

Lesson 1 *Overview / Introduction*

Lesson Overview	<p>This lesson is an overview of the entire curriculum. It introduces the students to the structural components of English language (sound, letter) and sets the purpose for the syllable instruction lessons.</p> <p>This lesson includes the following parts:</p> <ul style="list-style-type: none"> - How English Works - Counting Sounds - Recognizing syllables - Etymology <p>Approximate Time: 40 Minutes.</p>
Objective	<p>To create a curiosity and an interest in letters, sounds, and decoding.</p> <p>To provide an introduction and overview of the curriculum.</p>
Materials	<p>Three Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 1, Activity A: Counting Sounds - Recognizing Syllables - Activity Book, Lesson 1, Activity B: Etymology
Preparation	

How English Works*Estimated Time: 10 min.*

- Say, “We are beginning a new curriculum to learn how to read and spell words accurately and quickly. Today we are going to learn about the English language and about what we will study. You won’t know the answers to some of the exercises we do today. Don’t worry about that because when we are finished with our work together, you will be able to answer all of the questions and exercises we do today.”
- Explain, “You will be studying linguistics. Linguistics is the science that explains how language works. We will also be studying phonology. Phonology is the study of the sounds of English. A sound in English is called a phoneme.”
- ≈ Write *linguistics* on the board.
- Say, “Linguistics is the science that studies all aspects of language.”
- ≈ Write *phonology* on the board indented and under *linguistics* to indicate that it is an area of linguistics.
- Say, “Phonology is the study of the sounds of language. A phoneme is another word for a sound.”
- ≈ Write *phoneme* on the board under *phonology*.
- ? Ask, “What is similar about the words *phonology* and *phoneme*?” (They begin with *phon*.)
- Say, “Right. What do you think *phon(e)* means?” (speech sound)
- Say, “Can you think of another word that has *phon(e)* in it?” (*telephone*)
- Say, “Why do you think *phone* is in *telephone*?” (We make speech sounds when we talk on the telephone.)
- Say, “English words are spelled with letters. How many letters do we have in English?” (26)
- Say, “Good. We use letters to represent sounds. There are twenty-six letters, but we have more than twenty-six sounds in English.”
- ? Ask, “How many sounds are there in English? Take a guess.” (Around 40 sounds. It depends on your accent or dialect.)

- ? Ask, “So how do we get forty sounds out of twenty-six letters?” (Sometimes we combine letters to represent a new sound (e.g., *s* usually represents /s/ and *h* usually represents /h/. But when we combine *s* and *h* in *ship*, the *s-h* together represent /sh/. Vowels can also work together to represent a new sound. *O-i* in *oil* represents the sound /oi/.)
- Say, “There are two basic kinds of sounds in English: vowels and consonants.”
- ? Ask, “Can someone name the vowels?” (*a, e, i, o, u*)
- Say, “Right. There are also two consonants that also are sometimes vowels: *y* and *w*. Let me give you an example. The *y* in *cycle* represents the sound of a long *i*. In *cow*, the *o* combines with *w* to serve as a vowel.”

Counting Sounds

Estimated Time: 10 min.

- Say, “Let’s try counting the sounds we hear in words. Listen to this word: *map*.”
- ? Ask, “How many sounds or phonemes are in *map*?” (3)
- Say, “Listen as I say each of the sounds: /m/ /a/ /p/.”
- ? Ask, “Can someone say the sounds in *map*?” [NOTE: Be sure they are clearly pronouncing each phoneme separately. Tell them to try to say the sound /p/ as /p/ rather than /pə/.]
- Explain, “So, there are three letters and three sounds in *map*. Sometimes the number of letters and sounds don’t match.”
- ? Ask, “How many sounds are in the word *girl*?” (3)
- ? Ask, “Can anyone say each of the sounds in *girl*?” (/g/ /r/ /l/)
- Explain, “There are four letters, but three sounds in *girl*.” [NOTE: If students are having difficulty with this task, practice a couple more words before proceeding with the exercise. Do not expect all students to master segmenting words into sounds at this point. The objective of this exercise is to introduce them to the relationship between letters and sounds. Try the words, *cake* (3) and *trap* (4).]
- Say, “Now let’s have you count the sounds in words. Look at **Activity A** in your book. Say the words quietly to yourself and write the number of sounds in the space next to the word.” (You may wish to have students work in pairs.)

