read the article to find out how the flashlight fish uses the body part that lights up. After students have read the article, discuss how the flashlight fish uses the body part that lights up. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Kenah, K. (2004). *Animals day and night*. Columbus, OH: Children's Specialty.

Shebar, S. (1979). *Night monsters*. Provo, UT: Aro Publishing.

Ziefert, (H. (1984). *Sleepy dog*. New York: Random.

Rhyme riddle: What do you call something that is easy to see and rhymes with *night*? (bright sight)

Spelling: night, light, might, right

Writing: Students make a list of things that they like to do at night.

Speech-to-Print: -ight, -ie, -igh, -id

Tracing: night, light, might, right

Added Practice: Reading Bear: silent g, h, l: b-c

-ike Pattern

If students have difficulty with the final-*e* pattern, present the pattern as a split digraph, which is the way it is taught in the United Kingdom. For instance, the *ie* digraph represents long *i* in the following words: *pie*, *lie*, *pie*, *tie* *die*. Writing *pie* on the board, explain that *ie* makes the sound /i/ as in *pie*. Have students read the words *pie*, *lie*, *pie*, *tie*, *die*. After having students read these words, explain that *ie* is a digraph, which means that it has two letters representing one sound. Writing the word *digraph* on the board, note that *di* means “2” and *graph* means “letter.” Explain that sometimes digraphs are split. To show students what this means, insert an *n* in *pie* to form the word *pine* and read the word. Form *pile* and *pipe* in this same way. Insert *k* in *lie* so as to form the word *like* and have students read the word. Form *life*, *lime*, and *line* in this same way. Using *tie*, form *tide*, *tile*, *time*, *tire*. For *die*, form *dice*, *dime*, and *dine*. Lead students to see that *ie* and *i_e* both spell the sound /i/.

Displaying the pattern words below on the board or screen, underline the *i_e* in the words as you read them and explain that *i_e* makes an /i/ sound as in *like*. Underlining *ike* as you read the words a second time, explain that all the words end in *k, e* and form the word part *-ike*. When presenting *strike*, emphasize the blend *str*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: bike*, hike, like, Mike, strike

Mixed practice: bike, bake, hike, hate, like, late, strike, slip

Sorting: bike, hike, like, Mike, strike; night, fight, light, might, right, sight, tight; pie, lie, tie, die

Assembling Words: i, e, b, g, h, l, k, t kit, kite, bit, bite, bike, hike, like, light

Scrambled sentence: I like my bike.

Rhyme: Three Little Bugs

Reading: What Do You Like to Do?

Preteaching: hopscotch, baseball, forth*, instead*, become Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underlining the syllables in *hopscotch, baseball, instead, and become*, help students say and blend the syllables. Explain that the *or* in *forth* has an /or/ sound.

Introduction & Discussion: Ask students what their favorite outdoor activities are. List the activities on the board. Have students read the article to find out what some of the best-liked outdoor activities are. After students have read the article, discuss the best-liked activities. Have students tell which of these activities they enjoy. Also have students read their answers to the fill-in-the blank sentences.

Complementary Reading: Greydanus, R. ((1980). *Mike's new bike*. Mahtawah, NJ: Troll.

Rhyme riddle: What do you call a long trip on a bike? (bike hike)

Spelling: bike, like, hike

Writing: Students make a list of things that they like to do.

Speech-to-Print: -ike, -ake, -igh, -it, -ite

Tracing: bike, like, hike

Added Practice: Reading Bear: i-e: d

-ide Pattern

Displaying the *-ide* pattern words below on the board or screen, underline the *i_e* in the words as you read them and explain that *i_e* makes an /i/ sound as in *ride*. Underlining *ide* as you read the words a second time,

explain that all the words end in *i*, *d*, *e* and form the word part *-ide*. When presenting *slide*, show students how *l* can be added to *side* to form the word *slide*. Displaying the *-ied* words as in *tied* and *tried* pattern words below on the board or screen, underline the *ie* in the words and explain that *ie* also makes an /ī/ sound and that *tied* is the past of *tie* and *tried* is the past of *try*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: ride*, hide, wide, side, slide, tied, tried

Mixed practice: hide, hike, ride, rake, side, sight, wide, wake

Sorting: ride, hide, side, slide, wide; night, fight, light, might, right, sight, tight

Making words: Distribute the letters: *d, e, i, l, s*

- Use three letters to make the word *lie*.
- Change a letter to make *lid*.
- Add a letter to make the word *slid*.
- Use four letters to make the word *side*.
- Using all the letters, make a word. (*slide*)

Scrambled sentence: Do not ride side by side.

Rhymes: If Wishes Were Horses,
Little Old Man

Song: The Bear Went Over the Mountain

Reading: Bats

Preteaching: bamboo, from*, most*, fruit, dark* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *bamboo*. Help students read the syllables and blend them. Explain that the *o* in *most* has an /ō/ sound, the *ui* in *fruit* has an /OO/ sound, and the *ar* in *dark* has an /ar/ sound. Because *from* is an irregular high-frequency word, help students connect the sounds and spelling so that the word can be more easily bonded in memory. Have students say the sounds that *fr* makes. Explain that the *o* in *from* has a /u/ sound. Have them say the sound that *m* makes, blend the sounds, and say the word. Have several volunteers read the words.

Introduction & Discussion: Writing the words “What Bats Eat” on the board, read it to students. Tell students that they will be reading an article about bats to find out what bats eat and other facts about bats. After students have read the article, discuss what bats eat and other facts that they learned about bats. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Ziefert, H. (1987). *Jason's bus ride*. New York: Puffin.

Stadler, J. (1984). *Hooray for Snail*. New York: HarperCollins.

Rhyme riddle: What do you call a slide that a whale might use? (a wide slide)

Spelling: hide, ride, side, wide

Writing: Students make a list of things that they like to ride.

Speech-to-Print: -ide, -id, -ie

Tracing: hide, ride, side, wide

Added Practice: Reading Bear: i-e: c

-ime, -yme Patterns

Displaying the pattern words below on the board or screen, underline the *i_e* in the words as you read them and explain that *i_e* makes an /ī/ sound as in *time*. Underlining *ime* as you read the words a second time, explain that all the words end in *m, e* and form the word part *-ime*. When presenting *slime*, show students how *s* can be added to *lime* to form the word *slime*. For the word *rhyme*, explain that *y_e* sometimes makes an /ī/ sound. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: time, dime*, lime, slime; rhyme*

Mixed practice: dime, den, time, Tim, like, lime

Sorting: time, dime, lime, slime, rhyme; ride, hide, side, slide, wide (sort by rhyming sound)

Assembling Words: i, y, e, h, m, r, T Tim, tie, time, him, rim, rhyme, my

Scrambled sentence: Mike paid five dimes for a lime.

Reading: Dimes that Are Worth More Than Ten Cents

Preteaching: silver, worth*, more*, look*, ago* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *silver*. Have students read the syllables and blend them. Explain that the *or* in *worth* has an /er/ sound but in *more* it has an /or/ sound. Point out that the *oo* in *look* has an /oo/ sound and the *a* in *ago* has an /uh/ sound and the *o* has an /ō/ sound. Have several volunteers read the words.

Introduction & Discussion: Holding up a dime, ask students to tell what the coin in your hand is. Ask them to tell how much a dime is worth. Have students read the article to find out why some dimes are worth more

than ten cents. After students have read the article, discuss why some dimes are worth more than ten cents. Also have students read their answers to the fill-in-the blank sentences.

Functional reading: lime Jello or other labels that contain the word *lime*

Riddle: Some people say that I fly, but I have no wings. I go by every day, but no one sees me. I rhyme with *dime*. What am I? (time)

Spelling: time, dime, lime

Writing: Students draw a picture about the time of day that they like best and then write a piece about their pictures. To stimulate students' writing, model the assignment by drawing a picture of your favorite time of day and writing a short piece about it.

Speech-to-Print: -ime, yme, -im

Tracing: time, dime, lime

Added Practice: Reading Bear: i-e: b

-ine,- ign Patterns

Pattern words: nine*, line, mine, pine, vine, shine, sign

Displaying the pattern words below on the board or screen, underline the *i_e* in the words as you read them and explain that *i_e* makes an /i/ sound as in *mine*. Underlining *ine* as you read the words a second time, explain that all the words end in *n, e* and form the word part *-ine*. For the word *sign*, explain that *ign* is an unusual way to spell /in/. (You might explain that *sign* has this unusual spelling because it is related to the word *signature*. Although *sign* has different pronunciations in *sign* and *signature*, they are spelled the same so that people can see that they are related.) Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Mixed practice: line, lime, main, mine, pain, pine, vine, van, shop, shine

Sorting: nine, line, mine, pine, vine, shine; ride, hide, side, slide, wide; night, fight, light, might, right, sight, tight

Assembling Words: i, e, l, m, n, n, p lie, pie, pin, pine, line, mine, nine

Scrambled sentence: We got in line at nine.

Rhymes: Elsie Marley
 One, Two, Three, Four, Five
 Come on In

Reading: Porcupines

Preteaching: porcupines, hairs, sharp, needles, quills, raises Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Students might recognize the *or* and *pine* in *porcupines*, the *air* in *hairs*, the *ar* in *sharp*, the *ee* in *needles*, the *ills* in *quills*, and the *rai* or *ai* in *raises* and use these parts to reconstruct the words. Explain that *qu* makes a /kw/ sound in *quills*. Provide assistance as needed.

Introduction & Discussion: Writing the words *porcupines*, *sharp needles*, and *quills* on the board and reading them, tell students to read to find out how porcupines use quills, which are sharp needles, to keep themselves safe. After students have read the article, discuss how porcupines use their quills to keep themselves safe. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Allen, J. (1987). *My first job*. Provo, UT: Aro Publishing.

Matthias, C. (1982). *Too many balloons*. Chicago: Children's Press.

Riddle: I have no hands or feet, but I can climb up a tree or a wall. My name rhymes with *nine*. What am I? (a vine)

Spelling: nine, line, mine, shine

Writing: Students list nine things that they like best.

Speech-to-Print: -ine, -ign, -ain, -in, -an

Tracing: nine, line, mine, shine

Added Practice: Reading Bear: i-e: a

-ice Pattern

Displaying the pattern words below on the board or screen, underline the *i_e* in the words as you read them and explain that *i_e* makes an /ī/ sound as in *ice*. Underlining *ice* as you read the words a second time, explain that all the words end in *i*, *c*, *e* and form the word and word part *ice*. Also explain that the *e* at the end of the word signals that *c* has an /s/ sound. When presenting *price*, show students how *p* can be added to *rice* to form the word *price*. When presenting *twice*, emphasize the blend. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities

Pattern words: mice, ice, nice, rice, price, twice.

Mixed practice: mice, mine, nine, nice, rice, rain, twice

Sorting: mice, ice, nice, rice, twice; nine, line, mine, pine, vine, shine

Assembling Words: i, e, c, n, p, r rip, ripe, rice, price, nice

Scrambled sentence: Mice like rice.

Reading: Cats and Mice

Preteaching: squeak, hear* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Explain that *ea* makes the sound /ē/ in both words and that *qu* makes a /kw/ sound. Have several volunteers read the words.

Introduction & Discussion: Writing *squeak* on the board, if you haven't already done so, tell students that they will be reading about the squeaking sounds that mice make. Have students read to find out about the sense of hearing of mice and cats. After students have read the article, discuss what they learned about the sense of hearing of mice and cats. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: What Can Bats Do? (2014). *Scholastic News -- Edition 1*, 71(2), 1.

Hoff, S. (1988). *Mrs. Brice's mice*. New York: HarperCollins.

Functional reading: labels containing the word *rice*: uncooked rice, rice pudding, rice cakes, Rice Krispies

Riddle: I am a word. I have *ice* in me. I mean "two times." What word am I? (*twice*)

Spelling: ice, nice, rice, twice

Writing: Students make a list of things that they think are nice.

Speech-to-Print: -ice, -ick

Tracing: ice, nice, rice, twice

-ile, -ife Patterns

Displaying the *-ile* pattern words below on the board or screen, underline the *i_e* in the words as you read them and explain that *i_e* makes an /ī/ sound as in *mile*. Underlining *ile* as you read the words a second time, explain that all the words end in *i*, *l*, *e* and form the word part *-ile*. When presenting *smile*, show students how *s* can be added to *mile* to form the word *smile*. Present the *-ife* pattern words in the same way. Displaying the *-ife* pattern words below on the board or screen, underline the *i_e* in *life* and explain that *i_e* makes an /ī/ sound in *life*. Underlining *ife* as you read the words a second time, explain that all the words end in *i*, *f*, *e* and form the word part *-ife*. When presenting *knife*, explain that many years ago the *k* in *knife* was pronounced, but now the *k* in words like *knife*, *knot*, and *knock* are said to be silent. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: mile, pile, while, smile*, life, wife, knife*

Mixed practice: mice, mile, pill, pile, slide, smile, wide, while

Sorting: mile, pile, smile, while; life, wife, knife; mice, ice, nice, rice, twice

Assembling Words: i, e, f, h, l, m, s, w file, mile, smile, while, life, wife

Scrambled sentence: He smiles while he is singing.

Rhymes: Sugar and Spice
 Apple Pie
 Three Blind Mice
 Little Tommy Tucker

Reading: Smile

Preteaching: song, world*, worries, whole*, true* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Explain that *song* rhymes with *long* and that *or* in *world* and *worries* has an /er/ sound. Also explain that the *o-e* in *whole* makes an /ō/ sound and the *ue* in *true* makes an /OO/ sound.

Introduction & Discussion: Tell about some things that make you smile. Then ask the students to tell about some things that make them smile. Have students read the article to find out why smiling is good for you. After students have read the article, discuss why smiling is good for you. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: EL 1-15: “James and Sam make a Flame,” CKLA K-10: “A Fine Hike,” “The Bike Ride,” “The Plane Ride,” CKLA 1-2: “The Swim Meet,” “At the Reef,” SPELD Set 9: “The Kite Flying Contest”

Functional Reading: replica of a traffic sign containing the word *miles*, box of Life cereal

Riddle: I have a *mile* in me, but I am not long. When you see me, you can tell that someone is happy. What word am I? (a *smile*)

Spelling: mile, smile, while, life

Writing: Encourage students to make a list of things that make them smile. Model the process of developing a topic by talking over some of the things that make you smile.

Speech-to-Print: -ile, -ife, -ill, -ift, -ith

Tracing: mile, smile, while, life

Added Practice: Reading Bear: i-e: c

-ite Pattern

Displaying the pattern words below on the board or screen, underline the *i_e* i in the words as you read them and explain that *i_e* makes an /ī/ sound as in *kite*. Underlining *ite* as you read the words a second time, explain

that all the words end in *i*, *t*, *e* and form the word part *-ite*. When presenting *quite*, explain that *qu* makes a /kw/ sound as in *quick* and *quit*. When presenting *write*, explain that many years ago the *w* in *write* was pronounced, but now the *w* in words like *write*, *wren*, and *wreck* are said to be silent. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities. Have several volunteers read the words.

Pattern words: bite, kite*, quite, white, write

Mixed Practice: bite, bright, night, kite, quit, quite, white, while

Sorting: bite, kite, quite, white; mile, pile, smile; nice, rice, twice

Assembling Words: i, e, b, h, t, k, r, w hit, bit, bite, kit, kite, white, write

Scrambled Sentence: The moon was quite bright.

Rhyme: One, Two, Three, Four, Five

Reading: Skunks

Preteaching: scares, away*, too* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Explain that the *are* in *scares* has an /air/ sound, the *a* in *away* has an /uh/ sound, and the *oo* in *too* has an /OO/ sound. Have several volunteers read the words.

Introduction & Discussion: Ask students to tell how a skunk defends itself. Have students read the article to find out what might happen if a dog scares a skunk. After students have read the article, discuss what might happen if a dog scares a skunk. Have students tell what a skunk does before it sprays. Also have students read their answers to the fill-in-the blank sentences.

Reading: The Fine Fin

Preteaching: afraid, shark, heard*, dolphin, laughed Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Help students read the syllables in *afraid* and *dolphin* and blend them. Explain that the *ar* in *shark* has a /ar/ sound and the *ear* in *heard* has an /er/ sound and that *laughed* is pronounced as *laft*.

Introduction & Discussion: Write the word *fin* on the board. Ask students to tell what sea animals have fins. Write their responses on the board. List sharks and dolphins if students fail to mention them. Have students read the story to find out what happened when Tim saw a fin in the water. After students have read the story, discuss what happened when Tim saw a fin in the water. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: Kahn Early Readers: “A Nice Day”

Rhyme riddle: I am not a bird or a plane, but I can fly high in the sky. I rhyme with *white*. What am I? (a kite)

Spelling: bite, quite, white

Writing: Students make a list of things that are white: clouds, snow, sheep.

Speech-to-Print: -ite, -ile, -ill, -ite

Tracing: bite, quite, white

Added Practice: Reading Bear: i-e: a

-ind, -ild Patterns

Displaying the *-ind* pattern words below on the board or screen, underline the *i* the words as you read them and explain that *i* makes an /ɪ/ sound in *find* and other *ind* words. Underlining *ind* as you read the words a second time, explain that all the words end in *ind* and form the word part *-ind*. When presenting *blind*, stress the blend. Displaying the *-ild* pattern words below on the board or screen underline the *i* in the words as you read them and explain that *i* makes an /ɪ/ sound in *wild* and other *ild* words. Underlining *ild* as you read the words a second time, explain that all the words end in *ild* and form the word part *-ild*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern Words: find*, hind, kind, mind, wīnd, blind, wild, mild, child*

Mixed Practice: find, child, hind, kind, mild, mind, wild, wīnd, blind

Sorting: find, hind, kind, mind, wind, blind; mild, wild, child

Assembling Words: i, e, d, l, m, n, w die, lie, mile, mild, wild, wīnd, mind

Scrambled Sentence: The child is kind.

Reading: Search Dogs

Preteaching: follow, people, search, ground, air*, keen Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *follow* and *people* and help students read them and blend them. Point out that the *ear* in *search* has an /er/ sound, the *ou* in *ground* has an /ow/ sound, and *air* has an /air/ sound. Have students use the known word part *ee* to reconstruct the word *keen*. Briefly discuss the meaning of *keen* as in “a keen sense of smell” if the word is unknown,

Introduction & Discussion: Writing the title, “Search Dogs,” on the board and reading it to students, tell them that search dogs help find people who are lost. Have students read the article to find out how search

dogs find lost people. After students have read the article, have them tell how search dogs find lost people.

Also have students read their answers to the fill-in-the blank sentences.

Spelling: find, kind, wild, child

Writing: Students write about a kind child that they know.

Speech-to-Print: -ind, -ild, -ile, -ine

Tracing: find, kind, wild, child

Added Practice: Reading Bear: y, ie, ind, ild: d-e

-y Pattern

Displaying the pattern words below on the board or screen, underline the y in the words as you read them and explain that y often makes an /ī/ sound when it comes at the end of a word as in *my*. Have students read *my* and the rest of the pattern words. When presenting *fly*, *cry*, *fry*, *dry*, and *sky*, stress the blends. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: my, by, why, fly, cry*, fry, dry, sky

Mixed Practice: mile, my, sky, smile, wide, why, while

Sorting: cry, by, my, fly, dry, sky, why; mile, pile, smile, while

Assembling Words: i, y, b, d, f, l, m, r by, my, mild, fly, fry, dry

Scrambled sentence: Jets fly in the sky.

Rhymes: Twinkle, Twinkle, Little Bat

 I Asked My Mother for Fifteen Cents

 Blackbirds

Reading: The Flying Snake

Preteaching: forest, golden, down* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *forest* and *golden* and help students read the syllables and blend them. Students should be able to read the syllables *den* and *est* on their own but might need help with the syllables *for* and *gol*. Explain that the *ow* in *down* has an /ow/ as in *cow* sound. Have several volunteers read the words.

Introduction & Discussion: Writing the words *rain forest* on the board and reading them to students, ask them what a rain forest is. Describe it if no one knows. Tell them that there is a snake in the rain forest known as the “golden tree snake” that seems to fly. Have students read the article to find out what the flying snake is

like. After students have read the article, discuss what flying snakes are like. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: EL 1-10: “On the Pond”

Rhyme riddle: What do you call a sky that has no rain? (dry sky)

Spelling: my, cry, sky, why, fly

Writing: Students draw a picture of a bird flying high in the sky and write a piece about their drawings.

Speech-to-Print: -y, -ie, -igh, -ile

Tracing: my, cry, sky, why, fly

Added Practice: Reading Bear: y, ie, ind, ild: a-b

Long-*i* Pattern Review

On the board or screen, write the long-*i* words presented in this unit. Mix the patterns so students aren't simply using the first word as a clue to the other words in that column.

Sorting (words should be sorted by rhyming sound)

pie, hide, rice, night, rhyme, mind, nine, bite, pile, mice, why, fight, slide, wife, white, kite, smile, cry, hike, lie, child, kind, mile, wife, line, find, nice, knife, why, mild, time, tie, ice, mine, write, die, dime, lime, bright, right, wild, ride, light, my, strike, sight, like, while, wide, might, pine, bike, shine, white, twice, life, sky

Secret Message

Write the words on the lines and read the secret message.

1. Add **B** to **right**. _ _ _ _ _
2. Add **s** to **miles**. _ _ _ _ _
3. Change the **t** in **tight** to **l**. _ _ _ _ _ .
4. Take the **c** from **cup**. _ _ _
5. Add **s** to **face**. _ _ _ _ _

_____ .

Unit 7 Assessment

Administer the Checkup Test for Unit 7. Students should achieve a score of 90% on both subtests. Reteach words missed.

Unit 8: Long-*e* Patterns

Long *e* is sometimes spelled *e_e* (*these*) but is more frequently spelled *ee* (*bee*), *ea* (*sea*), *e* (*he*), and *ie* (*field*). To introduce long-*e* patterns, share this explanation with students. If you want to get rid of a pet, just add *e* and you will have *Pete*. If you can't catch your breath, add *e* to the end of *breath* and breathe deeply. If you are looking for a place to sit, you can add *e* to *sat* and get a *seat*. If you want something to eat you can get *meat* if you add *e* to *mat*. But you might not want to add an *e* to *step*. If you do, you will get *steep*. *Steep* means "high and slanted." No one wants a steep step.