Activity Book, Lesson 1, Activity A***Counting Sounds***

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

- Say, “Let’s review the answers.” (Have students pronounce the words and the sounds in the words.)
- ? Ask, “Why does *bomb* have only three sounds?” (The last *b* is silent.)
- ? Ask, “Why does *fix* have four sounds?” (The *x* at the end stands for 2 sounds: /k/ and /s/.)
- ? Ask, “Why does *tea* have two sounds?” (The *e-a* represents one sound, /ē/.)
- ? Ask, “Why does *idea* have four sounds?” (In this word the *e-a* represents 2 sounds, but you must listen carefully to hear them.)
- Pronounce *idea* slowly and distinctly, segmenting each sound.

Recognizing Syllables*Estimated Time: 10 min.*

- Say, “We have talked about phonemes. What is a phoneme?” (The sounds that the letters represent.)
 - Say, “Right. So, /m/ is a phoneme. We can put the phonemes /m/ /a/ /p/ together to make the word *map*. Words are also made up of syllables. If you can figure out the syllables in a word, you can read almost anything. First, let’s make sure you can hear syllables.”
 - Call on several students by name and ask them how many syllables are in their names. If students are having trouble hearing the natural breaks of syllables, ask them to place their hands under their chins. Each time their chin drops, they have said a new syllable.
- 📄 Display the transparency/PowerPoint with *antidisestablishmentarianism*.

? Ask, “Can anyone read this word?”

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

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

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

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

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

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

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

➤ Remove the word from the overhead projector.

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

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

Etymology*Estimated Time: 10 min.*

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

Activity Book, Lesson 1, Activity B
Etymology

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

- ☰ Display the transparency/PowerPoint and have students check their work.
- Say, “Let’s review the activity.”
- ? Ask, “What languages did you choose and why?”
- ? Ask, “What do you notice about all of the words in number five?” (They all contain the root word *dict*, which means to say.)

- Explain, “Knowing the language a word came from sometimes helps us read and spell that word.”
- Say, “Today we have begun our study of linguistics. You have begun to learn about phonology and phonemes, syllable patterns, and etymology. During this course, we will study all of these areas in more depth so that you will become competent, advanced readers, and spellers.”

Activity Book, Lesson 1, Activity A
Counting Sounds

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

Lesson 1
Recognizing Syllables

antidisestablishmentarianism

Activity Book, Lesson 1, Activity B
Etymology

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

Lesson 2

Short a and e in CVC Syllables

Lesson Overview	<p>This lesson focuses on CVC words that contain the short vowel sounds /a/ and /e/.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Document of the Day - New Pattern - short sounds of 'a' and 'e' - Segmenting and blending - The CVC pattern - Syllables with CVC - Spelling rule - double ff, ss, ll - Progress Check - Smooth Reading <p>Approximate Time: 60 Minutes</p>
Objective	<p>To learn the short sounds of a and e in CVC words</p> <p>To learn the doubling of the endings s, f, l in one syllable CVC words</p>
Materials	<p>Six Syllable Patterns Chart</p> <p>Spelling Rules Chart</p> <p>3 transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Document of the Day - Activity Book, Lesson 2, Activity B: Sort the Syllables - Activity Book, Lesson 2, Activity D: Smooth Reading
Preparation	<p>Display the Six Syllable Patterns Chart. Put an asterisk in front of CVC syllables (or mark it some other way). You will mark each syllable type as you introduce it.</p> <p>Display the Spelling Rules Chart. Put an asterisk in front of the first rule for doubling the -f, -s and -l in one syllable CVC words.</p>

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 2. In the last lesson, you learned about the sounds, or phonemes, in words and about syllables. Today we are going to learn about the short vowel sounds of the letters ‘a’ and ‘e’. We will also learn about a kind of syllable that tells you the vowel has a short sound.”
- Explain, “In some words and syllables, there is one sound for every letter. To read and spell these words, you need to be able to hear each of the separate sounds in the word. Some of the words in this lesson will be simple for you to read. We need to practice hearing the sounds in those words because it will help you read longer, multisyllabic words.”