-e, -ee, -ea, -ey Patterns

Displaying the *-e*, *-ee* pattern words below on the board or screen, underline the *e* in *he*, *me*, *she* and *ee* in *free*, *three*, *tree*. Read the words and explain that *e* or *ee* at the end of a word makes an /ē/ sound. Stress the blends that appear in several of the words. Have students read the pattern words. Displaying the *-ea*, *-ey* pattern words below on the board or screen, underline the *ea* in *sea*, *peas*, *tea* and the *ey* in *key* and *money* and explain that *ea* and *ey* also make an /ē/ sound. Have students read the *-ea*, *-ey* pattern words. Then have students read both sets of pattern words until they can read them rapidly and accurately. Provide guidance as needed. Present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: he, me, she, bee*, see, free, three, tree; sea, peas, tea*; key, money

Mixed practice: bee, brave, see, save, trap, tree, three

Sorting: bee, see, free, three, tree; hay, day, may, say, gray, play

Assembling Words: e, ee, ea, b, h, m, s, t he, me, be (verb), bee (insect), see, sea (ocean), tea (drink)

Scrambled sentence: The bees are in the tree.

Functional reading: frozen peas, boxes of tea bags

Rhymes: Polly, Put the Kettle On

A Sailor Went to Sea

Rain

Lock and Key

Reading: Chickadees

Preteaching: chickadees, danger*, watch*, out* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. If the syllables are underlined, students should be able to read *chickadees* on their own. Explain that the *a* in *danger* has a long-*a* sound and

the *g* has a /j/ sound. Writing *stranger* on the board, point out that *danger* and *stranger* rhyme. Explain that the *a* in the tricky word *watch* has an /o/ sound and the *ou* in *out* has an *ow* as in *cow* sound.

Introduction & Discussion: Writing the word *chickadees* on the board, invite students to read it. Ask them if they know what chickadees are. If not, tell them that chickadees are birds. Have students read to find out how chickadees got their names and what their song means. After students have read the article, discuss how chickadees got their name and what their song means. Also have students read their answers to the fill-in-the-blank sentences.

Available Additional Selections: CKLA 1-2: “The Pet”

Complementary reading: Vinje, M. (1992). *I don't like peas*. Grand Haven, MI: School Zone.

Ziefert, H. (1988). *Cat games*. New York: Puffin.

Ziefert, H. (2005). *No more TV, sleepy cat*. New York: Sterling

Riddle: I sound just like *tea*, but I am not something to drink and I am not spelled *t-e-a*. I hold up a football or a golf ball. What am I? (a tee)

Spelling: he, me, she, see, free, tree, three

Writing: Have students make a list of the three things that they like to do most in their free time.

Speech-to-Print: -e, -ee, -ea, -ey, -igh, -y

Tracing: he, she, see, free, tree, three

Added Practice: Reading Bear: long e: a-b

-eep, -eap Patterns

Displaying the pattern words below on the board or screen, underline the *ee* as you read the words and explain that *ee* just about always makes an /ē/ sound when it comes in the middle of a word as in *jeep*.

Underlining *eep* as you read the words a second time, explain that all the words end in *e*, *e*, *p* and form the word part *-eep*. When presenting *sleep* stress the blend. Underlining the *ea* in *heap* and *leap* explain that *ea* often makes an /ē/ sound when it comes in the middle of a word as in *heap* and *leap*. Underlining *eap* as you read the words a second time, explain that the words end in *e*, *a*, *p* and form the word part *-eap*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: jeep, deep, beep, keep, sheep, sleep; heap, leap

Mixed practice: bee, beep, see, sleep, she, sheep

Sorting: jeep, deep, beep, keep, sleep, sheep; bee, see, free, three, tree

Assembling Words: e, ee, ea, b, d, h, k, l, p be, he, bee (insect), deep, keep, sea, leap

Scrambled sentence: Sheep sleep at night.

Rhyme: Little Bo-Peep

Reading: Sleep

Preteaching: sound, loud, someone* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Explain that the *ou* in *sound* and *loud* have an /ow/ sound as in *cow*. Underline the syllables in *someone* and help students read the syllables and blend them. Have several volunteers read the words.

Introduction & Discussion: Write the word *sounds* on the board. Explain to students that some sounds that don't wake us up will wake up a dog or cat. Have students read the article to find out what sounds wake up cats and dogs but not us and why the sounds wake up dogs and cats but not us. After students have read the article, discuss what sounds wake up cats and dogs but not us and why the sounds wake up dogs and cats but not us. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: CKLA K-10 "Bees"

Complementary reading: Gregorick, B. (1984). *Beep, beep*. Grand Haven, MI: School Zone.

Shaw, N. (1986). *Sheep in a jeep*. Boston: Houghton Mifflin.

Ziefert, H. (1988). *Dark night, sleepy night*. New York: Puffin

Matthias, C. (1983). *I love cats*. Chicago: Children's Press.

Shh...The Animals Are Sleeping!. (2015). *My Big World*, 14(3), 1.

Rhyme riddle: What kind of a sleep do fish who are at the bottom of the sea have? (deep sleep)

Spelling: keep, sleep, jeep, sheep

Writing: Have students tell what they would keep if they had to leave their homes and they could only keep three things. Encourage them to explain their choices.

Speech-to-Print: -eep, -eap, ip, -it,-ite

Tracing: keep, sleep, sheep

Added Practice: Reading Bear: long e: b

-een, -ean Patterns

Displaying the *-een* pattern words below on the board or screen, underline the *ee* in *queen*, *green*, and *seen* and explain that *ee* just about always makes an /ē/ sound. Underlining *een* as you read the words a second time, explain that all the words end in *e*, *e*, *n* and form the word part *-een*. Stress the blends in *queen* and *green*. Displaying the *ea* pattern words below on the board or screen, underline the *ea* in *bean*, *lean*, *mean*,

and *clean* and explain that *ea* often makes an */ē/* sound. Underlining *ean* as you read the words a second time, explain that all the words end in *e, a, n* and form the word part *-ean*. When presenting *clean*, show how *clean* can be formed by adding *c* to *lean*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern Words: queen*, green, seen, bean*, lean, mean, clean

Mixed Practice: bean, beep, sleep, seen, sheep

Sorting: queen, green, seen; bean, lean, mean, clean; jeep, deep, beep, keep, sleep, sheep

Assembling Words: ee, ea, b, c, l, m, n, s bee, see, seen, mean, lean, clean, bean

Scrambled Sentence: Have you seen the can of beans?

Rhymes: Rain
 Jack Sprat

Reading: The Sea

Prereading: blue*, warm*, sunny, rainy. Write *sun* and *rain* on the board and have students read them. Adding *ny* to *sun* and *y* to *rain*, explain to students that you now have the words *sunny* and *rainy*. Tell students that *y* at the end of a word can make a long-*e* sound. Point out that the *ue* in *blue* makes an /OO/ sound and the /ar/ in *warm* makes an /or/ sound. Have several volunteers read the words.

Introduction & Discussion: Writing *sea* on the board, tell students that the sea means the ocean. Ask students if they have ever seen the sea. Ask them if they went to the sea on a rainy day or a sunny day. Have students read to find out how rainy days and sunny days might affect the color of the sea. After students have read the article, discuss how the color of the sea is affected by rainy days and sunny days. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: SPELD Set 4: “What Is in the Sack?”

Complimentary reading: Simon, S. (1985). *Benny's baby brother*. Grand Haven, MI: School Zone.
Bonsall, C. (1974). *And I mean it, Stanley*. New York: HarperCollins.

Functional Reading: green beans, baked beans

Riddle: I sound like a name. But I am something that you put on. I rhyme with *beans*. What am I? (jeans)

Spelling: green, seen, mean, clean

Writing: Students make a list of things that they like that are green or make a What-Is-Green? booklet in which they tell about things that are green.

Speech-to-Print: -een, -ean, -en, -in, -ite, -am

Tracing: green, seen, mean, clean

Added Practice: Reading Bear: long e: f

-eet, -eat Patterns

Displaying the *-eet* pattern words below on the board or screen, underline the *ee* in *feet*, *meet*, *sweet* and explain that *ee* just about always makes an /ē/ sound. Underlining *eet* as you read the words a second time, explain that the words end in *e*, *e*, *t* and form the word part *-eet*. Stress the blend in *sweet*. Displaying the *eat* pattern words below on the board or screen, underline the *ea* in *eat*, *seat*, *beat*, *heat*, *meat*, *neat* and explain that *ea* often makes an /ē/ sound. Underlining *eat* as you read the words a second time, explain that the words end in *e*, *a*, *t* and form the word part *-eat*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: feet*, meet, sweet, street; seat*, eat, beat, heat, meat, neat

Mixed practice: bean, beat, seen, seat, keep, meat, mean

Sorting: feet, meet, sweet; seat, beat, heat, neat; queen, green, seen (sort by rhyming sound and spelling)

Assembling Words: e, ea, ee, f, m, r, s, t me, meet, free, feet, see, sea (ocean), tea, seat, meat (food)

Making words: Distribute the letters: *a, e, m, t*

- Use two letters to make the word *me*
- Add a letter to make the word *met*.
- Change a letter to make the word *mat*.
- Using all the letters, make a word. (*meat*)

Scrambled sentence: Did you eat the meat?

Rhyme: Little Puppy Dog

Song: She'll Be Comin' 'Round the Mountain

Reading: Tasting with Feet

Preteaching: tongue, butterfly, juice, flower Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *butterfly*. Help students read the syllables and blend them. Explain that the *o* in *tongue* makes an /u/ sound, the *ui* in *juice* an /OO/ sound, and the *ow* in *flower* an /ow/ sound as in *cow*. Have several volunteers read the words.

Introduction & Discussion: Ask students to tell what they use to taste their food. Writing *tongue* and

butterflies on the board and reading the words, explain that butterflies taste with their feet. Have students read the article to find out how butterflies use their feet to taste their food and how they get their food. After students have read the article, discuss how butterflies use their feet to taste their food and how they get their food. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: SPELD List 6: “The Big Box,” Kahn’s 1st Grade Early Readers: “Plant a Seed”

Complementary reading: Tripp, V. (1987). *Baby koala finds a home*. Chicago: Children's Press.

Ziefert, H. (1995). *The little red hen*. New York: Puffin.

Riddle: I rhyme with *sweet*. And I am something to eat. What am I? (meat)

Spelling: feet, meet, sweet, heat

Writing: Students make a list of things that they like that are sweet.

Speech-to-Print: -eet, eat, -est

Tracing: feet, meet, sweet, heat

Added Practice: Reading Bear: long e: c-d

-eal, -eel Patterns

Displaying the *-eel* pattern words below on the board or screen, underline *ee* as you read the words and explain that *ee* just about always makes an */ē/* sound. Underlining *eel* as you read the words a second time, explain that all the words end in *e, e, l* and form the word part *-eel*. Displaying the *-eal* pattern words below on the board or screen, underline *ea* as you read the words and explain that *ea* often makes an */ē/* sound. Underlining *eal* as you read the words a second time, explain that all the words end in *e, a, l* and form the word part *-eal*. When presenting *steal*, show students how *t* can be added to *seal* to make *steal*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities

Pattern words: wheel*, feel, heel, peel; meal, real, seal*, steal

Mixed practice: feel, feet, heel, heat, meet, meal, seal, seat

Sorting: seal, meal, real, steal; wheel, feel, heel; feet, meet, sweet; seat, beat, heat, meat (sound & spelling)

Assembling Words: ea, ee, f, l, r, s, t tee (golf), tea (drink), sea (ocean), seal, steal, real, see, feel

Scrambled sentence: I saw a real seal.

Song: Wheels on the Bus

Reading: Spider Webs

Preteaching: spider, round, small* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *spider* and help students read the syllables and blend them. Explain to students that the *ou* in *found* makes an /ow/ sound as in *cow*. Students might recognize the *all* in *small* and use that to reconstruct the word. Have several volunteers read the words.

Introduction & Discussion. Writing the words *spider webs* on the board and reading them to students, ask students to read the article to find out what kinds of webs spiders weave and how they use their webs to catch bugs. After students have read the article, discuss the kinds of webs spiders weave and how they use their webs to catch bugs. Also have students read their answers to the fill-in-the blank sentences.

Rhyme riddle: What do you call fish that are given to a seal to eat? (seal meal)

Spelling: feel, meal, real

Writing: Students write about things that make them feel happy. Model the process of selecting and developing a topic by talking over some of the things that make you feel happy.

Speech-to-Print: -eel, -eal, -ill

Tracing: feel, meal, real

-eed, -ead Patterns

Displaying the *-eed* pattern words below on the board or screen, underline *ee* as you read the words and explain that *ee* just about always makes an /ē/ sound. Underlining *eed* as you read the words a second time, explain that all the words end in *e*, *e*, *d* and form the word part *-eed*. Displaying the *-ead* pattern words below on the board or screen, underline *ea* as you read the words and explain that *ea* just often makes an /ē/ sound. Underlining *ead* as you read the words a second time, explain that all the words end in *e*, *a*, *d* and form the word part *-ead*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities

Pattern words: seed*, feed, need, weed; read, bead*, lead (v)

Mixed practice: real, read, wheel, weed, feel, feet, seed, seal

Sorting: read, bead, lead(v); seed, feed, need; seal, meal, real, steal; wheel, feel, peel (sound & spelling)

Assembling Words: ee, ea, d, f, l, n, r, s see, seed, feed, need, sea (ocean), seal, lead, read

Scrambled sentence: Feed the seeds to the birds.

Reading: Seeds

Preteaching grow, basketball, another*, stones, biggest Writing the words on the board, invite students to

read the words or as much of each word as they can. Provide help as needed. For words like *basketball* and *biggest*, whose syllables are composed of known word parts, help students use the separate syllables to read the whole word. Explain that the *ow* in *grow* and *o-e* in *stones* both have an /ō/ sound. Explain that the *o* in *another* has an /u/ sound. Have several volunteers read the words.

Introduction & Discussion. Write the word *basketball* on the board and read it to students. Tell students that some seeds are as big as a basketball. Have them read to find out about this big seed and other seeds. After students have read the article, discuss what the different kinds of seeds are like. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections:

CKLA K-10: “Scott and Lee,” “Red Ants,” CKLA K-10: “Gran’s Trips,” SPELD Set 4: “Stuck in a Rut,” SPELD List 6: “Shan Tried to Think”

Rhyme riddle: Where does a weed come from? (weed seeds)

Spelling: read, need, feed

Writing: Have students talk and then write about the kinds of books that they like to read. You might also want to create a bulletin board featuring the drawings and written pieces about students' favorite books.

Speech-to-Print: -eed, -ead, -ed

Tracing: read, need, feed

Added Practice: Reading Bear: long e: a

-eam Pattern

Displaying the *-eam* pattern words below on the board or screen, underline *ea* as you read the words and explain that *ea* often makes an /ē/ sound. Underlining *eam* as you read the words a second time, explain that all the words end in *e*, *a*, *m* and form the word part *-eam*. For *cream*, *dream*, *scream*, *steam*, *stream*, emphasize the blends. Show students how *stream* can be formed by adding *r* to *steam*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities

Pattern words: team, beam, cream, dream, scream, steam, stream

Mixed practice: team, tame, cake, cream, dream, drag, seem, scream, stream

Sorting: team, cream, dream, scream, stream; read, bead, lead (v); seed, feed, need, weed (sound & spelling)

Assembling Words: ea, c, m, r, s, t, meat (food), seat, tea, team, cream, scream, stream

Scrambled sentence: I dreamed that I was eating ice cream.

Functional reading: ice cream

Rhyme: Ice Cream Rhyme

Song: Row, Row, Row Your the Boat

Reading: Dreamers

Preteaching: about*, our*, others*, happened Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Explain that the *ou* in *about* and the *ou* in *our* both have an /ow/ sound as in *cow*. Writing *another* on the board, help students note *other* in the previously presented *another*. Underline the syllables in *happened* and help students read the syllables and blend them. Have volunteers read the words.

Introduction & Discussion: Writing the word *dreamers* on the board, explain that we are all dreamers because we all dream at night. Have students read the article to find out what kinds of dreams people have and why dreaming is good for us. After students have read the article, discuss the kinds of dreams that people have and why dreaming is good for us. Have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: El 2-3: “Do Fish Eat Cheese?”

Making words: Distribute the letters: *a, e, m, r, s, t*

- Use two letters to make the word *me*.
- Use three letters to make the word *tea*.
- Add a letter to make the word *team*.
- Add a letter to make the word *steam*.
- Use four letters to make the word *meat*.
- Using all the letters, make a word. (*stream*)

Spelling: dream, cream, stream

Writing: Have students talk and write about their dreams for the future.

Speech-to-Print: -eam, -ea, -eem

Tracing: dream, cream, stream

-ie(ē) Patterns

Displaying the *-ief* pattern words below on the board or screen, underline *ie* as you read the words and explain that *ie* sometimes makes an an /ē/ sound when it comes in the middle of a word. Underlining *ief* as you read the words a second time, explain that all the words end in *i, e, f* and form the word part *-ief*. When presenting *brief*, emphasize the blend. Pointing to *thief* and *thieves*, explain that the plural of *thief* is formed

by changing the *f* to *v* and adding *es*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: field, brief, chief, thief, thieves

Mixed practice: thief, team, chief, cream, bring, brief, field, fine, thing, thieves

Sorting: brief, chief, thief; team, cream, dream, scream, stream; seed, feed, need, weed

Assembling Words: ea, ie, b, d, f, l, r, t beat, brief, field, leaf, deal, real

Scrambled sentence: The geese ate the weeds in the field.

Reading: Guard Geese

Preteaching: guard geese, farm*, quiet, honk Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Students might recognize the *ar* in *guard* and *farm* and the *ee* in *geese* and use these parts to reconstruct the words. Underline the syllables in *quiet* and note that *i* usually has an /ɪ/ sound when it comes at the end of a syllable. Point out that the *onk* in *honk* has an /ongk/ or /awngk/ sound. Have several volunteers read the words.

Introduction & Discussion: Writing the words *Guard Geese* and *thieves* on the board, tell students that geese are sometimes used to protect homes and farms from thieves. Have students read the article to find out how geese guard homes and farms from thieves. After students have read the article, discuss how geese guard homes and farms. Also have students read their answers to the fill-in-the blank sentences.

Spelling: brief, field, chief

Writing: Have students talk and write about their dreams for the future.

Speech-to-Print: -ie, -ieves, -ee

Tracing: brief, field, chief

Long-e Pattern Review

On the board or screen, write the long-*e* words presented in this unit. Mix the patterns so students aren't simply using the first word as a clue to the other words in that column. Words listed in the sorting exercise can be used for this purpose. If students aren't able to read 90% of the words, continue to review them until they are able to do so.

Sorting (words should be sorted by rhyming sound)

bee, steam, feet, deep, team, feel, street, read, seal, thief, meal, queen, bead, neat, meat, real, free, jeep, meet, green, seen, three, scream, wheel, need, dream, heel, bean, mean, clean, peel, tree, beep, seat, cream, beat,

heat, steal, sheep, sleep, see, brief, sweet, keep, feed

Secret Message

Write the words on the lines and read the secret message.

1. Change the **w** in **Wish** to **F**. ___ _ _ _
 2. Change the **t** in **steep** to **l**. ___ _ _ _
 3. Change the **j** in **jeep** to **d**. ___ _ _ _
 4. Take the **f** from **fin**. ___ _
 5. Keep **the** just as it is. ___ _ _
 6. Change the **t** in **tea** to **s**. ___ _ _
- _____ .

Unit 8 Assessment

Administer the Checkup Test for Unit 8. Students should achieve a score of 90% on both subtests. Reteach words missed.

Unit 9: Long-o Patterns

Long *o* is most often spelled *o-e* (*mole*) or *oa* (*goat*), but can also be spelled *ow* (*crow*), *old* (*cold*), *o* (*no*), and *oe* (*toe*).

-o, -oe, -ole, -oll Patterns

Displaying the *-o* and *-oe* pattern words below on the board or screen, underline *o* and *oe* as you read the words and explain that *o* and *oe* almost always makes an an /ō/ sound when they come at the end of a word. Displaying the *-oll* pattern words below on the board or screen, underline *o* as you read the words and explain that *o* almost always makes an an /ō/ sound when it is followed by *ll*. Underlining *oll* as you read the words a second time, explain that all the words end in *o*, *l*, *l* and form the word part *-oll*. Explain the meaning of *toll* if it is unfamiliar. Displaying the *-ole* pattern words below on the board or screen, underline *o_e* as you read the words and explain that *o_e* often makes an an /ō/ sound. Underlining *ole* as you read the words a second time, explain that the words end in *o*, *l*, *e* and form the word part *-ole*. Explaining that *hole* and *whole* are homophones, discuss their meanings. Point out that the *oll* and *ole* words have the same ending sounds and rhyme. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: go, no*, so; doe, Joe, toe*; roll*, toll; hole, pole*, whole, stole

Minilesson: o_e Pattern

Novice and struggling readers frequently have extended difficulty with the final-*e* pattern. They may continue to confuse long and short vowels, reading *hope* as *hop* and *note* as *not*. They may even read short-vowel words as though they had long vowels, reading *hop* as *hope* and *not* as *note*. Use exercises, such as the following, in which short *o* and long *o* are contrasted.

Do you need hope? Add *e* to *hop* and you have *hope*. And if you need a robe, add *e* to *rob*. Would you like to write a note, then add an *e* to *not*. And if you want to see where you live, add an *e* to *glob* so that you have a *globe*.

Also use the Letter Sound strategy. This strategy is applied when the student does not say any sound for a letter or says a wrong sound. For a long-vowel error, call attention to final *e* or the digraph, if either of these is involved. If the student reads *cap* for *cape*, for instance, prompt, “What is the vowel? What is the final *e* telling you?” Also stress reading for meaning.

Mixed Practice: no, roll, go, doe, road, hole, so pole, mole, toe, toll

Sorting: no, go, so; mole, hole, pole, stole, whole; roll, toll (sort by sound and spelling)

Assembling Words: o, e, h, l, l, m, p, r hole, mole, pole, roll

Scrambled sentence: The ball rolled into the hole.

Song: Merrily We Roll Along

Reading: Moles

Preteaching: sharp, use*, underground, tunnels, football, worms, never* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *underground*, *tunnels*, *football*, and *never*. Help students read the syllables and blend them.

Explain that the *u-e* in *use* has a /ū/ sound and the *or* in *worms* has an /er/ sound. Students might recognize the *ar* in *sharp* and use that to reconstruct the word. Have several volunteers read the words.

Introduction & Discussion: Writing the words *underground tunnels* on the board and reading them to students, tell them that they will be reading about the underground tunnels that moles build. Have students read the article to find out how moles build their tunnels and why they build them. After students have read the article, discuss how moles build tunnels and why they build them. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Armstrong, J. (1996). *The snowball*. New York: Random.