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

- 📄 Display the Document of the Day transparency/PowerPoint.
- Read the poster placed in a store window to the students:

Ted’s Batting Cages

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

New Pattern—Short a and e*Estimated Time: 5 min.*

- ≈ Write **bat** on the board.
- ? Ask, “How do you pronounce this word?” (**bat**)
- ? Ask, “What is the vowel sound in bat?” (**/a/**)
- ? Ask, “Which word in the Document of the Day has the same vowel sound as bat?” (**grab**)
- ≈ Write **grab** on the board. The list will look like this:
 - bat**
 - grab**

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

≈ Write the students’ words on the board.

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

≈ Write the students’ words on the board.

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

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

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

≈ Write the words *bad* and *bed* on the board.

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

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

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

➤ Say, “Please repeat the words after me. Say the word, the separate sounds, the word again, and the vowel sound.”

bad, /b/ /a/ /d/, *bad*, /a/

bed, /b/ /e/ /d/, *bed*, /e/

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

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

? Ask, “Can someone say the sounds in *bad*?” (/b/ /a/ /d/)

- ? Ask, “Can someone tell me what sound the *a* in *bad* represents?” (/a/)
- ? Ask, “Can someone tell me the key word for the short *e*?” (*bed*)
- ? Ask, “Can someone say the sounds in *bed*?” (/b/ /e/ /d/)
- ? Ask, “Can someone tell me what sound the *e* in *bed* represents?” (/e/)
- ? Ask, “Please repeat after me: /a/.” (/a/)
- Say, “Notice the position of my mouth when I say /a/.”
- Say, “Now, repeat /e/ after me.” (/e/)
- ? Ask, “Can you alternate between the sounds /a/ and /e/?” [NOTE: Say /a/ followed by /e/ three or four times to model what you will ask students to do next. Exaggerate the position of your mouth.]
- Say, “Say /a/ and then /e/.”
- ? Ask, “What happens to your mouth when you change from the sound /a/ to /e/?” (The mouth moves from being wide open to having more of a smile.)
- ? Ask, “What is the key word for short *a*?” (*bad*)
- ? Ask, “What sound does *a* represent?” (/a/)
- **Additional Words for Re-teaching:** /a/: sat, rag, pat, map,
/e/: pet, red, hen, pen

Parts of Words—Segmenting and Blending

Estimated Time: 10 min.

- Say, “In order to spell words that you do not already know, you need to hear all the sounds in the word.”
- ≈ Write *rat* on the board.
- Say, “For example, if I want to spell the word *rat*, I say the word slowly and listen for all of the sounds—*rat*, /r/ /a/ /t/, *rat*. What is the key word associated with this sound?” (*bad*)
- ≈ Write *tap* on the board.
- Say, “The next word is *tap*, /t/ /a/ /p/, *tap*. It helps some people to tap their fingers as they do it.”

- Repeat the sequence, tapping thumb to fingers for each sound—*tap*, /t/ /a/ /p/, *tap*. For the rest of these segmenting activities, model tapping your fingers.
- Say, “Let’s try some other examples—how about the word *slap*. Say the word quietly to yourself and see if you can tell how many sounds you hear.”
- ? Ask, “How many sounds are in the word *slap*?” (four)
- Say, “Good! Listen as I do this example for you; *slap*, /s/ /l/ /a/ /p/, *slap*.”
- Say, “Now try to segment the word *stop* on your own.”
- ? Ask, “Would someone like to try it for us? Please say the word, segment it, and then say the word again.” (*Stop*, /s/ /t/ /o/ /p/, *stop*.)
- Say, “Let’s do one more—the next word is *blast*. How many sounds do you hear in this word?” (five)
- Say, “That’s right! Try that one on your own. [pause] Would anyone like to try that one for us aloud?” (*Blast*, /b/ /l/ /a/ /s/ /t/, *blast*.)
- Say, “Now we will do the same thing using syllables instead of words. Syllables are parts of words. It is important to get comfortable with looking at the smaller parts of words in order to read longer words more easily.”
- ≈ Write *crat* on the board.
- Say, “The first syllable we’ll look at is *crat*, /c/ /r/ /a/ /t/, *crat*. The syllable *crat* is in the word *democrat*, or *technocrat*, and many others.”
- ≈ Write *democrat* and *technocrat* under the syllable *crat*. Underline the syllable *crat* in each word. The list should look like this:
 - crat
 - democrat
 - technocrat
- Say, “The next syllable is *mag*. Would someone like to segment this one?” (*mag*, /m/ /a/ /g/, *mag*.)
- Say, “The syllable *mag* is in the word *magazine* and also in *magnet*.”

- ≈ Write *mag* on the board. Under it write the two examples *magnet* and *magazine*:

mag
magnet
magazine

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

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

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

- ▲ Point to *beg* on the board.

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

- ▲ Point to *sled*.

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

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

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

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

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

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

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

Activity Book, Lesson 2, Activity A

Read the Words and Syllables

1	2	3	4	5
best	bad	nap	hap (happy)	slen (slender)
bath	rent	mess	sen (sensitive)	dras (drastic)
pack	fled	grasp	cred (credit)	san (sandal)

The CVC Pattern

Estimated Time: 10 min.

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

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

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

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

bet
CVC

- Say, “A CVC syllable has one vowel and ends in a consonant. It doesn’t matter how many consonants come before or after the single vowel.”

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

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

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

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

bat
CVC

- Say, “*B* is a consonant, *a* is a vowel, and *t* is a consonant. Does everyone see the pattern—one vowel and ends in a consonant?”

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

brat
CVC

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

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

pest
CVC

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

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

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

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

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

- ▲ Point to *ad*.

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

- ▲ Point to *cake*.

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

- ▲ Point to *try*.

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

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

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

Activity Book, Lesson 2, Activity B**Sort the Syllables**

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

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

▲ Point to the Six Syllable Patterns Chart.

- Say, “This chart shows 6 syllable types that we will learn about. Today we learned about the first one—the CVC syllable. You have a copy of this chart at the back of your Activity Book to use as a reference.”
- **Additional Words for Re-teaching:** nap, snap, west, blast, blab, ab, rake, try.

Syllabification*Estimated Time: 10 min.*

- Say, “Next we are going to look at some of the syllables from **Activity B** and see how they fit together with other syllables to create longer words.”
- ≈ Write *mod* on the board.
- Say, “The syllable *mod* is found in many other words.”
- ≈ Write *modern*, *modify*, and *module* under the syllable *mod*. Underline the syllable *mod* in each word. Mark the syllable divisions with slashes like this:
mod / ern
mod / i / fy
mod / ule

[NOTE: The targeted syllable, *mod*, is a CVC syllable. Students should be able to read this syllable. If they are unable to read the other syllables that are not

CVC, do not worry about it. Explain that they will learn how to pronounce those syllables later. Do not bring attention to these syllables unless the students ask about them.]

- Say, “Let’s look at another example.”
- ≈ Write *trans* on the board.
- Say, “Can anyone think of a word which contains the syllable *trans*?” (examples: *transfer*, *transit*, *transport*)
- ≈ Write any examples students provide on the board. If they do not offer suggestions, write the words *transfer*, *transit*, and *transport*. Underline the syllables.
 - trans / *fer*
 - trans / *it*
 - trans / *port*
- Say, “Next let’s look at the syllable *dis*.”
- ≈ Write *discredit* on the board.
- Say, “This word contains three syllables. Who can tell us what they are?” (*dis* / *cred* / *it*)
- ≈ Write the word in separate syllables on the board - *dis* / *cred* / *it*
- Say, “Great. You can see how much easier it is to read longer words when you divide them into syllables.”

Spelling Rule

Estimated Time: 5 min.

- ≈ Write *mess*, *cuss*, *fluff*, *dreff*, *bell*, *ball*, and *sell* on the board.
- Say, “Now I’m going to give you a spelling tip for CVC words. Look at the words *mess*, *cuss*, *fluff*, *dreff*, *bell*, *ball*, and *sell*.”
- ? Ask, “Can someone tell me what they have in common?” (The final consonant is doubled.)
- ▲ Point to the first spelling rule on the Spelling Rules Chart.

- Say, “This is an easy spelling rule to learn. In one syllable CVC words that end in either *s*, *f*, or *l*, the final consonant is doubled. Of course there are exceptions such as *is*, *gas*, *pal*, etc. but generally the rule holds.” [NOTE: Write *gas*, *is* and *pal* on the board as you say them.]
- **Additional Words for Re-teaching:** less, press, bell, well, puff, stuff.