Gregorich, B. (1991). *Nicole digs a hole*. Grand Haven, MI: School Zone.

Rau, D. M (2013). *Robot, go bot!* New York: Random

Functional Reading: label for rolls

Riddle: This word means "all of it" but it has a *hole* in it. It rhymes with mole. What is it? (*whole*)

Riddle: What do you call if you have a broken toe? (a toe truck)

Spelling: hole, pole, roll

Writing: Discuss moles and have students write a sentence that tells about moles.

Speech-to-Print: -o, -ole, -oll, -ail, -ot

Tracing: hole, pole, roll

Added Practice: Reading Bear: o, oa, oe: a, d, e

-ow Pattern

Displaying the pattern words below on the board or screen, underline *ow* as you read the words and explain that *ow* often makes an /ō/ sound. When presenting *crow*, *grow*, and *slow* emphasize the blends. Show students how *crow* and *grow* can be formed by adding *c* and *g* to *row* and how *slow* can be formed by adding *s* to *low*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: row, crow, grow, low, slow, show, know

Mixed Practice: row, coat, crow, grow, road, low, load, slow, show, toad, know, goat, toad,

Sorting: row, crow, grow, low, slow, show, know; goat, boat, coat, float; toad, load, road

Assembling Words: oa, ow, c, g, l, r, s go, row, crow, grow, glow, slow, load, road

Scrambled sentence: The row boat is slow.

Rhymes: One for the Money
If Your're Happy And You Know It
Fooba Wooba John

Reading: Why Do Puppies Chase Their Tails?

Preteaching: puppy, puppies, litter, more*, taken, from*, sponge Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *puppy*, *puppies*, *litter*, and *taken*. Help students read the syllables and blend them. Explain that

the *o* in *from* and *sponge* is a tricky spelling and has a /u/ sound. Discuss the meaning of the word *litter* if it is

unfamiliar to students. Students might recognize the *or* in *more* and use that to reconstruct the word. Have several volunteers read the words.

Introduction & Discussion: Writing the title of the article on the board and reading it to students, ask them if they have ever seen a puppy chase its tail. Ask them to tell why they think a puppy might chase its tail. Have students read the article to find out why puppies chase their tails. After students have read the article, discuss why puppies chase their tails. Also have students read their answers to the fill-in-the blank sentences.

Reading: Crows

Preteaching: clever, dropping, pizza, telephone Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *clever*, *dropping*, *pizza*, and *telephone*. Help students read the syllables and blend them. Have several volunteers read the words.

Introduction & Discussion: Ask students to tell which bird is the smartest. Tell students that some people believe that crows are the smartest birds. Have students read to find out what clever things crows do. After students have read the article, discuss the clever things that crows do. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Cobb, A. (1996). *Wheels*. New York: Random House.

Calmelson, S. (1997). *My dog's the best*. New York: Scholastic.

Greene, C. (1982). *Snow Joe*. Chicago: Children's Press.

Heling, K., & Hembrook, D. (2003). *Mouse's hide and seek words*. New York: Random House.

Lexau, J. M. (1984). *Come Sit! Stay!* New York: Franklin Watts..

Fun With Ice and Snow, Let's Go! (2016). *Let's Find Out*, 50(4), 3.

Functional Reading: replica of Slow sign

Rhyme riddle: What do you call it when you row, but you do not row fast? (slow row)

Spelling: grow, show, know

Writing: Writing: Students write about some things that they know now but they didn't know before the school year began. Discuss things that they know and model writing on the topic.

Speech-to-Print: -ow, -oad, -ot

Tracing: grow, show, know

Added Practice: Reading Bear: old, olt, ow: a-b

-old Pattern

Displaying the *-old* pattern words below on the board or screen, underline *o* as you read the words and

explain that *o* makes an */ō/* sound when is followed by *ld*. Underlining *old* as you read the words a second time, explain that all the words end in *o*, *l*, *d* and form the word part *-old*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: old, gold*, cold, fold, hold, sold, told

Mixed Practice: hold, hole, so, sold, go, gold, toe, told

Sorting: old, gold, cold, fold, sold, told; mole, hole, pole, stole; roll, toll; toad, load, road (sound & spelling)

Assembling Words: o, c, d, f, g, l, t w go, gold, cold, fold, told, low, tow(truck)

Scrambled sentence: She told us an old story.

Functional Reading: replica of a sold sign

Rhyme: Old King Cole

Reading: Best Animal Dad

Preteaching: emperor penguin, south, world*, water*, warm*, between* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed.

Underline the syllables in *emperor*, *penguin*, *water*, and *between*. Help students read the syllables and blend them. Point out that the *gu* in *penguin* has a */gw/* sound. Explain that the *ou* in *south* has an */ow/* sound as in *cow* and the *ar* in *warm* has an */or/* sound. Have several volunteers read the words.

Introduction & Discussion: Writing the words *emperor penguin* on the board, tell students that the emperor penguin is the best animal dad. Have students read to find out why the emperor dad is said to be the best.

After students have read the article, discuss why the emperor dad is said to be the best animal dad. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: SPELD Set 9: “Traffic Lights”

Complementary reading: Ziefert, H. (1988). *Strike four!* New York: Penguin.

Ziefert, H. (2005). *Silly pig*. New York: Sterling.

Riddle: I am yellow and rhyme with *sold*. You can buy things with me. What am I? (gold)

Spelling: old, gold, cold, fold, hold, sold, told

Writing: Students draw a picture of themselves and then write a sentence telling how old they are.

Speech-to-Print: -old, -oat, -ole

Tracing: old, gold, cold, fold, hold, sold, told

Added Practice: Reading Bear: old, olt, ow: c-d

-oak, -oke Patterns

Displaying the *-oak* pattern words below on the board or screen, underline *oa* as you read the words and explain that *oa* almost always makes an /ō/ sound. Underlining *oak* as you read the words a second time, explain that all the words end in *o, a, k* and form the word part *-oak*. Displaying the *-oke* pattern words below on the board or screen, underline *o_e* as you read the words and explain that *o_e* often makes an /ō/ sound. Underlining *oke* as you read the words a second time, explain that the words end in *o, k, e* and form the word part *-oke*. When presenting *croak, broke, spoke, smoke*, emphasize the blends. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: oak*, soak, croak; woke, joke, broke, spoke, smoke*

Mixed Practice: poke, sold, soak, cold, choke, bold, broke

Sorting: oak, soak; woke, joke, broke, spoke, smoke; old, gold, cold, fold, hold, sold, told (sound & spelling)

Assembling Words: o, oa, e, j, k, J, s, m, p, w oak, soak, Joe, joke, woke, poke, spoke, smoke

Scrambled sentence: Soak the dirt around the oak tree.

Rhyme: Owl
 If You Should Meet a Crocodile

Reading: Oak Trees

Preteaching: tall, used*, also*, acorn, floors, squirrels Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *also, acorn, and squirrels*. Help students read the syllables and blend them. Students might recognize the *all* in *tall* and the *oor* in *floors* and use those word parts to reconstruct the words. If not, provide assistance. Have several volunteers read the words.

Introduction & Discussion: Writing the word *acorn* on the board and show acorns if available. Ask students if they know where acorns come from. Tell students that acorns come from oak trees. Have them read to find out why oak trees are special and why they are valuable. After students have read the article, discuss why oak trees are special and why they are valuable. Also have students read their answers to the fill-in-the blank sentences.

Rhyme riddle: What do you call a funny story about an oak tree? (oak joke)

Spelling: woke, joke, broke, spoke

Writing: Students write a favorite joke or riddle that they have heard or read or make one up.

Speech-to-Print: --oak, -oke, -o, -oke

Tracing: woke, joke, broke, spoke

Added Practice: Reading Bear: oe: c-d

-one, -ose Patterns

Displaying the *-one* pattern words below on the board or screen, underline *o_e* as you read the words and explain that *o_e* often makes an */ō/* sound. Explain that the *ph* in *phone* has a an */f/* sound. Underlining *-one* as you read the words a second time, explain that all the words end in *o, n, e* and form the word part *-one* .

Displaying the *-ose* pattern words below on the board or screen, underline *o_e* as you read the words and explain that *o_e* often makes an */ō/* sound. Underlining *ose* as you read the words a second time, explain that the words ends in *o, s, e* and forms the word part *-ose*. When presenting *close*, emphasize the blend. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: bone, lone, phone*, alone; hose, nose*, rose, chose, close (v), those

Mixed Practice: hose, hole, nose, note, those, throw

Sorting: bone, alone, phone; hose, nose, rose, chose, close, those; woke, joke, broke, spoke, smoke

Assembling Words: o, e, b, c, l, n, r, s so, no, nose, rose, close, bone, lone

Scrambled sentence: She chose a red rose.

Rhymes: Little Bo-Peep

 Jumping Joan

Reading: Star-Nosed Mole

Preteaching: fingers, touches, tiny Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *fingers*, *touches*, and *tiny*. Help students read the syllables and blend them. Point out that the *g* in *fingers* is pronounced twice: *fing-gers*.

Introduction & Discussion: Writing the words *Star-Nosed Mole* on the board, tell students that the star-nosed mole has a very strange nose. Have students read to find out what is strange about the star-nosed mole’s nose and how it uses its nose. After students have read the article, discuss what is strange about the star-nosed mole’s nose and how it uses its nose. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: El 1-16 “James and Sam Take a Hike,” CKLA 1-2: “The Bug Glass”

Riddle: I am right on the front of your face. Others can see me, but you can not. I rhyme with *rose*, but I am

not a flower. What am I? (your nose)

Riddle: You talk into me but not to me. I rhyme with *bone*. What am I? (a phone)

Spelling: nose, rose, chose, close, those, bone, alone

Writing: Students discuss and make a list of things that their noses like to smell: cookies baking, supper cooking, mom's perfume.

Speech-to-Print: -one, -ose, -un, -ong, -ise, -ose, -ese

Tracing: nose, chose, close, those, bone, alone

-oat, -ote Patterns

Displaying the *-oat* pattern words below on the board or screen, underline *oa* as you read the words and explain that *oa* often makes an */ō/* sound. Underlining *oat* as you read the words a second time, explain that all the words end in *o, a, t* and form the word part *-oat*. When presenting *float* emphasize the blend.

Displaying the *-ote* pattern words below on the board or screen, underline *o_e* as you read the words and explain that *o_e* often makes an */ō/* sound. Underlining *ote* as you read the words a second time, explain that the words end in *o, t, e* and form the word part *-ote*. When presenting *wrote*, explain that at one time the *w* in *wrote* was pronounced but it no longer is so that now *wrote* begins with an */ɪ/* sound. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed.

Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: goat*, boat, coat, float ; note*, wrote

Mixed practice: crow, coat, goat, grow, float, boat, belt, no, note, wrote

Sorting: goat, boat, coat, float ; note, wrote; crow, row, low, grow, show, slow, know (sound & spelling)

Assembling Words: oa, o, e, b, c, g, n, t, wr boat, coat, go, goat, no, note, toe, wrote

Scrambled sentence: A goat jumped into the boat.

Song: The Mocking Bird

Rhyme: The Goat

Reading: Renting Goats

Preteaching: about*, how* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Explain that the *ou* in *about* and the *ow* in *how* have */ow/* sounds as in *cow*. Have several volunteers read the words.

Introduction & Discussion: Writing the words *Renting Goats* on the board, explain what *rent* means. Tell students that some people rent cars and some people rent houses or apartments and that some people even rent goats. Have students read the article to find out why people rent goats. After students have read the article,

discuss why people rent goats. Have students tell why a farmer might rent a herd of goats. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: CKLA K-10: “Scott’s Snack Stand,” CKLA 1-2: “The Tape,” SPELD Set 4: “What Are They,” SPELD List 5: “Brad’s Boat”

Complementary reading: Milos, R. (1989). *The hungry billy goat*. Chicago: Children's Press.

Schoberle, C. (2003). *Everyday heroes*. New York: Simon & Schuster.

Rhyme riddle: What do you call a ship that has a lot of goats? (goat boat)

Spelling: boat, coat, note, wrote

Writing: Students write about a boat trip they have taken or a boat trip that they might like to take.

Speech-to-Print: -oat, -ote, -ite, -ight

Tracing: boat, coat, note, wrote

Added Practice: Reading Bear: o, oa, oe: b-c; o-e: a

-obe, -ope Patterns

Displaying the pattern *-obe* words below on the board or screen, underline *o_e* as you read the words and explain that *o_e* often makes an an /ō/ sound. Underlining *obe* as you read the words a second time, explain that the words end in *o*, *b*, *e* and form the word part *-obe*. When presenting *globe*, emphasize the blend.

Explain what a globe is and show one to students. Displaying the pattern *-ope* words below on the board or screen, underline *o_e* as you read the words and explain that *o_e* often makes an an /ō/ sound. Underlining *ope* as you read the words a second time, explain that the words end in *o*, *p*, *e* and form the word part *-ope*.

When presenting *slope*, emphasize the blend. Also discuss the meaning of *slope*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: robe*, globe; hope, nope, rope*, slope

Mixed practice: robe, rob, globe hop, hope, nope, not, note, rope, slop, slope

Sorting: robe, globe; goat, boat, coat, float; hope, nope, rope, slope

Assembling Words: o, e, b, h, n, r, p hop, hope, rob, robe, rope, no, nope

Scrambled sentence: Joe hopes that he has a robe.

Reading: Rob’s Magic Robe

Preteaching: magic, deer, could*, around*, anywhere*, been* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the

syllables in *magic*, *around*, and *anywhere*. Help students read the syllables and blend them. Explain that the *ou* in *could* has an /u/ sound but the /ou/ in *around* has an /ow/ sound as in *cow*. Explain also that the *ee* in *deer* has an /ē/ sound but the *ee* in *been* has an /i/ sound. Have several volunteers read the words.

Introduction & Discussion: Writing the word *magic* on the board, invite students to read it. Provide prompts as needed. Tell student that they are going to read about a boy who had a magic robe. Have students read to find out how Rob used his magic robe. After students have read the story, discuss how Rob used his magic robe. Also ask: “What did Rob learn?” Have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: CKLA K-10 “The Gift,” “The Sled Ride,” Kahn Early Readers: “Ollo’s Bike”

Spelling: hope, globe, robe

Writing: Students tell about things they hope to see: I hope to see _____.

Speech-to-Print: -obe, ope

Tracing: hope, globe, robe

Added Practice: Reading Bear: o-e: a-b

-oad Pattern

Displaying the *-oad* pattern words below on the board or screen, underline *oa* as you read the words and explain that *oa* makes an an /ō/ sound. Underlining *oad* as you read the words a second time, explain that all the words end in *o*, *a*, *d* and form the word part *-oad*. Present *rode* and explain that *rode* is a homophone for *road*. Discuss the meanings of the words. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: toad, load, road* rode

Mixed Practice: low, load, tow, toad, row, road

Sorting: toad, load, road; goat, boat, coat, float; note, wrote (sort by sound and spelling)

Assembling Words: o, oa, ow, e, d, l, r, t low, load, row, road, rode, tow, toad

Scrambled sentence: There is a toad in the road.

Song: I've Been Working on the Railroad

Reading: Road Runners

Preteaching: runner, hunter, babies, took* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Write the words *run* and *hunt* on the

board and have students read them. Adding *ner* to *run* and *er* to *hunt*, explain to students that you now have the words *runner* and *hunter*. Underline the syllables in *babies*. Help students read the syllables and blend them. Explain to students that the *oo* in *took* makes an /oo/ sound.

Introduction & Discussion: Writing the words *road runners* on the board and reading them to students, tell students that road runners are birds that would rather run down a road than fly through the air. Have students read the article to find out what kinds of things road runners are good at. After students have read the article, discuss what kinds of things road runners are good at. Also have students read their answers to the fill-in-the-blank sentences.

Available Additional Selections: SPELD Set 4: “The Lost List”

Complementary reading: Schade, S., & Buller, J. (1992). *Toad on the road*. New York: Random House.

Rhyme riddle: What do you call a road that toads use? (toad road)

Spelling: toad, load, road

Writing: Students draw a picture or a map showing the road on which they live. They then write a piece that tells about the picture or map.

Speech-to-Print: -oad, -oe, -ow, -od

Tracing: toad, load, road

Added Practice: Reading Bear: o, oa, oe: c-d

Long-*o* Pattern Review

On the board or screen, write the long-*o* words presented in this unit. Mix the patterns so students aren't simply using the first word as a clue to the other words in that column. Words listed in the sorting exercise can be used for this purpose. If students aren't able to read 90% of the words, continue to review them until they are able to do so.

Sorting (words should be sorted by rhyming sound)

crow, old, goat, cold, hope, boat, load, fold, robe, wrote, smoke, bone, low, grow, broke, row, stole, globe, oak, rose, road, show, pole, alone, soak, note, mole, close, hole, float, slow, hose, nose, woke, coat, sold, toad, joke, roll, hold, know, rope, told, chose, spoke, those, slope, phone

Secret Message

Write the words on the lines and read the secret message.

1. Add **n** to **A**. ___ ___

2. Take the **h** from **hold**. ___ ___ ___

3. Change the **g** in **goat** to **b**. _____

4. Add **c** to **an**. _____

5. Take an **e** from **bee**. _____

6. Take **n** from **an**. _____

7. Take the **s** from **homes**. _____

_____ .

Unit 9 Assessment

Administer the Checkup Test for Unit 9. Students should achieve a score of 90% on both subtests. Reteach words missed.

Unit 10: Long-*u* Patterns

Long *u* is most often spelled *u-e* (*mule*) or *ew* (*few*). Because there are so few long-*u* patterns, only one lesson is devoted to long *u*. Long *u* and long *OO* are sometimes grouped together. However, the difference between the sound of long *u* and long *OO* is the difference between what a kitten says (*mew*, long *u*) and what a cow says (*moo*, long *OO*).

-ule, -use, -uge, -ute, -ew Patterns

Displaying the *u_e* pattern words below on the board or screen, underline *u_e* as you read the words and explain that *u_e* often makes a /ū/ sound as in *use* and *huge*. Displaying *few*, explain that *ew* sometimes makes a /ū/ sound. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: mule*, use, huge, cute, few

Mixed practice: use, us, hug, huge, fake, few, cut, cute

Sorting: mule, use, huge, cute, few; toad, load, road, rode (sort by vowel sound, not rhyming sound)

Assembling Words: u, o, e, c, g, h, l, m, s, t us, use, hug, huge, mule, mole, cut, cute

Scrambled sentence: The farmer has a few mules.

Spelling: use, huge, few

Reading: Mules

Preteaching: walk, work*, carry, heavy Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *carry* and *heavy*. Help students read the syllables and blend them. Explain that the *al* in *walk* has an /aw/ sound and the *or* in *work* has an /er/ sound. Have volunteers read the words.

Introduction & Discussion: Writing the words *mules*, *horses*, and *people* on the board and reading them to students, tell student student that some people think that mules are better than horses. After students have read the article, discuss why some people say that mules are better than horses. Ask students to tell which they think is better, mules or horses. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: EL 1-17: “Cubes and Cones,” CKLA K-10: “In the Per Shop,” “Scott Bakes a Cake,” “The Cave,” “Lunch Trade,” “The Cave,” CKLA 1-2: “Fuzz and Me”, “The Trip West,” “”Saved by the Bells,” CKLA 1-3: “Two Mules”

Complementary reading: Weeks, S. (2000). *Drip, drop*. New York: Harper.

Riddle: My dad is a donkey, and my mom is a horse. I have very long ears. I am not cute, but I work very hard. What am I? (a mule)

Writing: Have students make a list of animals that are huge.

Spelling: use, huge, few

Speech-to-Print: ule, -use, -uge, -ute, -ew, -us, -ut

Tracing: use, huge, few

Added Practice: Reading Bear: u-e: c

Long-*u* Pattern Review

On the board or screen, write the long-*u* words presented in this unit: *mule*, *use*, *huge*, *cute*, *few*. If students aren't able to read all the words, continue to review them until they are able to do so. The following Secret Message and books might also be used to review long-vowel patterns.

Secret Message

Write the words on the lines and read the secret message.

1. Drop the **n** from **An**. ___
2. Change the **y** in **yule** to **m**. ___ ___ ___
3. Add **c** to **an** ___ ___
4. Change the **m** in **marry** to **c**. ___ ___ ___

5. Add an **e** to **hug**. _ _ _ _

6. Change the **t** in **toads** to **l**. _ _ _ _

Complementary Reading for Review of Long-Vowel Patterns

Heling, K., & Hembrook, D. (2003). *Mouse's hide-and-seek words*. New York: Random House.

Matthias, C. (1983). *I love cats*. Chicago: Children's Press.

Parish, P. (1974). *Dinosaur time*. New York: Harper.

Phillips, J. (1986). *My new boy*. New York: Random House.

Ziefert, H. (1985). *A dozen dogs*. New York: Random House

Unit 10 Assessment

Administer the Checkup Test for Unit 10. Students should achieve a score of 90% on both subtests. Reteach words missed.

End of Book B Assessment

In Level B, long-vowel patterns were introduced and reinforced. To assess students' command of these patterns, administer the Level B End-of Book Checkup: Long-Vowel Patterns assessment. Students should be able to read at least 80% or 32 of the 40 pattern words and 80% or 16 of the 20 high-frequency words. You can also administer the Phonics Inventory. Items 21 through 30 on the Inventory assess long-vowel patterns. Students should also be able to read at least 80% of the first 20 words, which assess short-vowel patterns (items 1-10) and short-vowel patterns with blends (items 11-20). Students who have successfully completed this level are now ready for Level C: R-Vowel and Other-Vowel Patterns. Reading selections for Level C are available in *Accelerating Foundational Literacy: Decodable Reading Selections Level C*, which is available for readers of *Closing the Literacy Gap* at buildingliteracy.org. Click on the tab *Reserved Resources*.

Level C: R-Vowel and Other-Vowel Patterns

Level C includes *r*-vowel and other-vowel patterns and blends and high-frequency words. Other-vowel patterns include /aw/ (*saw, taught, ball, talk, cost, bought*), /oi/ (*oil, boy*), /oo/ (*wood, would, push, foot*),

/OO/ (*too, new, prove, soup, two, suit, truth*), and /ow/ (*cow, out*).

Unit 11: R-Vowel Patterns

When a vowel is followed by an *r*, the sound of the vowel is often modified. In literacy instruction, the following *r*-vowels are usually presented:

/ar/ arm, heart

/air/ chair, care, there, bear

/er/ her, bird, fur, learn, were

/or/ for, four, door, sure

/eer/ deer, dear, here

/ire/ fire The *ire* pattern is not presented because it has very few examples. It could be presented as a variant of long-*i* patterns.

Because *r* modifies the vowel that precedes it, *r* vowels are presented as units: vowel plus *r*. R vowels are subject to a substantial amount of dialect variation.

-ar Pattern

Displaying the *ar* pattern words below on the board or screen, underline *ar* as you read the words and explain that *ar* often makes an /ar/ sound. When presenting *star* emphasize the blend. Show students how *star* can be formed by adding *s* to *tar*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: car, far, jar, tar, star*

Mixed practice: car, coat, far, fed, tar, tea, star, stop

Sorting: car, far, jar, tar, star; mule, use, huge, cute, few (sort by vowel sound)

Assembling words: ar, c, f, j, s, t, t car, far, jar, tar, star, start

Scrambled sentence: The jars are in the car.

Rhymes: Twinkle, Twinkle, Little Star

Star Light, Star Bright

Help! Murder! Police!

Reading: Stars

Preteaching: enough*, earth, warm*, only* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *enough* and *only*. Help students read the syllables and blend them. Explain that *ou* makes a /u/ sound and *gh* has an /f/

pronunciation in the word *enough*. Point out that the *o* in *only* has an /ō/ sound and the *y* has an /ē/ sound.

Explain that the *ear* in *earth* has an /er/ sound, but the *ar* in *warm* has an /or/ sound. Have several volunteers read the words.

Introduction & Discussion: Writing the word *Earth* on the board, read it and tell students that when we look up from Earth, we see stars. Have students read the article to find out what the stars are like and why one of the stars is especially important. After students have read the article, discuss what the stars are like and why one of the stars is especially important. Also have students read their answers to the fill-in-the blank sentences.

Complementary Reading: Ziefert, H. (1990). *Stitches*. New York: Puffin Books.

Rhyme riddle: What do you call a star that is way up in the sky? (far star)

Spelling: car, far, jar, star

Writing: Have students tell about a time when they went far away or a place that is far away that they would like to visit.

Speech-to-Print: -ar

Tracing: car, far, jar, star

Added Practice: Reading Bear: long ar: a

-ark Pattern

Displaying the *ark* pattern words below on the board or screen, underline *ar* as you read the words and explain that *ar* often makes an /ar/ sound. Underlining *ark* as you read the words a second time, explain that all the words end in *a*, *r*, *k* and form the word part *-ark*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: park, bark, dark, mark, shark*

Mixed Practice: car, bark, far, mark, dark, jar, park

Sorting: park, bark, dark, mark, shark; car, far, jar, tar, star

Assembling words: ar, b, c, d, f, k, m, sh bar, bark, car, far, dark, mark, shark

Scrambled sentence: The park closes at dark.

Rhyme: Bedtime

Reading: Sharks

Preteaching: tsuranagakobitosame (sue-rah-nah-gah-koh-bee-toe-sah-mah), school, buses, people, great*,

drawing, tiny, beneath* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *tsuranagakobitosame*, *buses*, *people*, *drawing*, *tiny*, and *beneath*. Help students read the syllables and blend them. Explain that the *oo* in *school* has an /OO/ sound / and the *ea* in *great* has an /ā/ sound.

Introduction & Discussion: Writing the word *tsuranagakobitosame* (sue-rah-nah-gah-koh-bee-toe-sah-mah) on the board and reading it with students, tell them that this is the name of the smallest shark. Have them read the article to find out facts about this and other sharks. After students have read the article, discuss what they learned about sharks. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections:

El 1-19: “Looking for Mars,” Kahn’s Animal Safari: “Crocodiles”

Complementary reading: Cole, J. (1986). *Hungry, hungry sharks*. New York: Random House.

Functional Reading: Display a replica of a sign for a park.

Rhyme riddle: What do you call a place where sharks play? (shark park)

Spelling: park, bark, dark, mark

Writing: Have students draw a picture of the kind of park in which they would like to play and then write a piece telling about the park.

Speech-to-Print: -ark, -ack, -ake, -eck

Tracing: park, bark, dark, mark

Added Practice: Reading Bear: ar: d-e

-arm, -art, -eart Patterns

Displaying the *arm* pattern words below on the board or screen, underline *ar* as you read the words and explain that *ar* often makes an /ar/ sound. Underlining *arm* as you read the words a second time, explain that all the words end in *a*, *r*, *m* and form the word part *-arm*. Displaying the *art* pattern words below on the board or screen, underline *ar* as you read the words and explain that *ar* often makes an /ar/ sound.

Underlining *art* as you read the words a second time, explain that all the words end in *a*, *r*, *t* and form the word part *-art*. Displaying *heart* on the board, explain that /art/ is sometimes spelled *e*, *a*, *r*, *t* as in *heart*.

Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: arm*, farm, harm; art, cart*, chart, part, smart, start; heart*

Mixed Practice: are, arm, arm, art, farm, cart, harm, heart, part, park, smart

Sorting: arm, farm, harm; park, bark, dark, mark, shark

Assembling words: ar, c, f, m, p, s, t arm, art, far, tar, car, cart, part, smart

Scrambled sentence: Rain will not harm the farm.

Making Words: Distribute the letters: *a, r, s, t, t*

- Use three letters to make the word *art*.
- Use the same three letters to make the word *tar*.
- Add a letter to make the word *star*.
- Using all the letters, make a word. (*start*)

Reading: Smart Animals

Preteaching: onto*, their*, open*, dead*, sure* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *onto* and *open*. Help students read the syllables and blend them. Explain that the *eir* in *their* has an /air/ sound, the *ea* in *dead* has an /e/sound, and the *ure* in *sure* has an /or/ pronunciation. Have several volunteers read the words.

Introduction & Discussion: Writing the word *chimps* on the board and reading it to students, ask student to tell what they know about chimps. Have students read the article to find out the smart things that chimps can do. After students have read the article, discuss the smart things that chimps can do. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: El 1-20 “Sam’s Hammer,” CKELA 1-4: “Things That Swim,” SPELD Set 9: “I Spy”

Functional Reading: replica of a sign for a farm or a label that uses the word *farm*

Riddle: Hands need me. If hands did not have me, they could not do anything. My name rhymes with *farms*.
What am I? (arms)

Spelling: arm, farm, harm

Writing: Have students write a piece telling how they use their arms. Alter the assignment if any of the students is unable to use their arms or has limited use.

Speech-to-Print: ule, -use, -uge, -ute, -ew, -us, -ut

Tracing: are, art, heart

Added Practice: Reading Bear: ar: c

-air, -are, -ere, -ear Patterns

Displaying the *air* pattern words below on the board or screen, underline *air* as you read the words and

explain that *air* often makes an /air/ sound. Displaying the *are* pattern words below on the board or screen, underline *are* as you read the words and explain that *are* also often makes an /air/ sound. When presenting *scare* and *square*, emphasize the blends. Show students how *scare* can be formed by adding *s* to *care*.

Displaying the *ear* pattern words below on the board or screen, underline *ear* as you read the words and explain that *ear* sometimes makes an /air/ sound. Displaying the *ere* words below on the board or screen, underline *ere* as you read the words and explain that sometimes *ere* is used to spell the /air/ sound. Explain that *pair* and *pear* are homophones. Discuss the meanings of the words. Point out that /air/ can be spelled in a number of ways. Have students read the pattern words until they can read them rapidly and accurately.

Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: air, hair, pair, chair*; care, share, scare, square*, bear*, wear, pear, where*, there

Mixed practice: care, cart, hair, harm, chair, chart, share, scare

Sorting: air, hair, pair, chair; care, share, scare; where, there; bear, bark, pear (sort by sound and spelling)
art, cart, part, smart, start; heart

Assembling words: air, -are (share), -ear (bear), c, h, p, s air, hair, pair, care, scare, pear (fruit), pair (two)

Scrambled sentence: A pair of bears scared me.

Rhymes: Simple Simon

Old Chairs to Mend

Reading: The Four-Eyed Fish

Preteaching: above*, below*, four-eyed, across*, water*, around*, bottom*, enemies Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *above*, *below*, *four-eyed*, *across*, *water*, *around*, *bottom*, *enemies*. Help students read the syllables and blend them. You might point out to students that *above*, *across*, and *around* all begin with a schwa or “uh” sound. Have several volunteers read the words.

Introduction & Discussion: Tell students that they will be reading about a fish that can see above and below the water at the same time. Have students read the story to find out how the four-eyed fish is able to see above and below the water at the same time and how it uses that special ability. After students have read the article, discuss how the four-eyed fish is able to see above and below the water at the same time and how it uses that special ability. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Arnold, M. (1996). *Quick, quack, quick!* New York: Random House.

Blocksma, M. (1984). *The best dressed bear.* Chicago: Children's Press.

Functional reading: pears

Rhyme riddle: What do you call a bear that likes to sit? (chair bear)

Spelling: air, hair, pair, chair; care, share, scare, where, there

Writing: Have students draw a picture of and write a piece about a chair that they like best. Encourage them to describe the chair and tell why they like it. Students might also create a homophone book in which they depict word pairs such as *hair, hare; pair, pear; stair, stare; where, wear*. They might use sentences and, where possible, drawings to illustrate the homophones' meanings.

Speech-to-Print: -air, -are (care), -ere (there), -ear (pear), -ar, -ark

Tracing: air, pair, care, share, where, there

Added Practice: Reading Bear: ay, air: c-d

-or, -ore, -oor, -ore, -our Patterns

Displaying the pattern words below on the board or screen, underline the rime as you read the words and explain that /or/ can be spelled in a number of ways. Point out each spelling: *or, ore, oor, and our*. Explain that *for* and *four* and *poor* and *pour* are homophones. Discuss the meanings of the words. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: or, for; more, sore, tore, wore, score*, store*; door*, poor, floor, four*, pour.

Mixed practice: for, fair, mark, more, tar, tore, poor, pear, pour, four, far

Sorting: or, for; more, sore, tore, wore, score, store; door, poor, floor; fair; hair, pair, chair; care, share, scare, (sort by sound and spelling)

Assembling words: or, e, f, m, r, s, t, w or, for, more, wore, sore, store

Scrambled sentence: Open the door to the store.

Rhymes: It's Raining, It's Pouring
The North Wind Doth Blow
It Ain't Going to Rain No More

Reading: A New Game

Preteaching: many*, gym, basketball Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *many* and *basketball*. Help students read the syllables and blend them. Explain that the y in *gym* has a /i/ sound. Have several volunteers read the words.

Introduction & Discussion: Writing the name *James Naismith* on the board and reading it to students, tell students that James Naismith invented basketball, one of the world's most popular games. Have student read to find out how the game of basketball came to be invented. After students have read the article, discuss how the game of basketball came to be invented. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Ziefert, H. (1997). *The magic porridge pot*. New York: Puffin.

Functional reading: replica of a sign containing the word *store*

Rhyme riddle: What do you call a place that sells doors? (a door store)

Spelling: for; more, tore, wore, score, store; door, poor, floor

Writing: Have students draw a picture of and write a piece about a store that they like to go to. Encourage them to tell what they like about the store. Have students create a homophone section in their notebooks, if they haven't already done so, and enter *for-four; poor-pour* along with sentences and/or drawings to illustrate the meanings of the words.

Speech-to-Print: -or, -ore, -oor, -ore, -our

Tracing: more, store, door

Added Practice: Reading Bear: or: a

-orn, -(w)ar, -(w)arn Patterns

Displaying the *orn* pattern words below on the board or screen, underline *or* as you read the words and explain that *or* often makes an /or/ sound. Underlining *orn* as you read the words a second time, explain that the words end in *o, r, n* and form the word part *-orn*. Displaying the words *war* and *warn* explain that *ar* when it follows *w* sometimes makes an /or/ sound as in *war* and *warn*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: born, corn, horn*, torn, worn; war, warn*

Mixed practice: born, boat, corn, coat, tore, torn, warn

Sorting: born, corn, horn, torn; more, sore, tore, wore, score, store; door, poor, floor; four, pour (sort by sound and spelling)

Making Words: Distribute the letters: *e, o, r, s, t*.

- Use four letters to make the word *sore*
- Change one letter to make the word *tore*.

- Change one letter and switch letters around to make the word *rest*.
- Using all the letters, make a word. (*store*)

Scrambled sentence: My coat is torn.

Functional Reading: corn, corn flakes

Rhymes: The Donkey
Little Boy Blue
Red Sky

Reading: Corn: The Number One Crop

Preteaching: number, soda, candy, crayons Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *number*, *soda*, *candy*, and *crayons*. Help students read the syllables and blend them. Have several volunteers read the words.

Introduction & Discussion: Writing the words *Number One Crop*, ask students to guess what the number one crop in the United States is. Have students read the article to find out how corn, the number one crop, is used. After students have read the article, discuss how corn is used. Also discuss other uses of corn, such as using cornmeal to make tortillas. Have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: CKELA 1-4: “Chimps,” “Things with Wings,” “Deer,” “Big Cats”

Complementary reading: Gelman, R. G. (1977). *More spaghetti I say*. New York: Scholastic.

Functional Reading: corn, corn flakes

Riddle: I have ears but I can not hear. I rhyme with *horn*. What am I? (corn)

Spelling: born, corn, horn, torn.

Writing: Have students write a sentence telling when and where they were born.

Speech-to-Print: -orn, -(w)ar, -(w)arn, -ar, -air

Tracing: born, war, warn

Added Practice: Reading Bear: or: c-d

-ir, -ur, -urse, -er Patterns

Pattern words: sir, stir*, fur, nurse*, purse, her

Displaying the pattern words below on the board or screen, explain that /er/ can be spelled *ir*, *ur*, *er*.

Underline the /er/ spellings as you read the words. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and

complete the rest of the practice and application activities.

Mixed practice: sir, sore, store, stir, born, bird

Sorting: sir, stir, fur; nurse, purse; born, corn, horn, torn (sort by rhyming sound)

Assembling words: ir, ur, e, f, n, p, s, t sir, stir, fur, nurse, purse

Scrambled sentence: Her kittens were not in their box.

Rhymes: I'll Sing You a Song,
 Burnie Bee

Reading: Polar Bears

Preteaching: polar, watching, does*, wolf Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *polar* and *watching*. Help students read the syllables and blend them. Point out that the *a* in *watching* is tricky and has an /o/ sound. Explain that the *oe* in *does* has a /u/ sound and the *o* in *wolf* has an /oo/ sound. Have several volunteers read the words.

Introduction & Discussion: Writing the words *polar bears* on the board, ask student to tell what they know about polar bears. Have students read the article to find out what polar bear mothers teach their cubs. After students have read the article, discuss what polar bear mothers teach their cubs. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: CKLA 1-4: “Meet Vern”

Riddle: I have fur and I can purr. I like to run after birds and rats. My name rhymes with *hat*. What am I? (a cat)

Spelling: sir, stir, fur, nurse, her

Writing: Have students tell what they would do if they had a magical purse that never ran out of money.

Speech-to-Print: -ir, -ur, -urse, -er

Tracing: use, huge, few

Added Practice: Reading Bear: er, ur, ir: a-f

-urn, -earn, -or(m) Patterns

Displaying the pattern words below on the board or screen, explain that /er/ can be spelled *ur*, *ear*, and *(w)or*. Underline the *er* spellings as you read the words. Underlining the words' *rimes* as you read them a second time, explain that all the words end *n* or *m* and form the word part /ern/ or /erm/. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the

Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: burn, turn*; earn, learn*, worm

Mixed practice: sir, sore, store, stir, tir, turn, tore, wire

Sorting: burn, turn, earn, learn; sir, stir, fur; nurse, purse (sort by rhyming sound)

Assembling words: ear(earn), or (word), ur, b, l, m, n, t, w burn, turn, earn, learn, worm

Scrambled sentence: We learned how to spell *earn*.

Rhyme: Fire! Fire!

Reading: Green Turtles

Preteaching: covers, sandy, crawls Writing the words on the board, invite students to read the words

or as much of each word as they can. Provide help as needed. Underline the syllables in *covers* and *sandy*.

Help students read the syllables and blend them. Point out that the *o* in *covers* is tricky and has a /u/ sound.

Explain that the *aw* in *crawl* has an /aw/sound. Have several volunteers read the words.

Introduction & Discussion: Writing the words *green turtles* and *crawl* on the board, explain to students that green turtles live in the sea but crawl onto a sandy beach to lay their eggs. Have students read the article to find out how the green turtle keeps her eggs safe and what happens after the eggs hatch. After students have read the article, discuss how the green turtle keeps her eggs safe and what happens after the eggs hatch. Also have students read their answers to the fill-in-the blank sentences.

Riddle: I have no arms or hands, but I help catch fish. I rhyme with *squirm*. What am I? (worm)

Spelling: burn, turn; earn, learn

Writing: Students discuss and write about some important or interesting things that they have learned during the past week.

Speech-to-Print: -urn, -earn, -or(m)

Tracing: turn, earn, learn

Added Practice: Reading Bear: er, ur, ir: c

-ird, (-irty) -eard, -ord, (-orld), -erd Patterns

Displaying the pattern words below on the board or screen, explain that /er/ can be spelled *ir*, (*w*)*or*, *er*, and *ear*. Underline the /er/ spellings as you read the words. Underlining the words' *rimes* as you read them a second time, explain that all the words, except for *thirty* and *world*, end in *d* and form the word part /erd/. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application

activities.

Pattern words: bird*, third, thirty, word*; world, herd*, heard*

Mixed practice: bird, born, third, thirty, torn, were, word, world, her, herd, heard

Sorting: bird, third; word; herd, heard, burn, turn; earn, learn; sir, stir, fur; nurse, purse (sort by rhyming sound)

Assembling words: er, or (worm), ir, o, e, b, d, h, l, w bird, word, world, her, herd

Scrambled sentence: I don't know the third word.

Rhyme: The Mocking Bird

Reading: The Biggest Bird in the World

Preteaching: ostrich, weigh, predator, hundred, pounds Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *ostrich*, *predator*, and *hundred*. Help students read the syllables and blend them. Explain that the *ei* in *weigh* has an /ā/ sound and the *ou* in *pounds* has an /ow/ sound. Have several volunteers read the words.

Introduction & Discussion: Writing the word *ostrich* on the board, ask students to tell what they know about the ostrich. Tell students that the ostrich is an unusual animal. Have students read the article to find out what is unusual about the ostrich. After students have read the article, ask students to tell what is unusual about the ostrich. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Penner, R. (1991). *Dinosaur babies*. New York: Random House.

Rhyme riddle: If birds could talk, what would their words be called? (bird words)

Spelling: bird, third, word, heard

Writing: Have students draw a picture of and write a piece about their favorite birds. If possible, have bird books available so that students can have models for their drawings and a source of material for ideas.

Speech-to-Print: -ird, (-irty) -eard, -ord, (-orld), -erd

Tracing: bird, third, word, heard

Added Practice: Reading Bear:er, ur, ir: d-f

-ear, -eer Patterns

Displaying the pattern words below on the board or screen, underline *eer* and *ear* as you read the words and explain that *ear* and *eer* make an /eer/ sound. When presenting *steer*, emphasize the blend. Explain that *dear* and *deer* are homophones and discuss their meanings. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and

complete the rest of the practice and application activities.

Pattern words: ear*, dear, fear, hear, near; deer*, steer

Mixed practice: fear, for, deer, door, hear, heart, steer, store, stir, turn, tore

Sorting: ear, dear, fear, hear, near; deer, steer; bird, third; word, herd; burn, turn, earn, learn (sort by rhyming sound)

Assembling words: ear, eer, d, f, h, n ear, dear, fear, hear, rear, deer (animal)

Scrambled sentence: The deer came near us.

Rhymes: Up, Dear Children

Fears and Tears

Reading: Barking Deer

Preteaching: India, China, likely, father*, pointy Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *India*, *China*, *likely*, *father*, and *pointy*. Help students read the syllables and blend them. Have several volunteers read the words. Have several volunteers read the words. Also point out China and India on a map.

Introduction & Discussion: Ask students to tell what animals bark. Write their responses on the board. Writing *China* and *India* on the board, tell students that some deer in China and India bark. Have students read to find out what the barking deer are like. After students have read the article, discuss what the barking deer are like. Then have students discuss barking frogs. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Hoffman, J. (1992). *The last game*. Grand Haven, MI: School Zone .

Ziefert, H. (1989). *Dr. Cat*. New York: Penguin.

Riddle: What kind of deer is found in letters? (a d-e-a-r *dear* as in "Dear Jan")

Spelling: ear, dear, fear, hear, near

Writing: Have students close their eyes and use only their ears. Ask them to notice what they hear. Then have them open their eyes and list all the things they heard. Have students add *dear* and *deer* to the Homophone Section of their notebooks.

Speech-to-Print: -ear, -eer, -air, -are, -earn

Tracing: dear, hear, near

Added Practice: Reading Bear: long e: e

R-Vowel Pattern Review

On the board or screen, write the *r*-vowel pattern words presented in this unit. Mix the patterns so students

aren't simply using the first word as a clue to the other words in that column. Words listed in the sorting exercise can be used for this purpose. If students aren't able to read 90% of the words, continue to review them until they are able to do so.

Sorting (words should be sorted by rhyming sound)

car, pear, or, corn, air, for, there, art, care, born, arm, burn, heart, bird, cart, park, fur, far, floor, farm, nurse, mark, horn, where, poor, learn, star, jar, more, third, wear, chair, torn, dark, part, sore, tore, wore, word, share, score, store, hair, door, her, smart, pair, harm, turn, purse, sir, chart, start, stir, worn, herd, scare, earn, bark, bear

Secret Message

Write the words on the lines and read the secret message.

1. Take away the **p** from **Parks** and put in **Sh**. _____
2. Add **c** to **an**. _____
3. Add **s** to **care** _____
4. Add **d** to the end **an** _____
5. Add **h** to **arm**. _____
6. Take **b** away from **bus** _____

_____ .

Unit 11 Assessment

Administer the Checkup Test for Unit 11. Students should achieve a score of 90% on both subtests. Reteach words missed.

Other-Vowel Patterns

Other vowels include vowels that are neither long nor short and are not *r*-vowels. Other vowels include the following:

/aw/ saw, taught, ball, talk, cost, bought

/OO/ too, new, prove, soup, two, suit, truth

/oo/ wood, would, push, foot

/ow/ cow, out

/oi/ oil, boy

/aw/ Patterns

In some dialects, *caught* and some other words included here with /aw/ patterns may be pronounced with a short-*o* sound so that *caught* rhymes with *cot*. Make adjustments so that instruction fits your students' dialect.