Progress Check

Estimated Time: 5 min.

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

Activity Book, Lesson 2, Activity C

Spelling Words

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

Smooth Reading

Estimated Time: 10 min.

Teacher Models the Syllable Strategy

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

Activity Book, Lesson 2, Activity D*Smooth Reading*

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

Word List

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

- ▲ Point to the first sentence on the transparency/PowerPoint.
- Say, “*When I wore my red...*Here is a word you might not know. First, break the word into two syllables.
- ▲ Draw a slash between the syllables—vel / vet.
- Say, “In the next lesson, we will learn how to divide words into syllables. Both of these syllables are CVC syllables with short vowels. The first syllable is /v/ /e/ /l/, *vel* and the second one is /v/ /e/ /t/, *vet*. If I put them together I get *vel - vet, velvet*.
- Read the phrase again—“*When I wore my red velvet pants.*” Then point to the words in the next phrase.
- Say, “*I felt like a -----*. Here is another word we can apply our strategy to. First I’ll break it into syllables.”
- ▲ Draw a slash between the syllables—prin / cess.
- Say, “Both of these syllables are CVC syllables with short vowels. The first one is /p/ /r/ /i/ /n/, *prin* and the second one is /s/ /e/ /s/, *cess, princess*.”
- Say, “*When I wore my red velvet pants, I felt like a princess*. That makes sense because a princess might wear red velvet pants.”

Students Apply the Strategy to the Passage

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

Students Read Words and Discuss

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

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

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

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

- Say, “Now you are going to practice reading the passage. One good way to develop more fluent reading skill is to practice reading the same passage several times. Each time you will read it more smoothly.”
- Say, “Get with your partner. One of you read it to the other. If the reader gets stuck or makes a mistake, the partner can help with the words. When the first person is finished, you can change roles and let the other person read. If you have time, keep on reading it a second time.”

Activity Book, Lesson 2
Document of the Day

Ted's Batting Cages

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

Activity Book, Lesson 2, Activity B
Sort the Syllables

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

Activity Book, Lesson 2, Activity D
Smooth Reading

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

Lesson 3

Short i, o, and u in CVC syllables

Lesson Overview	<p>This lesson focuses on CVC words that contain the short vowel sounds /i/, /o/ and /u/. The lesson also reviews the short sounds /a/ and /e/ and provides practice in syllabification of compound words. The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review of pattern-short sounds of /a/ and /e/ - Document of the Day - New Pattern - short sounds of /i/, /o/ and /u/ - Syllabification: Compound words - Spelling rule: -ck, -dge, tch, - Progress Check - Smooth Reading <p>Approximate Time: 50 Minutes</p>
Objective	<p>To learn the short sounds of <i>i</i>, <i>o</i>, and <i>u</i> To learn about compound words To review the short sounds of a and e To learn the spelling on the sounds k, j, and ch at the end of CVC syllables</p>
Materials	<p>Six Syllable Patterns Chart Strategy for Reading Multisyllabic Words Chart Spelling Rules Chart Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Document of the Day - Document of the day with underlined vowels - Key Words - Activity Book, Lesson 3, Activity A: Combine the Words - Activity Book, Lesson 3, Activity C: Smooth Reading
Preparation	<p>Display the Six Syllable Patterns of the English Language Chart. The CVC syllable has an asterisk. Display the Strategy for Reading Multisyllabic Words Chart. Mark the steps taught in this lesson with an asterisk:</p> <p style="padding-left: 40px;">Check the Context.</p> <ul style="list-style-type: none"> - Read the rest of the sentence and see if you can figure out the word from context. <p style="padding-left: 40px;">Look for Chunks.</p> <ul style="list-style-type: none"> - Is it a compound word? rain / bow <p>Display the Spelling rules Chart. Put an asterisk next to the second rule for the spelling of the sounds k, j, and ch at the end of CVC syllables.</p>