-all Pattern

Displaying the pattern words below on the board or screen, explain that *all* makes an /aw/ sound. Underline *all* as you read the words. When presenting *small* emphasize the blend. Show students how *small* can be formed by adding *s* to *mall*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: all, ball*, call, fall, hall, tall, wall, mall, small

Mixed practice: fall, fear, hear, hall, small, smear

Sorting: all, ball, call, fall, hall, tall, wall, small; ear, dear, fear, hear, near

Assembling words: a, l, l, b, c, f, m, s all, ball, call, fall, mall, small

Scrambled sentence: Throw the small ball.

Rhymes: Jack Hall

 Go to Bed Late

Reading: Fish that Fly

Preteaching: through*, body, move*, football, how*, strange*, danger* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed.

Underline the syllables in *body*, *football*, and *danger*. Help students read the syllables and blend them.

Explain that the *ough* in *through* and the *o-e* in *move* have an /OO/ sound and the *g* in *strange* and *danger* has a /j/ pronunciation. Have several volunteers read the words.

Introduction & Discussion: Writing the words *sail through the air* on the board and reading them to students, tell students that some fish can sail through the air. Have students read the article to find out how and why some fish sail through the air. After students have read the article, discuss how and why some fish sail through the air. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: EL 1-9: "Sam and Nell Have a Ball"

Rhyme riddle: What do you call a high wall? (tall wall)

Spelling: all, ball, call, fall, tall, small

Writing: Have students draw a picture about a game in which a ball is used. Then have them write about the picture they drew.

Speech-to-Print: -all, -ill, -are, -ail, -ile, -ole, -old

Tracing: ball, call, fall, tall, small

Added Practice: Reading Bear: aw, au, al : d-e

-aw, -alk Patterns

Displaying the *aw* pattern words below on the board or screen, explain that *aw* makes an /aw/ sound.

Underline *aw* as you read the words. When presenting *claw*, *draw*, *straw*, emphasize the blends. Show students how *claw* can be formed by adding *c* to *law*, *draw* can be formed by adding *d* to *raw*, and *straw* can be formed by adding *tr* to *saw*. Displaying the *alk* pattern words below on the board or screen, explain that *al* when followed by *k* makes an /awk/ sound. Underline *alk* as you read the words. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: saw*, paw, law, claw, draw, straw; walk*, talk

Mixed practice: saw, small, call, claw, law, lead, draw, drop, wall, walk*, tall, talk

Sorting: saw, paw, law, claw, draw; all, ball, call, fall, hall, tall, wall, small (sort by sound and spelling)

Assembling words: a, aw, c, k, l, l, s, t, w call, wall, tall, paw, law, saw, claw, talk, walk

Scrambled sentence: Cats' paws have sharp claws.

Making Words: Distribute the letters: *a, c, l, s, w*

- Use three letters make the word *saw*.
- Change a letter to make *law*.
- Change a letter to make *caw* as in "The crows caw."
- Using all the letters, make a word (*claws*).

Rhyme: I Saw Esau

Reading: Fish that Walk

Preteaching: dries, breathe, push* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Explain that the *ie* in *dries* has a /ī/ sound, the *ea-e* in *breathe* has an /ē/ sound, and the *u* in *push* has an /oo/ sound. Have several volunteers read the words.

Introduction & Discussion: Writing *dries* on the board and reading it to students, ask students to tell what they think happens to fish when the lake where they are living dries up. Tell students that one kind of catfish

can walk to another lake. Have students read the article to find out how the walking catfish walk and how far they can walk. After students have read the article, discuss how the walking catfish walk and how far they can walk. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: CKLA: 1-3: “The Dog and the Ox,” SPELD Set 10: “The Fox and the Crow”

Complementary reading: Brenner, B. (1989). *Annie's pet*. New York: Bantam.

Rhyme riddle: I have teeth, but I can't eat. But I can cut a piece of wood in two. I rhyme with *paw*. What am I? (a saw)

Riddle: I fly high in the sky, but I am not a plane. I rhyme with *walk*. What am I? (hawk)

Spelling: saw, draw, walk, talk

Writing: Have students draw a picture of something interesting or special that they saw today or this week. It could be something that was funny or just interesting. Or have students write about the person they most like to talk to.

Speech-to-Print: -aw, -alk

Tracing: saw, draw, walk, talk

Added Practice: Reading Bear: aw, au, al : a-d

-aught, -ought, -ost Patterns

Displaying the pattern words below on the board or screen, explain that /aw/ can be spelled, *augh*, *ough* and /ol/. Underline the *augh*, *ough* spellings as you read the words. Underlining the words' *rimes* as you read them a second time, explain that the words *caught*, *taught*; *ought*, *bought*, *brought*, *thought* end with the word part *aught* or *ought*. Underlining the rimes in *cost* and *lost* as you read them a second time, explain that they end in *o*, *s*, *t* and form the word part *ost*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: caught, taught; ought, bought, brought, thought; cost, lost

Mixed practice: bought, ball, brought, call, caught, talk, taught

Sorting: caught, taught, ought, bought, brought; cost, lost; walk, talk, chalk (sort by rhyming sound)

Assembling words: au, ou, b, c, g, h, r, t, t ought, bought, brought, caught, taught

Scrambled sentence: We brought the lost dog to its owner.

Rhyme: Two Cats of Kilkenny

Reading: Puppy Tails

Prereading: about*, money, months, until*, love*, people, someone* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *about*, *money*, *until*, *people*, and *someone*. Help students read the syllables and blend them. Explain that the tricky *o* in *money*, *months*, *love*, and *some* (in *someone*) has a /u/ sound. Have several volunteers read the words.

Introduction & Discussion: Writing *puppy* on the board and having students read it, ask students how many now have a puppy or have had a puppy in the past. Discuss what it was like raising a puppy. Have students read the article to find out how Bob raises puppies to help blind people. After students have read the article, discuss how Bob raises puppies to help blind people. Discuss the special things that Bob does to help prepare the puppies for guiding the blind. Also have students read their answers to the fill-in-the blank sentences.

Spelling: caught, taught; ought, bought, brought; cost, lost

Riddle: Boys and girls mix me up with *bought*. But *bought* means "buy in time that has passed." I mean "bring in time that has passed." I also have one more sound than *bought* does. What word am I? (*brought*)

Writing: Have students draw a picture of something that they lost either recently or along time ago. Have them write a piece that tells about the lost item. Model the assignment by drawing a picture of something you lost and writing a brief piece about it.

Speech-to-Print: -aught, -ought, -ost, -ot

Tracing: caught, taught, ought, bought, cost, lost

Added Practice: Reading Bear: silent g, h, l: d-e

-ong, -awn Patterns

Displaying the *ong* pattern words below on the board or screen, explain that /aw/ can be spelled with an *o* followed by *ng*. Underline *ong* as you read the words. When presenting *strong*, emphasize the blend. Show students how *strong* can be formed by adding *tr* to *song*. Displaying the *-awn* pattern words below on the board or screen, underline *aw* as you read the words and explain that *aw* makes an an /aw/ sound.

Underlining *awn* as you read *lawn* and *yawn* a second time, explain that both words end in *a*, *w*, *n* and form the word part *-awn*. Have students read the pattern words until they can read them rapidly and accurately.

Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: long, song*, strong, wrong; lawn, yawn

Mixed practice: long, lost, lawn, wrong, saw, song, strong, yawn

Sorting: long, song, strong, wrong; caught, taught; ought, bought, brought; cost, lost; walk, talk, chalk (sort by sound and spelling)

Assembling words: aw, o, ng, l, n, s, t, r, w saw, straw, law, lawn, long, song, strong

Scrambled sentence: The birds sang a long song.

Song: Oh Where, Oh Where Has My Little Dog Gone?

Reading: Aye Aye

Preteaching: aye aye, finger, tunnels, tired, ready Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *finger*, *tunnels*, and *ready*. Help students read the syllables and blend them. Point out that the *g* in *finger* is used twice: *fing-ger*). Explain that *aye* and the *i-e* in *tired* have an /ɪ/ sound. Have several volunteers read the words.

Introduction & Discussion: Write the words *aye aye* on the board. Tell students that the the aye aye is an unusual animal. Have students read to find out about this unusual animal. After students have read the article, have students tell what they learned about the aye aye. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: SPELD Set 10: “Birds of Prey,” “Walk and Talk”

Complementary reading: Rylant, C. (1989). *Henry and Mudge get the cold shivers*. New York: Bradbury Press.

Riddle: I am a word that you do not like to hear. I rhyme with *song*. I am not right, so I must be _____.
(wrong)

Spelling: caught, taught; ought, bought, brought; cost, lost

Writing: Students discuss some interesting or funny things that happened to them a long time ago. Model the process by discussing and writing about some things that happened to you a long time ago.

Speech-to-Print: -aught, -ought, -ost

Added Practice: Reading Bear: aw, au, al : b

aw-Pattern Review

On the board or screen, write the /aw/ pattern words presented in this unit. Mix the patterns so students aren't simply using the first word as a clue to the other words in that column. Words listed in the sorting exercise can be used for this purpose. If students aren't able to read 90% of the words, continue to review

them until they are able to do so. Most important of all, have students read books that contain *aw*-pattern words.

Sorting (words should be sorted by rhyming sound)

all, cost, walk, paw, taught, song, call, talk, bought, saw, ball, fall, lost, long, hall, tall, law, caught, claw, wall, thought, hawk, small, ought, draw, straw, chalk, strong, brought, wrong

Secret Message

Write the words on the lines and read the secret message.

1. Take away the **M** from **Me** and put in **W**. ___ _
 2. Take away the **b** from **bought**. ___ _ _ _ _
 3. Take an **o** from **too**. ___ _
 4. Take away the **s** from **snow** and put in **k**. ___ _ _ _
 5. Take away the **b** from **bright** ___ _ _ _ _
 6. Keep **from** just as it is. ___ _ _ _ _
 7. Take away the **s** from **song** and put in **wr**. ___ _ _ _ _
-

Unit 12 Assessment

Administer the Checkup Test for Unit 12. Students should achieve a score of 90% on both subtests. Reteach words missed.

Unit 13: /OO/ Patterns

-oo, -oon, -une Patterns

Displaying the *-OO* pattern words below on the board or screen, underline *OO* as you read the words and explain that *oo* sometimes makes an /*OO*/ sound. Underlining *oon*, as you read the *oon* words a second time, explain that all these words end in *o*, *o*, *n* and form the word part *-oon*. When presenting *spoon*, emphasize the blend. Show students how *spoon* can be formed by adding *p* to *soon*. Displaying the *-une* pattern words below on the board or screen, underline *u_e* as you read the words and explain that *u_e* sometimes makes an /*OO*/ sound. Underlining *-une*, as you read the *une* words a second time, explain that *tune* and *prune* end in *u*, *n*, and *e* and form the word part *-une*. When presenting *prune*, emphasize the blend. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: zoo*, too, boo, moo, moon*, noon, soon, spoon, tune*, prune

Mixed practice: moo, moon, zoo, soon, spoon, too, noon

Sorting: zoo, too, boo, moo; moon, noon, soon, spoon; tune, prune; long, song, strong, wrong (sort by sound and spelling)

Assembling words: oo, u, e, s, p, t, m, n, n moo, moon, noon, soon, spoon, tune

Scrambled sentence: The zoo opens at noon.

Functional Reading: prunes label

Rhymes: Fooba Wooba John

The Balloon

Hey Diddle, Diddle

Reading: The Moon

Preteaching: pictures, women, bouncing, someday, anytime, sunlight, spaceship Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *pictures*, *women*, and *bouncing*. Help students read the syllables and blend them. Review the concept of compound words. Explain that each of the following words is made up of two known words that have been put together to make a new word: *someday*, *anytime*, *sunlight*, *spaceship*. Guide students as they read the words. Underline each word in the compounds if necessary. Have several volunteers read the words.

Introduction & Discussion: Writing the word *moon* on the board, ask students what they know about the moon. Writing the word *bounces* on the board, ask them to find out what bounces off the moon and other facts about the moon. After students have read the article, have students tell what bounces off the moon and what else they learned about the moon. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: CKLA 1-3: “The Two Dogs”

Complementary reading: Blocksma, M. (1992). *Yoo hoo, moon*. New York: Bantam.

Tooth on the loose! (2015). *Let's Find Out*, 49(5), 1.

Ziefert, H. (2005). *Move over!* New York: Sterling.

Rhyme riddle: What would you call a zoo for cows? (moo zoo)

Spelling: zoo, too, moon, noon, soon

Writing: Students draw a picture of the moon and write a sentence about the moon.

Speech-to-Print: -oo, -oon, -une

Tracing: zoo, too, moon, noon, soon

Added Practice: Reading Bear: OO : a-b

ew, -ue Patterns

Displaying the *-ew* pattern words below on the board or screen, underline *ew* as you read the words and explain that *ew* sometimes makes an /OO/ sound. When presenting *flew* and *grew*, emphasize the blend.

Displaying the *-ue* pattern words below on the board or screen, underline *ue* as you read the words and explain that *ue* sometimes makes an /OO/ sound. When presenting *blue* and *true*, emphasize the blend. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed.

Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: new*, chew, flew, grew; blue*, true, Sue

Mixed practice: new, noon, Sue, soon, blue, boo

Sorting: new, chew, flew, grew; blue, true, Sue, zoo; too, boo moo; moon, noon, soon, spoon (sort by rhyming sound and spelling)

Assembling words: ew, ue, b, f, l, n, ch new, chew, blue, flew, few

Scrambled sentence: The blue plane flew up into the sky.

Rhymes: Little Betty Blue

 The Old Man of Peru

Reading: Shrews

Preteaching: pointed, Goliath, pygmy, mammal, finger, weighs Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *pointed*, *Goliath*, *pygmy*, *mammal*, and *finger*. Help students read the syllables and blend them. Help students see familiar word parts such as the *mam* and *mal* in *mammal*, the *ing* and *er* in *finger*, and the *igh* as in *eight* and *weighs*. Point out that the *g* in *fingers* is pronounced twice: *fin-g-ers*. Have several volunteers read the words.

Introduction & Discussion: Ask students what they think the hardest-working animal of all is. Write their suggestions on the board. Add shrews if students fail to do so. Tell students that some people believe that shrews are the hardest-working animal. Have students read to find out how hard shrews work and why they work so hard. Also remind students to use the respellings to help them read hard words in the story if they have difficulty with them. After students have read the article, have students tell how hard shrews work and why they work so hard. Also have students pronounce the words in the article that were respelled and read

their answers to the fill-in-the blank sentences.

Available Additional Selections: SPELD Set 10: “Eat a Rainbow with Sant,” Kahn Backyard Wildlife: “Moose”

Complementary reading: Ziefert, H. (1997). *The ugly duckling*. New York: Puffin.

Functional reading: beef stew

Riddle: I rhyme with *blue*. I am not a lie, so I must be _____. (true)

Spelling: new, flew, grew; blue, true

Writing: Have students draw a picture of something new that they have or something new that they would like to have. Then have them write a piece that tells about their picture.

Speech-to-Print: -ew, -ue, -oo

Tracing: new, flew, grew, blue, true

Added Practice: Reading Bear: ew, ue: a-c

-oot, -uit, -ute Patterns

Displaying the *oot* pattern words below on the board or screen, underline *oo* as you read the words and explain that *oo* sometimes makes an /OO/ sound. Underlining *oot* as you read the words a second time, explain that the words end in *o, o, t* and form the word part *-oot*. Displaying the *uit* pattern words below on the board or screen, underline *ui* as you read the words and explain that *ui* sometimes makes an /OO/ sound. Underlining *uit* as you read the words a second time, explain that the words end in *u, i, t* and form the word part *-uit*. When presenting *fruit*, emphasize the blend. Underlining the *u_e* in *flute*, explain that *u_e* sometimes makes an /OO/ sound. Underlining *ute* as you read *flute* a second time, explain that the word ends in *u, t, e* and forms the word part *-ute*. Also emphasize the blend in *flute*. Lead students to see that /OO/ can be spelled in different ways. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: boot*, hoot, toot, shoot; fruit, suit; flute

Mixed practice: boot, blue, too, toot, suit, Sue, shoot, fruit, flute

Sorting: boot, hoot, toot, shoot; fruit, suit; new, chew, flew, grew; blue, true, Sue (sort by rhyming sound)

Assembling words: oo, ui, b, f, l, r, s, t too, boot, root, roof, fruit, suit

Scrambled sentence: The roots of the fruit tree grew deep.

Making words: Distribute the letters: *h, o, o, s, t*.

- Use two letters to make *to* as in "Go to school."
- Use three letters to make *too* as in "I ate too much candy."
- Use four letters to make the word *hoot*.
- Using all the letters, make the word. (*shoot*)

Rhyme: Little Boy Blue

Reading: The Best-Liked Fruit

Preteaching: banana, pounds, giraffe, sprout, ripen, yellow Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *banana*, *giraffe*, *ripen*, and *yellow*. Help students read the syllables and blend them. Help students see the *nan* in *banana*, the *raf* in *giraffe*, the *out* in *sprout*, the *pen* in *ripen*, and the *yell* and *ow* in *yellow*. Have several volunteers read the words.

Introduction & Discussion: Ask students to tell what their favorite fruit is. List their responses on the board. Tell students that most people pick bananas as their favorite fruit. Have students read the article to find out where bananas grow and how they grow and when they should be picked. After students have read the article, have students tell where bananas grow and how they grow and when they should be picked. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections:

CKLA: 1-4: "Cranes and Spoonbills," Kahn's 1st Grade Early Readers: "Peck Plays a Tune," Kahn's Animal Safari: "Red Pandas," Kahn's Backyard Wildlife: "Raccoons"

Complementary reading: Bogosian, H. (2015). Picture Puzzler. *Highlights For Children*, 70(3), 43.

Gregorich, B. (1984). *Sue likes blue*. Grand Haven, MI: School Zone.

Witty, B. (1991). *The raccoon on the moon*. Grand Haven, MI: School Zone.

Functional reading: fruit juice, fruit cocktail

Riddle: I can be a banana, a peach, or an apple. I can be a bunch of grapes or a lime. But I can not be green beans or peas. What am I? (fruit)

Spelling: boot, shoot, fruit, suit

Writing: Students draw a picture of their favorite fruits and write a sentence as a caption.

Speech-to-Print: oot, -uit, -ute

Tracing: : boot, shoot, fruit, suit

Added Practice: Reading Bear: OO: c

-ool, -ule Patterns

Displaying the *ool* pattern words below on the board or screen, underline *oo* as you read the words and explain that *oo* sometimes makes an /OO/ sound. Underlining *ool* as you read the words a second time, explain that the words end in *o, o, l* and form the word part *-ool*. When presenting *stool* and *school*, emphasize the blends. Displaying *rule* on the board or screen, underline *u_e* as you read the word and explain that *u_e* sometimes makes an /OO/ sound. Underlining *ule* as you read the words a second time, explain that the words end in *u, l, e* and form the word part *-ule*. Lead students to see that /OO/ can be spelled in different ways. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: cool, fool, pool, tool, stool, school*; rule*

Mixed practice: fool, fruit, toot, tool, school, rule, suit

Sorting: cool, fool, pool, tool, school; boot, hoot, toot, shoot, fruit, suit (sort by rhyming sound)

Assembling words: oo, c, l, f, n, s, t too, tool, stool, cool, fool, soon

Scrambled sentence: The new school has a swimming pool.

Rhymes: This Is the Way We Go to School

Mary Had a Little Lamb

Reading: Playing Possum

Preteaching: possum, animals*, predator, attacks, alive* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *possum*, *animals*, *predator*, *attacks*, and *alive*. Help students read the syllables and blend them. Have several volunteers read the words.

Introduction & Discussion: Writing *playing possum* on the board, ask students if they have ever heard that expression and, if so, if they know what it means. Writing the word *predators* on the board, invite students to read it and tell what it means. Tell students that possums protect themselves from predators by “playing possum.” Have students read the article to find out how possums play possum. After students have read the article, have students tell how possums protect themselves from predators by “playing possum.” Also have students read their answers to the fill-in-the blank sentences.

CKLA 1-3: “King Log and King Crane,” SPELD Set 5: “Kora the Dog and the Kangaroo Tail”

Complementary reading: Platt, K. (1977). *Big Max in the mystery of the missing moose*. New York:

HarperCollins.

Rhyme riddle: What do you call a pool that is full of cold water? (cool pool)

Spelling: cool, fool, pool, tool, school

Writing: Have students write a piece that tells about their school.

Speech-to-Print: -ool, -ule

Tracing: : cool, pool, tool, school

-oom, -oup Patterns

Displaying the *oom* pattern words below on the board or screen, underline *oo* as you read the words and explain that *oo* sometimes makes an /OO/ sound. Underlining *oom* as you read the words a second time, explain that the words end in *m* and form the word part *-oom*. When presenting *broom* and *bloom*, emphasize the blends. Show students how *broom* and *bloom* can be formed by adding *r* and *l* to *boom*. Displaying *soup* and *group* on the board or screen, underline *ou* as you read the words and explain that *ou* sometimes makes an /OO/ sound. Underlining *oup* as you read the words a second time, explain that the words end in *p* and forms the word part *-oup*. When presenting *group*, emphasize the blend. Displaying *move* on the board or screen, underline *o_e* as you read the word and explain that *o_e* sometimes makes an /OO/ sound. Underlining *ove* as you read the word a second time, explain that the word ends in *ve* and forms the word part *-ove*. Lead students to see that /OO/ can be spelled in different ways. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of of the practice and application activities.

Pattern words: boom, broom, room, bloom, zoom; soup, group (move)

Mixed practice: boom, boot, bloom, room, root, zoom

Sorting: boom, broom, room, bloom, zoom; group, soup; cool, fool, pool, tool, school; boot, hoot, toot, shoot

Assembling words: oo, ou, b, l, m, p, r, s boo, boom, room, broom, bloom, soup

Scrambled sentence: He swept the room with a new broom.

Rhyme: Old Woman, Old Woman

Reading: One-Room Schools

Preteaching: teacher, instead*, given* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *teacher*, *instead*, and *given*. Help students read the syllables and blend them. Point out that *ea* says /ē/ in *teacher* but /e/ in *instead*. Explain that these are the two main pronunciations for *ea*. Tell students that when they read a word

that contains *ea*, they should try a long-*e* pronunciation and, if that doesn't make a real word that makes sense in the sentence, they should try a short-*e* pronunciation. Demonstrate that a short-*e* pronunciation for *teacher* produces *techer*, which isn't a word. Likewise, a long-*e* pronunciation for *instead* produces *insteed*, which isn't a word. Have several volunteers read the preteaching words.

Introduction & Discussion: Writing the words *one-room schools* on the board and reading them to students, tell students that at one time many schools had just one room and all the children were taught in that room by one teacher. Have students read the article to find out what one-room schools were like. After students have read the article, have students tell what one-room schools were like for both the students and the teachers. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: SPELD Set 5: "The Kids' Band," "The Bet," Kahn's Animal Safari: "Dolphins," "Toucans"

Complementary reading: Dussling, J. (1996). *Stars*. New York: Grosset & Dunlap.
Silverman, M. (1991). *My tooth is loose*. New York: Viking.

Functional reading: soup labels

Rhyme riddle: What do you call a broom that sweeps very fast? (zoom broom)

Spelling: room, bloom, group, soup

Writing: Students draw a picture of the room in their homes that they like best and write a description of the room and tell why it is their favorite.

Speech-to-Print: -oom, (move), -oa, -oo

Tracing: room, bloom, group, soup

Added Practice: Reading Bear: long OO: c

OO-Pattern Review

On the board or screen, write the long-*OO* vowel pattern words presented in this unit. Mix the patterns so students aren't simply using the first word as a clue to the other words in that column. Words listed in the sorting exercise can be used for this purpose. If students aren't able to read 90% of the words, continue to review them until they are able to do so. Most important of all, have students read books that contain long-*OO* pattern words.

Sorting (words should be sorted by rhyming sound)

zoo, new, too, chew, fool, hoot, true, boo, rule, moo, zoom, shoot, group, blue, boot, cool, toot, moon, pool, school, noon, soon, tool, suit, flew, soup, room, boom, spoon, tune, fruit, grew, broom, bloom, prune

Secret Message

Write the words on the lines and read the secret message.

1. Keep **The** just as it is. _ _ _
 2. Take away the **s** from **suit** and add **fr**. _ _ _ _ _
 3. Add **s** to **tree**. _ _ _ _ _
 4. Take away the **n** from **new** and add **gr**. _ _ _ _
 5. Take away the **f** from **fall** and put in **t**. _ _ _ _ _
- _____ .

Unit 13 Assessment

Administer the Checkup Test for Unit 13. Students should achieve a score of 90% on both subtests. Reteach words missed.

Unit 14: /oo/ Patterns

-ook Pattern

Displaying the pattern words below on the board or screen, underline *oo* as you read the words and explain that *oo* sometimes makes an /oo/ sound. Underlining *ook* as you read the words a second time, explain that the words end in *o*, *o*, *k* and form the word part *-ook*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: book, cook, look, took, shook

Mixed practice: cool, cook, broom, book, shook, school, tool, took

Sorting: book, cook, look, took, shook; boom, broom, room, bloom, zoom

Assembling words: oo, b, c, k, l, r, t cook, crook, look, took, book, brook,

Scrambled sentence: Look at the book.

Rhymes: Fishy-fishy

 Little Bird

Reading: The Upside-Down Animal

Preteaching: sloth (slawth or sloth), tiny, enemies, itself, ground Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the

syllables in *tiny*, *enemies*, and *itself*. Help students read the syllables and blend them. Explain that *o* in *sloth* can have an /aw/ or /o/ pronunciation and the *ou* in *ground* has an /ow/ pronunciation as in *cow*. Have several volunteers read the words.

Introduction & Discussion: Writing the words *upside-down animal* on the board, tell students that today they will be reading about an upside-down animal. Invite them to guess what animal that might be. If no one guesses the animal, tell them that it is the sloth. Have student read the article to find out what the sloth looks like, where it lives, how it moves around, and how it keeps itself safe from its enemies. After students have read the article, discuss what the sloth looks like, where it lives, how it moves around, and how it keeps itself safe from its enemies. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: CKLA 1-3: “The Hares and the Frogs”

Complementary reading: Averill, E. (1960). *The fire cat*. New York: Harper & Row.

Riddle: I have many words. And I have stories. But I can not talk. I rhyme with *look*. What am I? (a book)

Spelling: book, cook, look, took, shook

Writing: Have students make a list of some good books that they have read.

Added Practice: Reading Bear: oo: d-e

-ood, -ould Patterns

Displaying the *ood* pattern words below on the board or screen, underline *oo* as you read the words and explain that *oo* sometimes makes an /oo/ sound. Underlining *ood* as you read the words a second time, explain that the words end in *o*, *o*, *d* and form the word part –*ood*. When presenting *stood*, emphasize the blend.

Displaying the *ould* pattern on the board or screen, underline *ou* as you read the word and explain that *ou* sometimes makes an /oo/ sound. Underlining *ould* as you read the words a second time, explain that the words end in *o,u*, *l*, *d* and form the word part –*ould*. Note that *wood* and *would* are homophones. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of of the practice and application activities.

Pattern words: wood*, good, hood, wood, stood; could, would, should

Mixed practice: could, cook, should, shook, stood, hood, hook

Assembling words: oo, ou, c, d, g, h, l, w good, hood, wood (from a tree), could, would

Sorting: wood, good, hood, stood; could, would, should; book, cook, look, took, shook (sort by sound and spelling)

Scrambled sentence: Look at the book.

Rhyme: Woodchuck

Reading: The Fish that Has a Saw

Preteaching: snout, along*, bottom* Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *along* and *bottom*. Help students read the syllables and blend them. Explain that the *ou* in *snout* has an /ow/ sound as in *cow*. Also discuss the meaning of *snout*. Have several volunteers read the words.

Introduction & Discussion: Write the word *sawfish* on the board. Tell students that they will be reading about a fish that looks like it has a saw. Have students read to find out what the saw really is and how the sawfish uses it. After students have read the article, discuss what the saw really is and how the sawfish uses it. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: CKLA 1-3: “The Fox and the Grapes,” “The Fox and the Crane,” SPELD Set 5: “Zoom Zoom”

Complementary reading: Brenner, B. (1989). *Lion and lamb*. New York: Bantam.

Riddle: I rhyme with *should* and sound just like *would*, but I am not *would*. I am not spelled *w-o-u-l-d*. You can knock on me and make things out of me. What am I? (wood)

Spelling: wood, good, could, would, should

Writing: Students draw a picture of something they might make if they had a lot of wood. Students then write a brief piece about their drawings.

Also have students add *wood* and *would* to their homophone books.

Speech-to-Print: -ood, -ould, -old

Tracing: good, could, would, should

Added Practice: Reading Bear: oo: e

-ull, -ush Patterns

Displaying the *ull* and *ush* pattern words and *put* on the board or screen, underline *u* as you read the words and explain that *u* sometimes makes an /oo/ sound. Underlining *ull* as you read the *ull* words a second time, explain that the words end in *u*, *l*, *l* and form the word part *-ull*. Underlining *ush* as you read the *ush* words a second time, explain that the words end *u*, *s*, *h* and form the word part *-ush*. Underlining *ut* as you read *put* a second time explain that *put* ends in *u*, *t* and forms the word part *ut*. Underlining the *oo* in *wool* explain that /oo/ can also be spelled with *oo* as in *wool*, which ends with *an o, o, l*. Lead students to see that /oo/ can be

spelled in different ways. Have students read the words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: pull, full, bull; push, bush; put (wool)

Mixed practice: pull, push, put, full, bush, wool

Sorting: pull, full, bull; push, bush; wood, good, stood; could, would, should (sort by sound & spelling)

Assembling words: u, l, l, b, p, sh, t bull, pull, put, push, bush

Scrambled sentence: The bag is full of wool.

Rhyme: Baa, Baa, Black Sheep

Reading: Wool

Prereading: bushy, camels, angora, cashmere Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *bushy*, *camels*, *angora*, and *cashmere*. Help students read the syllables and blend them. Also point out to students that *angora* and *cashmere* are respelled in the article according to their sounds and syllables. Show them how they can use this feature to read difficult words. Have several volunteers read the words.

Introduction & Discussion: Ask students to tell where we get wool. Write their responses on the board. Add sheep, camels, and goats if they fail to do so. Have students read to find out how wool is obtained and what kinds of wool goats have. After students have read the article, discuss how wool is obtained and what kinds of wool goats have. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Phillips, J. (1986). *My new boy*. New York: Random House.

Ziefert, H. (1996). *The turnip*. New York: Puffin.

Rhyme riddle: What do you call a bull that has had a lot to eat? (full bull)

Spelling: pull, full, push, bush

Writing: Have students tell what they would do if they had a bag full of money.

Speech-to-Print: -ull, -ush (put, wool)

Tracing: pull, full, push, bush

oo-Pattern Review

On the board or screen, write the short-oo vowel pattern words presented in this unit. Mix the patterns so students aren't simply using the first word as a clue to the other words in that column. Words listed in the sorting exercise can be used for this purpose. If students aren't able to read 90% of the words, continue to

review them until they are able to do so. Most important of all, have students read books that contain long-oo pattern words.

Sorting (words should be sorted by rhyming sound)

book, pull, good, cook, full, took, shook, wood, bush, bull, hood, stood, could, push, would, look, should

Secret Message

Write the words on the lines and read the secret message.

1. Keep **You** just as it is. _ _ _
 2. Take away the **w** from **would** and add **sh**. _ _ _ _ _
 3. Add **t** to **no**. _ _ _
 4. Take away the **b** from **bush** and add **p**. _ _ _ _
 5. Take the **f** from **for**. _ _
 6. Take away the **b** from **bull** and put in **p**. _ _ _ _ _
- _____ .

Unit 14 Assessment

Administer the Checkup Test for Unit 14. Students should achieve a score of 90% on both subtests. Reteach words missed.

Unit 15: ow Patterns

-ow Pattern

Displaying the pattern words below on the board or screen, underline *ow* as you read the words and explain that *ow* sometimes makes an /ow/ sound. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Minilesson and the practice and application activities.

Pattern words: cow, bow, how, now, wow

Minilesson: Trying Alternate Pronunciations

Having learned earlier that *ow* represents /ō/ as in *low* and *grow*, students might be confused by the *ow* spelling of /ow/. Explain that *ow* sometimes makes an /ō/ sound and sometimes makes an /ow/ sound. Tell students that one way to tell which pronunciation to use is to see if the word they sound out is a real word. If the word they sound out is not a real word, they should try another pronunciation. For instance, if they

pronounced *snow* as *snow* as in *cow*, they should then try the /ō/ pronunciation.

Mixed practice: cow, call, hood, how, would, wow

Sorting: cow, how, now, wow; pull, full, bull; wood, good, hood, stood

Assembling words: ow, b, c, h, n, w cow, bow, how, now, wow

Scrambled sentence: The bag is full of wool.

Rhymes: Bow, Wow, Wow

 What Animals Say

Reading: Worms Make Silk

Preteaching: moths, cocoon, gathered Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *cocoon* and *gathered*. Help students read the syllables and blend them. Explain that the *o* in *moths* has a /aw/ sound as in *cloth*. Have volunteers read the words. Discuss the meaning of *cocoon* if it is unfamiliar to students.

Introduction & Discussion: If available, bring in a piece of silk and pass it around to students. Have students feel it. Tell students that silk is soft, smooth, and strong and that it is made by worms. Have students read the article to find out how silkworms make silk. After students have read the article, discuss how silkworms make silk. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: A Pumpkin's Life. (2015). *Scholastic News -- Edition 1*, 72(2), 2.

Oppenheim, J. (1989). *"Not now!" said the cow*. New York: Bantam.

Riddle: I am not later or sooner. I rhyme with *cow* and I am right _____. (now)

Spelling: cow, how, now, wow

Writing: Explain to students that people say, "Wow!" when they want to show that they are happy or surprised. Have them draw a picture of a time when they said, "Wow!" and then write a piece that tells about the picture.

Speech-to-Print: -ow

Tracing: cow, how, now

Added Practice: Reading Bear: ow: a

-own (town) Pattern

Displaying the pattern words below on the board or screen, underline *ow* as you read the words and explain that *ow* sometimes makes an /ow/ sound. Underlining *own* as you read the words a second time, explain that

the words end in *o*, *w*, *n* and form the word part *-own*. When presenting *brown*, *crown*, *clown* emphasize the blends. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of of the practice and application activities.

Pattern words: down, town, brown, crown*, clown.

Mixed practice: cow, clown, crown, now, not, boat, brown

Sorting: down, town, brown, crown, clown; cow, how, now, wow

Assembling words: ow, b, c, d, l, n, r cow, bow, down, brown, crown, clown

Making Words: Distribute the letters: *c, n, o, r, w*.

- Use two letters to make the word *ow*.
- Add a letter to make *cow*
- Change a letter to make *now*
- Using all the letters, make a word. (*crown*)

Scrambled sentence: Take the brown cow to town.

Rhymes: Jack and Jill
 Dickery, Dickery, Dare
 Wee Willie Winkie

Reading: Clowns

Preteaching: covers, tiny Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in the words. Help students read the syllables and blend them. Explain that the *o* in *covers* has an /*u*/ sound and the *i* in *tiny* has an /*ī*/ sound and the *y*, an /*ē*/ sound.

Introduction & Discussion: Writing the word *clowns* on the board, ask students if they have ever seen clowns in person or on TV. Ask them to tell what the clowns did. Have students read the article to find out some things that clowns do to make people laugh. After students have read the article, have them tell about some of the things that clowns do to make people laugh. Have them discuss which trick or action is the funniest. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections:

SPELD Set 10: “The Camel that Had no Hump,” Kahn’s Super Cute: “Baby Owls”

Riddle: I rhyme with *clown*. I am not up, so I must be _____. (down)

Spelling: down, town, brown, clown.

Writing: Have students draw a picture of a clown and then write a piece that tells about their pictures.

Speech-to-Print: -own, -ow

Tracing: down, town, brown

Added Practice: Reading Bear: ow: b-c

-ound Pattern

Displaying the pattern words below on the board or screen, underline *ou* as you read the words and explain that *ou* sometimes makes an /ow/ sound. Underlining *ound* as you read the words a second time, explain that the words end in *o, u, n, d* and form the word part *-ound*. When presenting *ground* emphasize the blend. Show students how *ground* can be formed by adding *g* to *round*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of of the practice and application activities.

Pattern words: found, sound, round, pound, ground

Mixed practice: round, grow, ground, cow, clown, pound

Sorting: found, sound, round, pound, ground; down, town, brown, crown, clown

Assembling words: ou, d, f, g, n, r, s found, sound, round, ground

Scrambled sentence: She found her brown hat.

Functional reading: a lost and found sign

Rhyme: Wheels on the Bus
 Teddy Bear, Teddy Bear

Reading: Owls

Preteaching: feather, fluffy Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *feather* and *fluffy*. Help students read the syllables and blend them. Note that the *ea* in *feathers* has a short sound. Have several volunteers read the words.

Introduction & Discussion: Writing the word *owls* on the board, ask students to tell what they know about owls. Tell students that owls are good hunters. Have them read to find out why owls are good hunters. After students have read the article, have them discuss what makes owls good hunters. Also have students read their answers to the fill-in-the blank sentences

Available Additional Selections: EL 1-11: “I Look Out,” CKLA: 1-4: “Groundhogs,” SPELD Set 9: “The Flea that Jumped”

Complementary reading: Raffi. (1988). *Wheels on the bus*. New York: Crown.

Riddle: You can not see me, but you can hear me. I rhyme with *found*. (sound)

Spelling: found, sound, round, pound, ground

Writing: Have students write a list of the sounds that they like best.

Speech-to-Print: -ound, -ide, -ind

Tracing: found, sound, round, pound, ground

Added Practice: Reading Bear: ow: f-g

-oud, owd Patterns

Displaying the *oud* pattern words below on the board or screen, underline *ou* as you read the words and explain that *ou* sometimes makes an /ow/ sound. Underlining *oud* as you read the words a second time, explain that the words end in *o*, *u*, *d* and form the word part *-oud*. Displaying the word *crowd* on the board or screen, underline *ow* as you read the word and explain that *ow* sometimes makes an /ow/ sound.

Underlining *owd* as you read the words a second time, explain that the word ends in *o*, *w*, *d* and forms the word part *-owd*. Emphasize the blend in *crowd*. Lead students to see that /ow/ can be spelled in different ways. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of of the practice and application activities.

Pattern words: loud, cloud*, proud, crowd

Mixed practice: low, loud, cloud, clown, cow, crowd, proud

Sorting: loud, cloud, proud, crowd; found, sound, round, pound, ground; down, town, brown, crown, clown

Assembling words: ou, ow, c, d, l, p, r cow, owl, plow, loud, cloud, crowd

Scrambled sentence: The crowd was loud.

Rhyme: Windy Nights

Reading: Animal Sounds

Preteaching: howler, monkey Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *howler* and *monkey*. Help students read the syllables and blend them. Explain that the tricky *o* in *monkey* has a /u/ sound. Have several volunteers read the words.

Introduction & Discussion: Ask students to guess which animal is the loudest. Writing the words *howler monkeys* on the board, tell students that many believe howler monkeys are the loudest. Have students read the

article to find out how, when, and why howler monkeys make so much noise. After students have read the article, have them discuss how, when, and why howler monkeys make so much noise. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: CKLA 1-3: “The Tree and the Reeds,” SPELD Set 10: “Showdown”

Complementary reading: Lobel, A. (1975). *Owl at home*. New York: HarperCollins.

Rylant, C. (1987). *Henry and Mudge under the yellow moon*. New York: Bradbury Press.

Riddle: I can be a lot of boys and girls. And I can be a lot of big people, too. I can also be loud. I rhyme with *proud*, but I have a *w* where *proud* has a *u*, and I begin with a *c* instead of a *p*. What am I? (a crowd)

Spelling: loud, cloud, proud, crowd

Writing: Have students write a piece telling about something that they are proud of.

Speech-to-Print: -oud, owd

Tracing: loud, cloud, proud, crowd

-out, -outh, -our, -ouse Patterns

Displaying the *-out* pattern words below on the board or screen, underline *ou* as you read the words and explain that *ou* sometimes makes an /ow/ sound. Underlining *out* as you read the words a second time, explain that the words end in *o, u, t* and form the word and word part *out*. Displaying the *outh* pattern words below on the board or screen, underline *ou* as you read the words and explain that *ou* sometimes makes an /ow/ sound. Underlining *outh* as you read the words a second time, explain that the words end in *o, u, t, h* and form the word part *-outh*. Displaying the *-our* pattern words below on the board or screen, underline *ou* as you read the words and explain that *ou* sometimes makes an /ow/ sound. Underlining *our* as you read the words a second time, explain that the words end in *o, u, r* and form the word part *our*, which is also a word. When presenting *flour*, emphasize the blend. Displaying the *ouse* pattern words below on the board or screen, underline *ou* as you read the words and explain that *ou* sometimes makes an /ow/ sound. Underlining *ouse* as you read the words a second time, explain that the words end in *o, u, s, e* and form the word part *-ouse*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of of the practice and application activities.

Pattern words: out*, shout, mouth, south*, our, hour*, flour, house*, mouse

Mixed practice: out, our, mouth, mouse, south, shout, hour, house

Sorting: out, shout; mouth, south; our, hour, flour; house, mouse; loud, cloud, proud, crowd; found, sound, round, pound, ground

Assembling words: ou, e, m, r, s, t, th our, sour, out, mouth, south, mouse

Scrambled sentence: Joe's house is on South Street.

Rhymes: There Was a Crooked Man
I'm a Little Teapot
Way Down South Where Bananas Grow
The Boy in the Barn
A Sunshiny Shower

Reading: Clouds

Preteaching: giant, pillows, engine, people, morning Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *giant*, *pillows*, *engine*, *people*, and *morning*. Help students read the syllables and blend them. Explain that the *g* in *giant* and *engine* has a /j/ sound. Have several volunteers read the words.

Introduction & Discussion: Writing the phrase *giant fluffy pillows* on the board, tell students that clouds have been described as “giant fluffy pillows.” Have students read the article to learn how clouds are formed. After students have read the article, have them discuss how clouds are formed. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: CKLA 1-3: “The Dog and the Mule,” “The Fox and the Hen,” SPELD Set 7: “Tim and the Fun Run,” SPELD Set 10: “Lily, the Homerun Hero”

Complementary reading: Everett, L. (1988). *Bubble gum in the sky*. Mahtawah, NJ: Troll.

Hayward, L. (1988). *Hello, house*. New York: Random House.

Vinje, M. (1992). *Hanna's butterfly*. Grand Haven, MI: School Zone.

Riddle: What do you call a mouse that lives in someone's house? (house mouse)

Spelling: out, shout, south, our, house, mouse

Writing: Have students draw a picture of and write a description of their dream houses: houses where they might like to live if they could have any house they wanted.

Speech-to-Print: -out, -outh, -our, -ouse

Tracing: out, south, our, house

ow-Pattern Review

On the board or screen, write the /ow/ pattern words presented in this unit. Mix the patterns so students aren't simply using the first word as a clue to the other words in that column. Words listed in the sorting

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exercise can be used for this purpose. If students aren't able to read 90% of the words, continue to review them until they are able to do so. Most important of all, have students read books that contain /ow/ pattern words.

Sorting (words should be sorted by rhyming sound)

cow, found, shout, proud, crown, sound, down, cloud, how, town, mouse, now, south, brown, wow, clown, out, mouth, our, hour, flour, house, loud, crowd

Secret Message

Write the words on the lines and read the secret message.

1. Take the **D** from **dog** and put in **F**. ___ _ _

2 Take the **h** from **his**. ___ _

3 Take the **n** from **an**. ___

4. Add **c** to **loud**. ___ _ _ _ _

5. Keep **close** just as it is. ___ _ _ _ _

6. Keep **to** just as it is. ___ _

6. Keep **the** just as it is. ___ _ _

7. Add **g** to **round**. ___ _ _ _ _

_____.

Unit 15 Assessment

Administer the Checkup Test for Unit 15. Students should achieve a score of 90% on both subtests. Reteach words missed.

Unit 16: oy Patterns

-oy, -oin Patterns

Displaying the pattern words below on the board or screen, underline *oy* as you read the words and explain that *oy* makes an /oy/ sound. Displaying the *oin* pattern words below on the board or screen, underline *oi* as you read the words and explain that *oi* sometimes makes an /oy/ sound. Underlining *oin* as you read the words a second time, explain that the words end in *o*, *i*, *n* and form the word part *-oin*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of of the practice and application activities.

Pattern words: boy, toy, joy; coin, join

Mixed practice: boy, ball, coin, toy, tall, jay, joy, join,

Sorting: boy, toy, joy; our, hour, flour; loud, cloud, proud, crowd

Assembling words: oi, oy, b, c, j, n, t boy, toy, joy, join, coin

Scrambled sentence: The boy has a new toy.

Rhyme: The Gingerbread Man

Reading: The Eagle and the Mongooses

Preteaching: easy*, eagle, mongoose, furry, surprised Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *easy*, *eagle*, *mongoose*, *furry*, and *surprised*. Help students read the syllables and blend them. Have several volunteers read the words.

Introduction & Discussion: Writing the phrase *eagle and the mongoose* on the board, explain to students that a mongoose is a small furry animal. Tell students that an eagle has grabbed a mongoose. Have students read the article to learn what the other mongooses did when they saw the eagle grab a mongoose. After students have read the article, have them tell what the other mongooses did when they saw the eagle grab a mongoose. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections:

CKLA: 1-3: “The Bag of Coins,” SPELD Set 7: “Sant the Ant in Darwin,” “Hunting for Grubs,” SPELD Set 7: “The Quiz,” SPELD Set 9: “My Boy with a Toy,” SPELD Set 9: “Good Dog Harry”

Riddle: Kids can have fun with me. I can be a ball or a doll. I can be a game or a very small truck. My name rhymes with joy. What am I? (a toy)

Spelling: boy, toy, joy, join

Writing: Have students draw a picture of the toy that they like best and write a piece telling about the toy.

Speech-to-Print: -oy, -oin

Tracing: boy, toy, join

Added Practice: Reading Bear: oy, oi: a, d

-oil, -oice, -oise Patterns

Displaying the oil pattern words below on the board or screen, underline *oi* as you read the words and explain that *oi* makes an /oy/ sound. Underlining *oil* as you read *oil* and *boil* a second time, explain that the words end in *o*, *i*, *l* and form the word and word part *-oil*. Displaying *voice* and *noise* words below on the board or screen, underline *oi* as you read the words and explain that *oi* makes an /oy/ sound. Underlining *oice* as you

read *voice* a second time, explain that *voice* ends with an /s/ sound. Underlining *oise* as you read *noise* a second time, explain that *noise* ends with a /z/ sound. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: oil, boil, voice, noise

Mixed practice: oil, our, boy, boil, joy, join, noise

Sorting: oil, boil; boy, toy, joy; out, shout; mouth, south (sort by rhyming sound)

Assembling words: oi, e, b, c, j, l, n, s oil, boil, coin, join, noise

Scrambled sentence: The boiling water was making a noise.

Rhymes: Tom, Tom, the Piper's Son

Hot Boiled Beans

Reading: The Magic of Oil

Preteaching: plastic, phones Writing the words on the board, invite students to read the words or as much of each word as they can. Provide help as needed. Underline the syllables in *plastic*. Help students read the syllables and blend them. Explain that the *ph* in *phone* has an /f/ sound. Have several volunteers read the words.

Introduction & Discussion: Writing the title, “The Magic of Oil,” on the board, help students read it. Have students read the article to learn why oil is said to be magic. After students have read the article, have them tell why oil is said to be magic. Have students name some of the many products that are made from plastic. Also have students read their answers to the fill-in-the blank sentences.

Available Additional Selections: SPELD Set 9: “Fright at Night,” SPELD Set 10: “How to Grow Cherry Tomatoes”

Complementary Reading: Marshall, J. (1990). *Fox be nimble*. New York: Puffin.

Tidd, L. (1998). *The best pet yet*. Brookfield, CT: Millbrook.

Witty, B. (1991). *Noises in the night*. Grand Haven, MI: School Zone.

Rhyme riddle: What do you call noise that a crowd of boys makes? (boys' noise)

Spelling: oil, join, voice, noise

Writing: Have students make a list of noises that bother them.

Speech-to-Print: -oil, -oice, -oise

Tracing: oil, join, voice, noise

Added Practice: Reading Bear: oy, oi: b-d

oy-Pattern Review

On the board or screen, write the /oy/ pattern words presented in this unit. Mix the patterns so students aren't simply using the first word as a clue to the other words in that column. If students aren't able to read 90% of the words, continue to review them until they are able to do so. Most important of all, have students read books that contain pattern words.

Sorting (words should be sorted by rhyming sound)

boy, oil, toy, coin, boil, joy, join

Secret Message

Write the words on the lines and read the secret message.

1. Take **n** and **an** ____
2. Change the **t** in **time** to **d**. ____
3. Take the **h** from **his**. ____
4. Keep **a** just as it is. ____
5. Add **sm** to **all**. ____
6. Change the **j** in **join** to **c**. ____

Complementary Reading for Review of R-Vowel and Other-Vowel Patterns

Brenner, B. (1989). *Annie's pet*. New York: Bantam.

Hays, A. J. (2003). *The pup speaks up*. New York: Random House.

Hopkins, L. B. (1986). *Surprises*. New York: Harper.

Marshall, E. (1985). *Fox on wheels*. New York: Dutton.

Milton, J. (1985). *Dinosaur days*. New York: Random House.

Rylant, C. (1987). *Henry and Mudge: The first book*. New York: Scholastic.

Stambler, J. (1988). *Cat at bat*. New York: Dutton.

Unit 16 Assessment

Administer the Checkup Test for Unit 16. Students should achieve a score of 90% on both subtests. Reteach words missed.

End of Book C Assessment

In Level C, *r*-vowel and other-vowel patterns were introduced and reinforced. To assess students' command of these patterns, administer the Level C End-of Book Checkup: R-Vowel and Other-Vowel Patterns assessment. Students should be able to read at least 80% or 32 of the 40 pattern words and 80% or 16 of the 20 high-frequency words. You can also administer the Phonics Inventory. Items 30 through 50 on the Inventory assess *r*-vowel and other-vowel patterns. Students should be able to read at least 80% or 16 of the last 20 test words. Students should also be able to read 80% of the first 30 words, which assess short-vowel and long-vowel patterns. Level C also marks the conclusion of instruction in single-syllable patterns. Students who have successfully completed this level are now ready for instruction in multisyllabic patterns, which are presented in Level D. Level D is contained in *Accelerating Literacy Booster: 50 Lessons for Reading Multisyllabic Words*. Level D is available at buildingliteracy.org. Click on the Reserved Resources tab.

Appendix A

Phonics Inventory and Progress Chart

Phonics Inventory

Name _____ Date _____ Score ____/50

1. hat _____	18. trunk _____	35. fair _____
2. man _____	19. must _____	36. shirt _____
3. sit _____	20. black _____	37. clear _____
4. big _____	21. make _____	38. floor _____
5. can _____	22. ride _____	39. spark _____
6. top _____	23. place _____	40. torn _____
7. hen _____	24. hope _____	41. brook _____
8. bug _____	25. sheep _____	42. true _____
9. hot _____	26. use _____	43. broom _____
10. wet _____	27. sail _____	44. ground _____
11. stand _____	28. play _____	45. yawn _____
12. clap _____	29. coat _____	46. growl _____
13. trick _____	30. night _____	47. joy _____
14. drip _____	31. nurse _____	48. fault _____
15. spill _____	32. steer _____	49. noise _____
16. block _____	33. share _____	50. could _____
17. step _____	34. smart _____	

Directions: Explain to the student that they will be asked to read a series of words. Say that some of the words might be difficult but that the student is expected to try their hardest. Put the words on cards or have them read from a second copy of the list. Mark each response ✓ (correct) or check with a tail (incorrect) and write the incorrect response in the blanks as time allows. If the student doesn't respond within 5 seconds, supply the word. Stop when the student gets 5 words in a row wrong. The student's level is the highest one at which they get 8 out of 10 correct. Students should be instructed at a level if they get more than 2 out of 10 wrong at that level. Each level has ten items: 1-10, short-vowel patterns; 11-20, short vowels with blends; 21-30, long vowels; 31-40, *r* vowels; 41-50, other vowels.

Phonics Progress Monitoring Chart

Name _____ Grade _____ School Year _____

50										
49										
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2										
1										
	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June

Appendix B

Checkup Tests

Unit One Checkup: Short-a Patterns

Name _____ Grade _____ Date _____

Pattern Score _____/20 Word Score _____/20

Pattern Words

1. hat _____
2. man _____
3. ham _____
4. cat _____
5. sad _____
6. sat _____
7. map _____
8. bag _____
9. had _____
10. back _____
11. pan _____
12. rat _____
13. am _____
14. bad _____
15. can _____
16. jam _____
17. snack _____
18. nap _____
19. wag _____
20. black _____

High-Frequency Words

1. the _____
2. a _____
3. see _____
4. is _____
5. me _____
6. on _____
7. are _____
8. his _____
9. has _____
10. ball _____
11. do _____
12. of _____
13. what _____
14. you _____
15. have _____
16. like _____
17. cannot _____
18. what _____
19. and _____
20. where _____

Unit Two Checkup: Short-i Patterns

Name _____ Grade _____ Date _____

Pattern Score _____/20 Word Score _____/20

Pattern Words

1. sit _____
2. did _____
3. pin _____
4. big _____
5. hill _____
6. hid _____
7. tip _____
8. king _____
9. fish _____
10. dig _____
11. pink _____
12. little _____
13. pick _____
14. wish _____
15. ship _____
16. win _____
17. will _____
18. thing _____
19. trick _____
20. think _____

High-Frequency Words

1. to _____
2. be _____
3. so _____
4. pulls _____
5. your _____
6. water _____
7. eats _____
8. put _____
9. as _____
10. dog _____
11. does _____
12. fly _____
13. away _____
14. bird _____
15. of _____
16. this _____
17. look _____
18. some _____
19. what _____
20. where _____

Unit Three Checkup: Short-o Patterns

Name _____ Grade _____ Date _____

Pattern Score _____ /20 Word Score _____ /20

Pattern Words

1. mop _____
2. lot _____
3. top _____
4. hot _____
5. lock _____
6. pot _____
7. hop _____
8. not _____
9. fox _____
10. dot _____
11. pop _____
12. rock _____
13. spot _____
14. ox _____
15. shop _____
16. got _____
17. stop _____
18. block _____
19. pop _____
20. clock _____

High-Frequency Words

1. up _____
2. live _____
3. of _____
4. for _____
5. look _____
6. one _____
7. my _____
8. home _____
9. good _____
10. where _____
11. front _____
12. your _____
13. legs _____
14. seeds _____
15. over _____
16. fly _____
17. mother _____
18. father _____
19. baby _____
20. until _____

Unit Four Checkup: Short-e Patterns

Name _____ Grade _____ Date _____

Pattern Score _____/20 Word Score _____/20

Pattern Words

1. pet _____
2. tell _____
3. wet _____
4. hen _____
5. red _____
6. end _____
7. best _____
8. bed _____
9. ten _____
10. bell _____
11. let _____
12. sent _____
13. rest _____
14. fed _____
15. send _____
16. then _____
17. smell _____
18. spend _____
19. nest _____
20. spent _____

High-Frequency Words

1. my _____
2. no _____
3. was _____
4. or _____
5. want _____
6. food _____
7. from _____
8. out _____
9. of _____
10. put _____
11. fly _____
12. come _____
13. they _____
14. down _____
15. more _____
16. after _____
17. tree _____
18. build _____
19. eggs _____
20. away _____

Unit Five Checkup: Short-u Patterns

Name _____ Grade _____ Date _____

Pattern Score _____ /20 Word Score _____ /20

Pattern Words

1. cup _____
2. sun _____
3. dug _____
4. but _____
5. mud _____
6. us _____
7. bug _____
8. up _____
9. rug _____
10. cub _____
11. bud _____
12. hum _____
13. fun _____
14. bus _____
15. shut _____
16. duck _____
17. skunk _____
18. must _____
19. truck _____
20. jump _____

High-Frequency Words

1. go _____
2. one _____
3. dog _____
4. do _____
5. long _____
6. no _____
7. pull _____
8. even _____
9. looks _____
10. called _____
11. your _____
12. give _____
13. some _____
14. two _____
15. what _____
16. after _____
17. water _____
18. comes _____
19. other _____
20. animals _____

Level A End-of Book Checkup: Short-Vowel Patterns

Name _____ Grade _____ Date _____

Pattern Score _____ /40 Word Score _____ /20

Pattern Words

1. cat _____
2. sit _____
3. hot _____
4. wet _____
5. cup _____
6. bag _____
7. ran _____
8. had _____
9. men _____
10. sell _____
11. fed _____
12. mop _____
13. can _____
14. rid _____
15. win _____
16. wing _____
17. fill _____
18. fun _____
19. did _____
20. bus _____
21. lock _____
22. flag _____
23. stick _____
24. thin _____
25. drink _____
26. when _____
27. still _____
28. shop _____
29. flag _____
30. went _____
31. spend _____
32. smell _____
33. stop _____
34. neck _____
35. bring _____
36. drop _____
37. step _____
38. jump _____
39. think _____
40. skunk _____

High-Frequency Words

1. two _____
2. are _____
3. have _____
4. where _____
5. come _____
6. does _____
7. you _____
8. my _____
9. was _____
10. after _____
11. all _____
12. too _____
13. they _____
14. want _____
15. on _____
16. good _____
17. what _____
18. other _____
19. do _____
20. give _____

Unit Six Checkup: Long-a Patterns

Name _____ Grade _____ Date _____

Pattern Score ____/20 Word Score ____/20

Pattern Words

1. cake _____
2. game _____
3. late _____
4. day _____
5. shade _____
6. rain _____
7. save _____
8. plane _____
9. race _____
10. sail _____
11. snake _____
12. name _____
13. plate _____
14. cane _____
15. page _____
16. paid _____
17. place _____
18. train _____
19. play _____
20. trail _____

High-Frequency Words

1. from _____
2. during _____
3. have _____
4. ever _____
5. look _____
6. some _____
7. very _____
8. where _____
9. about _____
10. long _____
11. another _____
12. does _____
13. after _____
14. above _____
15. any _____
16. off _____
17. other _____
18. pull _____
19. want _____
20. would _____

Unit Seven Checkup: Long-i Patterns

Name _____ Grade _____ Date _____

Pattern Score _____/20 Word Score _____/20

Pattern Words

1. pie _____
2. high _____
3. night _____
4. bike _____
5. ride _____
6. mine _____
7. time _____
8. mice _____
9. mile _____
10. fly _____
11. bite _____
12. like _____
13. right _____
14. child _____
15. slide _____
16. sign _____
17. find _____
18. lime _____
19. twice _____
20. smile _____

High-Frequency Words

1. turn _____
2. also _____
3. who _____
4. look _____
5. air _____
6. under _____
7. says _____
8. true _____
9. dog _____
10. too _____
11. who _____
12. from _____
13. more _____
14. move _____
15. ago _____
16. could _____
17. hear _____
18. instead _____
19. dark _____
20. other _____

Unit Eight Checkup: Long-e Patterns

Name _____ Grade _____ Date _____

Pattern Score _____/20 Word Score _____/20

Pattern Words

1. see _____
2. tea _____
3. keep _____
4. seen _____
5. mean _____
6. feet _____
7. feel _____
8. seed _____
9. meat _____
10. field _____
11. free _____
12. key _____
13. sleep _____
14. queen _____
15. clean _____
16. sweet _____
17. chief _____
18. steal _____
19. dream _____
20. sweep _____

High-Frequency Words

1. food _____
2. blue _____
3. don't _____
4. watch _____
5. out _____
6. turn _____
7. food _____
8. warm _____
9. also _____
10. don't _____
11. small _____
12. which _____
13. four _____
14. part _____
15. another _____
16. our _____
17. about _____
18. danger _____
19. farm _____
20. someone _____

Unit Nine Checkup: Long-o Patterns

Name _____ Grade _____ Date _____

Pattern Score _____/20 Word Score _____/20

Pattern Checkup

1. go _____
2. roll _____
3. road _____
4. pole _____
5. boat _____
6. hold _____
7. joke _____
8. row _____
9. soak _____
10. coat _____
11. load _____
12. note _____
13. stole _____
14. those _____
15. gold _____
16. spoke _____
17. phone _____
18. broke _____
19. grow _____
20. smoke _____

High-Frequency Word Checkup

1. all _____
2. use _____
3. does _____
4. been _____
5. took _____
6. your _____
7. how _____
8. more _____
9. from _____
10. new _____
11. never _____
12. could _____
13. world _____
14. around _____
15. another _____
16. about _____
17. warm _____
18. between _____
19. also _____
20. other _____

Unit Ten Checkup: Long-u Patterns

Name _____ Grade _____ Date _____

Pattern Score _____/5 Word Score _____/5

Pattern Checkup

1. mule _____
2. few _____
3. huge _____
4. cute _____
5. use _____

High-Frequency Word Checkup

1. pulls _____
2. even _____
3. until _____
4. full _____
5. smart _____

Level B End-of-Book Check-Up: Long-Vowel Patterns

Name _____ Grade _____ Date _____

Pattern Score _____/40 Word Score _____/20

Pattern Words

1. cake _____
2. line _____
3. use _____
4. game _____
5. time _____
6. toad _____
7. while _____
8. twice _____
9. show _____
10. brave _____
11. while _____
12. cute _____
13. twice _____
14. dry _____
15. high _____
16. place _____
17. need _____
18. page _____
19. bead _____
20. nail _____

21. whole _____
22. train _____
23. coat _____
24. plane _____
25. joke _____
26. stay _____
27. meet _____
28. pie _____
29. heat _____
30. might _____
31. wheel _____
32. dry _____
33. line _____
34. plate _____
35. wide _____
36. shade _____
37. bike _____
38. free _____
39. time _____
40. real _____

High-Frequency Words

1. all _____
2. some _____
3. want _____
4. very _____
5. down _____
6. where _____
7. about _____
8. how _____
9. does _____
10. where _____
11. until _____
12. your _____
13. above _____
14. off _____
15. pull _____
16. their _____
17. after _____
18. should _____
19. another _____
20. during _____

Unit Eleven Checkup: r Patterns

Name _____ Date _____

Pattern Score _____/20

1. car _____
2. dark _____
3. farm _____
4. part _____
5. hair _____
6. care _____
7. poor _____
8. more _____
9. horn _____
10. her _____
11. turn _____
12. hear _____
13. star _____
14. shark _____
15. start _____
16. third _____
17. scare _____
18. stir _____
19. where _____
20. steer _____

Unit Twelve Checkup: aw Patterns

Name _____ Date _____

Pattern Score _____/20

1. call _____
2. paw _____
3. talk _____
4. long _____
5. cost _____
6. bought _____
7. lost _____
8. song _____
9. lawn _____
10. small _____
11. draw _____
12. chalk _____
13. taught _____
14. dawn _____
15. brought _____
16. caught _____
17. strong _____
18. drawn _____
19. wrong _____
20. claw _____

Unit Three Checkup: OO Patterns**Unit Four Checkup: oo Patterns**

Name _____ Date _____

Name _____ Date _____

Pattern Score _____/20

Pattern Score _____/10

1. zoo _____
2. noon _____
3. new _____
4. blue _____
5. boot _____
6. suit _____
7. soup _____
8. room _____
9. soon _____
10. chew _____
11. tool _____
12. shoot _____
13. zoom _____
14. spoon _____
15. flew _____
16. true _____
17. fruit _____
18. school _____
19. grew _____
20. broom _____

1. look _____
2. good _____
3. wool _____
4. full _____
5. push _____
6. wood _____
7. shook _____
8. stood _____
9. should _____
10. would _____

Unit Five Checkup: ow Patterns

Name _____ Date _____

Pattern Score _____/20

1. how _____
2. town _____
3. house _____
4. round _____
5. owl _____
6. our _____
7. loud _____
8. out _____
9. south _____
10. crowd _____
11. now _____
12. down _____
13. mouse _____
14. ground _____
15. growl _____
16. shout _____
17. crown _____
18. cloud _____
19. scout _____
20. proud _____

Unit Six Checkup: oy Patterns

Name _____ Date _____

Pattern Score _____/10

1. toy _____
2. join _____
3. boy _____
4. voice _____
5. oil _____
6. joy _____
7. coin _____
8. soil _____
9. boil _____
10. choice _____

LEVEL C END-OF-BOOK CHECK-UP

Name _____ Date _____ Pattern Score _____ /50

- | | | |
|----------------|-----------------|------------------|
| 1. car _____ | 18. room _____ | 35. small _____ |
| 2. dark _____ | 19. could _____ | 36. brown _____ |
| 3. wall _____ | 20. how _____ | 37. start _____ |
| 4. zoo _____ | 21. farm _____ | 38. grew _____ |
| 5. out _____ | 22. sound _____ | 39. spoon _____ |
| 6. her _____ | 23. road _____ | 40. third _____ |
| 7. long _____ | 24. house _____ | 41. true _____ |
| 8. saw _____ | 25. turn _____ | 42. smart _____ |
| 9. moon _____ | 26. deer _____ | 43. fruit _____ |
| 10. joy _____ | 27. hour _____ | 44. strong _____ |
| 11. part _____ | 28. join _____ | 45. shark _____ |
| 12. boy _____ | 29. south _____ | 46. school _____ |
| 13. loud _____ | 30. stir _____ | 47. stood _____ |
| 14. new _____ | 31. share _____ | 48. growl _____ |
| 15. took _____ | 32. drawn _____ | 49. should _____ |
| 16. care _____ | 33. shook _____ | 50. choice _____ |
| 17. full _____ | 34. shoot _____ | |

Appendix C

Speech-to-Print Practice Exercises

Which word says?		
cat	can	cat
fat	fan	fat
mat	mat	man
Nat	Nan	Nat
rat	rat	ran

-at

Which word says?		
cat	can	cat
fan	fan	fat
can	can	cat
mat	man	mat
man	man	mat
Nat	Nan	Nat
ran	ran	rat
pat	pan	pat
van	van	vat
rat	ran	rat

-an, -at

Which word says?		
Dan	Dad	Dan
pan	pad	pan
Dad	Dad	Dan
pad	pad	pan
mad	mad	man
man	mad	man

-ad, an

Which word says?		
am	am	at
sad	sad	Sam
ham	had	ham
Sam	sad	Sam
hat	ham	hat
Pam	Pam	Pat

-am, -ad, -at

Which word says?		
can	can	cap
tan	tan	tap
cap	can	cap
map	man	map
tap	tan	tap
man	man	map

ap, -an

Which word says?		
bad	bad	bag
bag	bad	bag
rag	rag	ran
ran	rag	ran
tag	tag	tan
tan	tag	tan

-ag, -ad, -an

Which word says?		
back	back	bad
bad	back	bad
pack	pack	pad
pad	pack	pad
sack	sack	sad
sad	sack	sad
tack	tack	tap
tap	tack	tap

-ack, -ad, -ap

Which word says?		
it	at	it
at	at	it
bat	bat	bit
bit	bat	bit
hat	hat	hit
hit	hat	hit
sat	sat	sit
sit	sat	sit

-it, -at

Which word says?		
big	bag	big
bag	bag	big
pat	pat	pig
pig	pat	pig
wig	wag	wig
wag	wag	wig

-ig, -ag, -at

Which word says?		
dish	dig	dish
dig	dig	dish
fish	fish	fit
wish	wig	wish
wig	wig	wish
fit	fish	fit

-ish, -ig, -it

Which word says?		
in	in	it
pin	pan	pin
sit	sin	sit
tin	tan	tin
fit	fin	fit
win	win	wit
fin	fan	fin

-in, -it

Which word says?		
bill	bill	bit
fill	fill	fin
fin	fill	fin
fit	fill	fit
hill	hill	hit
hit	hill	hit
will	will	win
win	will	win

-ill, -in, & -it

Which word says?		
did	dad	did
dad	dad	did
lid	lid	little
little	lid	little
hid	hid	hill
hill	hid	hill
hit	hid	hit
kid	kid	kill

-id, -ad, -ill, -it

Which word says?		
king	kid	king
kid	kid	king
sing	sing	sit
sit	sing	sit
wing	win	wing
win	win	wing
thing	thin	thing
thin	thin	thing
ring	rid	ring
spring	sing	spring

-ing, -id, -it

Which word says?		
lip	lid	lip
lid	lid	lip
tin	tin	tip
tip	tin	tip
trip	tip	trip
dip	dip	drip
drip	dip	drip
sip	sip	slip
slip	sip	slip
ship	ship	slip

-ip, -id, -in

Which word says?		
chick	chick	chip
chip	chick	chip
lick	lick	lip
lip	lick	lip
pick	pick	pin
pin	pick	pin
sick	sick	stick
stick	sick	stick
tick	tick	trick
trick	tick	trick

-ick, -in, -ip

Which word says?		
link	lick	link
lick	lick	lick
lip	lick	lip
pick	pick	pin
pin	pick	pin
sick	sick	stick
stick	sick	stick
tick	tick	trick
trick	tick	trick
stink	sink	stink

-ink, -ick, -in, -ip

Which word says?		
dot	dip	dot
dip	dip	dot
hot	hat	hot
hat	hat	hot
hit	hat	hit
not	nap	not
nap	nap	not
lot	lit	lot
stop	top	stop

-ot, -ap, -at, -it

Which word says?		
hop	hop	hot
hot	hop	hot
map	map	mop
mop	map	mop
pop	pop	pot
pot	pop	pot
tap	tap	top
top	tap	top
ship	ship	shop
shop	ship	shop

-op, -ap, -ip, -ot

Which word says?		
ox	ax	ox
ox	ox	oxen
box	back	box
fox	fin	fox
boxes	box	boxes
foxes	fox	foxes

-ox, -ack

Which word says?		
lick	lick	lock
lock	lick	lock
lip	lick	lip
sick	sick	sock
sock	sick	sock
sip	sip	sock
black	black	block
block	black	block

-ock, -ack, -ick, -ip

Which word says?		
get	get	got
got	get	got
let	let	lot
lot	let	lot
met	met	mat
mat	met	mat
net	net	not
not	net	not
pet	pet	pot
pot	pet	pot
set	sat	set
sat	sat	set

-et, -at,- -ot

Which word says?		
ten	ten	tin
tin	ten	tin
men	man	men
man	man	men
pen	pen	pin
pin	pen	pin
when	when	win
win	when	win

-en, -an, -in

Which word says?		
bed	bad	bed
bad	bad	bed
led	led	lid
lid	led	lid
red	red	rid
rid	red	rid
sled	sled	slid
slid	sled	slid

-ed, -ad, -id

Which word says?		
bell	ball	bell
ball	ball	bell
bill	bad	bill
fell	fell	fill
fill	fell	fill
well	well	will
will	well	will
sell	sell	spell
spell	sell	spell

-ell, -all, -ill

Which word says?		
end	and	end
and	and	end
bend	bend	band
band	bend	band
lend	land	lend
land	land	lend
send	sand	send
sand	sand	send
send	send	spend
spend	send	spend

-end, -and

Which word says?		
set	set	sent
sent	set	sent
spent	sent	spent
ten	ten	tent
tent	ten	tent
tin	ten	tin
when	when	went
went	when	went

-ent, -en, -in

Which word says?		
bet	bet	best
best	bet	best
net	net	nest
nest	net	nest
pet	pet	pest
pest	pet	pest
wet	wet	west
west	wet	west
went	went	west

-est, -et, -ent

Which word says?		
up	up	us
pup	pop	pup
pop	pop	pup
cup	cap	cup
cap	cap	cup
puppy	pup	puppy

-up, -ap, -op

Which word says?		
but	bat	but
bat	bat	but
bet	bet	but
cut	cat	cut
cat	cat	cut
nut	net	nut
net	net	nut
shut	ship	shut
ship	ship	shut

-ut, -at, -et, -ip

Which word says?		
bug	big	bug
big	big	bug
dug	dig	dug
hug	hug	hut
rug	rag	rug
rag	rug	nut
mug	mug	mutt

-ug, -ag, -ig

Which word says?		
bun	bug	bun
bug	bug	bun
fun	fan	fun
gun	gun	gut
run	ran	run
sun	sin	sun
won	win	won

-un, -on, -ug

Which word says?		
cub	cab	cub
cab	cab	cub
rub	rid	rub
tab	tab	tub
tub	tab	tub
cup	cub	cup

-ub, -ab, -up

Which word says?		
hum	ham	hum
ham	ham	hum
him	him	hum
sum	Sam	sum
hump	hum	hump
bump	bum	bump
pup	pup	pump
pump	pup	pump

-um, ump, -am, -im, -up

Which word says?		
dust	duck	dust
duck	duck	dust
tuck	tuck	truck
luck	luck	truck
jump	jump	just
just	jump	just
mud	mud	must
must	mud	must

-ust, -uck, -ud

Which word says?		
bun	bun	bunk
bunk	bank	bunk
bank	bank	bunk
sun	sun	sunk
sunk	sun	sunk
skunk	sunk	skunk
trick	trick	trunk
trunk	trick	trunk
track	track	trunk

-unk, -ack, -ank, -ick, -un

Which word says?		
can	can	cane
cane	can	cane
cap	cap	cape
cape	cap	cape
tap	tap	tape
tape	tap	tape
mad	mad	made
made	mad	made
hat	hat	hate
plan	plan	plane
plane	plan	plane

-an, -ane, -ap, ape, -ad, -ade, -at, -ate

Which word says?		
back	back	bake
bake	back	bake
cap	cap	cape
cape	cap	cape
tack	tack	take
take	tack	take
snack	snack	snake
snake	snack	snake

-ake, -ack, -ap

Which word says?		
cake	cake	came
came	cake	came
gate	gate	game
game	gate	game
Sam	Sam	same
same	Sam	same
take	take	tame
tame	take	tame

-ame, -ake, -am

Which word says?		
day	date	day
hay	hat	hay
may	mat	may
ray	rat	ray
tray	ray	tray
say	sat	say
way	way	wet
away	way	away
pay	pay	play
play	pay	play

-ay

Which word says?		
ate	at	ate
at	at	ate
gate	gate	get
date	dig	date
hat	hat	hate
hate	hat	hate
plate	pat	plate
skate	sat	skate

-ate, -at

Which word says?		
cave	cake	cave
cake	cake	cave
gave	gate	gave
gate	gate	gave
save	save	say
wave	wave	way
brave	bake	brave

-ave, -ake, -ate

Which word says?		
mad	mad	made
made	mad	made
pad	pad	paid
paid	pad	paid
grade	grade	grave
gave	gave	grave
aid	add	aid
shade	shade	shut
afraid	afraid	away

-ade, -aid, -ad, -ave

Which word says?		
ace	ace	act
face	face	fast
fast	face	fast
race	race	rat
pay	pay	place
place	pay	place

-ace, -ast, -ay

Which word says?		
ace	ace	age
age	ace	age
cage	cage	case
case	cage	case
page	page	place
place	page	place
face	face	fact
fact	face	fact

-age, -ace, -ase, -act

Which word says?		
wave	wave	whale
whale	wave	whale
fail	fail	fill
fill	fail	fail
mail	mail	mill
mill	mail	mill
sail	sail	sat
tail	tail	tell

-ale, -ail, -ave, -ill

Which word says?		
man	man	main
main	man	main
ran	ran	rain
rain	ran	rain
pan	pan	pain
Jan	Jan	Jane
Jane	Jan	Jane
pain	pain	plain
plain	pain	plain
train	tan	train

-ain, -ane, -an

Which word says?		
pie	pay	pie
pay	pay	pie
lie	lie	lay
lay	lie	lay
die	die	day
day	die	day
tie	tie	tries
tries	tie	tries

-ie, -ies, -ay

Which word says?		
lie	lie	light
light	lie	light
tie	tie	tight
tight	tie	tight
sigh	sigh	sight
sight	sigh	sight
rid	rid	right
right	rid	right

-ight, -igh, -ie, -id

Which word says?		
bike	bake	bike
bake	bake	bike
high	high	hike
hike	high	hike
like	lake	like
lake	lake	like
make	make	Mike
Mike	make	Mike
bite	bit	bite
bit	bit	bite

-ike, -ake, -igh, -it, -ite

Which word says?		
ice	ice	it
it	ice	it
rice	race	rice
race	race	rice
price	place	price
tick	tick	twice
twice	tick	twice
Nick	Nick	nice
nice	Nick	nice

-ice, -ick

Which word says?		
Tim	Tim	time
time	Tim	time
tame	tame	time
dim	dim	dime
dime	dim	dime
lime	lime	lie
slime	lime	slime
slim	slim	slime
rhyme	ride	rhyme

-ime, -yme, -im

Which word says?		
hid	hid	hide
hide	hid	hide
rid	rid	ride
ride	rid	ride
Sid	Sid	side
side	Sid	side
slid	slid	slide
slide	slid	slide
tie	tie	tied
tied	tie	tied

-ide, -id, -ie

Which word says?		
lane	lane	line
line	lane	line
main	main	mine
mine	main	mine
pin	pin	pine
pine	pin	pine
van	van	vine
vine	van	vine
sign	shine	sign
shine	shine	sign

-ine, -ign, -ain, -in, -an

Which word says?		
mill	mill	mile
mile	mill	mile
pill	pill	pile
pile	pill	pile
will	will	while
while	will	while
lift	lift	life
life	lift	life
with	with	wife
wife	with	wife

-ile, -ife, -ill, -ift, -ith

Which word says?		
bit	bit	bite
bite	bit	bite
kit	kit	kite
kite	kit	kite
quit	quit	quite
quite	quit	quite
will	with	white
while	with	white

-ite, -ile, -ill, -ite

Which word says?		
fine	find	fine
find	find	fine
mine	mine	mind
mind	mine	mind
whine	whine	wind
wind	whine	wind
mile	mile	mild
mild	mile	mild

-ind, -ild, -ile, -ine

Which word says?		
die	die	dry
dry	die	dry
sigh	sigh	sky
sky	sigh	sky
mile	mile	my
my	mile	my
will	will	why
why	will	why
fly	fly	fry
fry	fly	fry

-y, -ie, -igh, -ile

Which word says?		
me	me	my
my	me	my
he	he	high
high	he	high
she	she	shy
shy	she	shy
bee	bee	by
by	bee	by
free	free	fry
fry	free	fry
tree	tree	three
three	tree	three
sea	sea	sit

-e, -ee, -ea, -ey, -igh, -y

Which word says?		
deep	deep	dip
dip	deep	dip
beep	beep	bit
bit	beep	bit
keep	keep	kite
kite	keep	kite
sleep	sleep	slip
slip	sleep	slip
sheep	sheep	ship
ship	sheep	ship
heap	heap	hit
hit	heap	hit

-eep, -eap, ip, -it, -ite

Which word says?		
men	men	mean
mean	men	mean
grin	grin	green
green	grin	green
seen	see	seen
bean	bean	beam
quite	quite	queen
queen	quite	queen
lean	lean	lend
clean	clam	clean

een, -ean, -en, -in, -ite, -am

Which word says?		
met	meet	met
meet	meet	met
feet	fight	feet
seat	seat	street
sweet	seat	sweet
street	street	sweet
best	beat	best
beat	beat	best
heat	hate	heat
meat	met	meat

-eet, eat, -est

Which word says?		
meal	mill	meal
mill	mill	meal
seal	seal	steal
steal	seal	steal
will	will	wheel
wheel	will	wheel
fill	fill	feel
fill	fill	feel
pill	pill	peel
peel	pill	peel

-eel, -eal, -il

Which word says?		
red	red	read
read	red	read
bed	bed	bead
bead	bed	bead
led	led	lead
lead	led	lead
fed	fed	feed
feed	fed	feed
Ned	Ned	need
need	Ned	need

-eed, -ead, -ed

Which word says?		
tea	tea	team
team	tea	team
be	be	beam
beam	be	beam
cream	cream	creep
dream	dream	drive
seem	seem	scream
scream	seem	scream
steam	steam	stream
stream	steam	stream

-eam, -ea, -eem

Which word says?		
feel	feel	field
field	feel	field
brief	beef	brief
cheese	cheese	chief
chief	cheese	chief
thief	thief	thieves
thieves	thief	thieves

-ie, -ieves, -ee

Which word says?		
no	no	not
not	no	not
go	go	got
got	go	got
mole	mail	mole
mail	mail	mole
roll	rail	roll
rail	rail	roll
toll	tail	toll
tail	tail	toll
whole	whole	while
while	whole	while

-o, -ole, -oll, -ail, -ot

Which word says?		
row	roll	row
roll	roll	row
crow	crow	cry
cry	crow	cry
go	go	grow
grow	go	grow
so	so	slow
slow	so	slow
show	show	slow
lot	lot	low
low	lot	low
knot	knot	know
knot	knot	know

-ow, -oll, -y, -ot

Which word says?		
fold	fan	fold
fan	fan	fold
gold	gold	got
came	cold	came
cold	cold	came
mole	mole	mold
mold	mole	mold
hole	hole	hold
hold	hole	hold
toll	toll	told
told	toll	told

-old, -oll, -an, -ole

oak	oak	oh
so	so	soak
soak	so	soak
croak	coat	croak
woke	wake	woke
broke	book	broke
spoke	speak	spoke
smoke	smoke	soak

-oak, -oke, -o, -oke

Which word says?		
bone	bone	bun
bun	bone	bun
alone	alone	along
along	alone	along
rise	rise	rose
rose	rise	rose
chose	chose	close
close	chose	close
these	these	those
those	these	those

-one, -ose, -un, -ong, -ise, -ose, -es

Which word says?		
got	got	goat
goat	got	goat
cot	cot	coat
coat	cot	coat
bite	bite	boat
boat	bite	boat
fight	fight	float
float	fight	float
note	not	note
wrote	rot	wrote

-oat, -ote, -ite, -ight

Which word says?		
hop	hop	hope
hope	hop	hope
rob	rob	robe
robe	rob	robe
slop	slop	slope
slope	slop	slope
glob	glob	globe
globe	glob	globe

-obe, -ope, -ob, -op

Which word says?		
toe	toe	toad
toad	toe	toad
low	load	low
load	load	low
rod	rod	road
road	rod	road

-oad, -oe, -ow, -od

Which word says?		
us	us	use
use	us	use
mule	moo	mule
hug	hug	huge
huge	hug	huge
cut	cut	cute
cute	cut	cute
few	few	foot

ule, -use, -uge, -ute, -ew, -us, -ut

Which word says?		
car	can	car
far	fan	far
jar	Jan	jar
tar	tan	tar
star	star	stop

-ar

Which word says?		
park	pack	park
pack	pack	park
back	back	bark
bark	back	bark
dark	dark	deck
deck	dark	deck
make	make	mark
mark	make	mark
shake	shake	shark
shark	shake	shark

-ark, -ack, -ake, -eck

Which word says?		
are	are	arm
arm	are	arm
far	far	farm
harm	hark	harm
dark	dark	deck
cart	car	cart
chart	chart	check
part	park	part
star	star	start
start	star	start
smart	smart	start
heart	heat	heart

-arm, -art, -ear

Which word says?		
car	car	care
care	car	care
hair	hair	heart
heart	hair	heart
pair	pair	park
park	pair	park
share	share	shark
shark	share	shark
scare	scare	square
square	scare	square
bear	bear	bark
bark	bear	bark

-air, -are (care), -ere (there), -ear (pear), -ar, -ark

Which word says?		
for	far	for
more	mark	more
sore	scare	sore
score	sore	score
store	sore	store
tore	tear	tore
wore	wear	wore
door	dark	door
four	four	floor
poor	pear	poor

-or, -ore, -oor, -ore, -our

Which word says?		
barn	barn	born
born	barn	born
car	car	corn
corn	car	corn
hair	hair	horn
horn	hair	horn
tore	tore	torn
torn	tore	torn
wore	war	worn
worn	war	worn
war	war	warn
warn	war	warn

-orn, -(w)ar, -(w)arn, -ar, -air

Which word says?		
sir	sir	sore
stir	sir	stir
fur	fire	fur
nurse	nice	nurse
purse	price	purse
her	hen	her

-ir, -ur, -urse, -er

Which word says?		
burn	born	burn
turn	torn	turn
car	car	corn
earn	eat	earn
learn	lean	learn
worm	worn	worm

-urn, -earn, -or(m)

Which word says?		
bird	bird	born
third	third	thirty
thirty	third	thirty
word	word	world
world	word	world
her	her	herd
herd	her	herd
heard	her	heard

-ird, (-irty) -eard, -ord, (-orld), -erd

Which word says?		
ear	ear	earn
earn	ear	earn
dear	dare	dear
dare	dare	dear
fear	fair	fear
fair	fair	fear
hear	hair	hear
hair	hair	hear
steer	stair	steer
stair	stair	steer

-ear, -eer, -air, -are, -earn

Which word says?		
ball	ball	bill
bill	ball	bill
call	call	care
care	call	care
fall	fail	fall
fail	fail	fall
hall	hall	hole
hole	hall	hole
mall	mall	mole
mole	mall	mole
tall	tall	told
told	tall	told
small	small	smile
smile	small	smile

-all, -ill, -are, -ail, -ile, -ole, -old

Which word says?		
saw	saw	see
see	saw	see
paw	paw	poor
poor	paw	poor
caw	caw	claw
claw	caw	claw
drop	draw	drop
draw	draw	drop
saw	saw	straw
straw	saw	straw
tall	tall	talk
talk	tall	talk
wall	wall	walk
walk	wall	walk

-aw, -alk

Which word says?		
called	called	caught
caught	called	caught
taught	taught	thought
thought	taught	thought
bought	bought	brought
brought	bought	brought
cot	cot	cost
cost	cot	cost
lot	lot	lost
lost	lot	lost

-aught, -ought, -ost, -ot

Which word says?		
long	long	lost
song	saw	song
strong	song	strong
wrong	write	wrong
law	law	lawn
lawn	law	lawn
yawn	yarn	yawn

-ong, -awn, -aw

Which word says?		
boo	blue	boo
too	tub	too
moon	moo	moon
soon	so	soon
spoon	soon	spoon
tune	too	tune
prune	price	prune

-oo, -oon, -une

Which word says?		
new	new	no
chew	chew	chose
boo	blue	boo
blue	blue	boo
too	too	true
true	too	true
Sue	so	Sue
flew	few	flew
grew	goo	grew

-ew, -ue, -oo

Which word says?		
boo	boo	boot
boot	boo	boot
too	too	toot
toot	too	toot
shoe	shoe	shoot
shoot	shoe	shoot
fruit	flute	fruit
flute	flute	fruit
suit	Sue	Suit

oot, -uit, -ute

Which word says?		
too	too	tool
tool	too	tool
stool	tool	stool
fool	food	fool
stool	school	stool
school	school	stool
rude	rude	rule
rule	rude	rule

-ool, -ule

Which word says?		
boom	boom	broom
broom	boom	broom
bloom	bloom	broom
roam	roam	room
room	roam	room
zoo	zoo	zoom
zoom	zoo	zoom
soup	soap	soup
group	grip	group
move	moon	move

-oom, -oup (move), -oa, -oo

Which word says?		
book	book	boom
boom	book	boom
hook	hook	hold
hold	hook	hold
look	like	look
tool	took	tool
took	took	tool
cook	cook	cool
cool	cook	cool
shook	school	shook

-ook, -oom, -ool, -old

Which word says?		
wood	wood	word
good	glad	good
hood	hood	hook
stood	stand	stood
cold	cold	could
could	cold	could
should	shook	should

-ood, -ould, -old

Which word says?		
pull	pull	put
put	pull	put
push	pull	push
full	fill	full
wood	wood	wool
wool	wood	wool
bull	bull	bush
bush	bull	bush

-ull, -ush (put, wool)

Which word says?		
bow	ball	bow
cow	call	cow
how	hall	how
now	no	now
wow	wall	wow

-ow

Which word says?		
bow	bow	brown
brown	bow	brown
cow	cow	clown
clown	cow	clown
crown	cow	crown
down	done	down
towel	towel	town
town	towel	town

-own, -ow

Which word says?		
found	find	found
find	find	found
sound	side	sound
side	side	sound
round	ride	round
ride	ride	round
pound	pound	proud
proud	pound	proud
ground	ground	growl

-ound, -ide, -ind

Which word says?		
loud	load	loud
cloud	cloud	crowd
proud	pow	proud
cow	cow	crowd
crowd	cow	crowd

-oud, owd

Which word says?		
our	our	out
out	our	out
shout	shout	south
mouth	mouse	mouth
mouse	mouse	mouth
south	sound	south
round	road	round
hour	hour	howl
flour	found	flour
house	hound	house

-out, -outh, -our, -ouse

Which word says?		
boy	by	boy
toy	tie	toy
joy	joy	join
join	joy	join
coin	coin	corn

-oy, -oin


Which word says?		
oil	oil	owl
boy	boil	boy
boil	boil	boy
nose	noise	nose
noise	noise	nose
voice	vase	voice

-oil, -oice, -oise

Appendix D

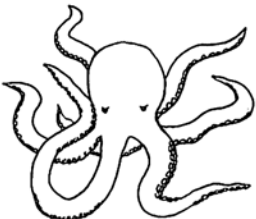
Short-Vowel Chart

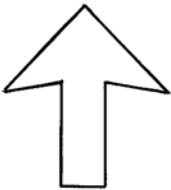
Short-Vowel Chart

a  /a/
apple

e  /e/
echo

i  /i/
itch

o  /o/
octopus

u  /u/
up

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