Introduction*Estimated Time: 1 min.*

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

Review*Estimated Time: 5 min.*

- Say, “Last session we worked on short vowel sounds and we used key words to help us remember them and to compare the difference in their sounds.”
- ? Ask, “Can someone tell me the key word for the sound /a/?” (***bad***)
- ? Ask, “Who can segment the sounds in *bad*?” (***/b/ /a/ /d/***)
- ? Ask, “Can someone tell me the sound of short *a*?” (***/a/***)
- ? Ask, “What is the key word for the sound /e/?” (***bed***)
- ? Ask, “Can someone segment the sounds in *bed*?” (***/b/ /e/ /d/***)
- ? Ask, “What is the sound of short *e*?” (***/e/***)
- Say, “We also learned about segmenting and blending the sounds in words. When you spell an unfamiliar word, you segment the sounds. What sounds do you hear in the word *met*? Say the word, then the sounds.” (***met, /m/ /e/ /t/***)
- ? Ask, “What sounds do you hear in the word *brat*?” (***brat, /b/ /r/ /a/ /t/***)
- Say, “When you read an unfamiliar word, you can blend, or sound out, the word.
- ≈ Write *scat* on the board.
- Say, “I’ll blend this one: /s/ /c/ /a/ /t/, *scat*. The first 2 letters, *s-c*, are a consonant blend; you hear both the *s* and the *c* blended together.”
- ≈ Write the following words or syllables on the board and call on students to blend them: *trap*, *check* (you could point out the consonant digraph—*ch*), *trem* (as in *tremble*).

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

- ☞ Display the Document of the Day transparency/PowerPoint.

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

- ? Ask, “Can someone read the Document of the Day?”
- Say, “Underline all of the short vowels in the Document of the Day.”
- When students are finished, display the transparency/PowerPoint with the answers. Answer students’ questions.

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

- ? Ask, “How many syllables are in *Bedrock*? (2) What kind of syllable is *bed*?” (CVC)
- ? Ask, “What kind of syllable is *rock*?” (CVC)
- Say, “Great. So we have two CVC syllables. What kind of a vowel sound do they have?” (short)
- Say, “Bedrock is made up of 2 smaller words. Words like this are called compound words. Can anyone find another one?” (*fastball*)
- Say, “Some multisyllabic words are compound words; they are made up of 2 words that you already know. When you try to read longer words, one thing you can do is look for smaller words in the longer word.”

New Pattern*Estimated Time: 15 min.*

- ≈ Write the letters *b* and *d* on the board like this:
b _ d
- Say, “Today you will learn the sounds of the remaining common short vowels. We’ve already worked on *a* and *e*.”
- ? Ask, “What are the remaining vowels?” (*i, o, u*)

≈ Write the letter *i* in the blank to make *bid*.

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

➤ Say, “Repeat after me: *bid*, /i/.”

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

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

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

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

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

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

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

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

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

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

➤ Say, “Repeat after me: *bod*, /o/.”

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

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

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

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

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

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

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

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

➤ Say, “Repeat after me: *bud*, /u/.”

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

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

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

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

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

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

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

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

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

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

Syllabification

Estimated Time: 5 min.

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

➤ Say, “Now look at the words in Activity A.”

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

Activity Book, Lesson 3, Activity A

Combine the Words

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

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

Spelling Rule

Estimated Time: 10 min.

- ≈ Write *stitch*, *botch*, and *catch* on the board.
- ? Ask, “What can you tell me about the vowel sound in each of these words?” (They all have a short vowel.)
- ? Ask, “What do you notice about the endings?” (They all end in *t-c-h*.)
- Say, “The ending *t-c-h* is the only three letter consonant combination in English. Even though there are three letters, there are not three sounds. Say the word *catch*. How many sounds are in *catch*?” (3)
- ? Ask, “Who can segment the sounds?” (/k/ /a/ /ch/)
- ? Ask, “How many sounds does *t-c-h* represent?” (1)
- Say, “Let me tell you when to use *t-c-h*. When you have a CVC word with a short vowel that ends in the sound /ch/, you spell the /ch/ with *t-c-h*.”
- Say, “Spell these 2 words on a piece of scratch paper: *Match*, Do you have a *match*? *Ditch*, He drove the car into a *ditch*.”
- ? Ask, “Did you use *t-c-h* at the end of the words? Why do *match* and *ditch* end in *t-c-h*?” (They are CVC words with a short vowel, so the /ch/ is spelled with *t-c-h*.)

- Say, “OK. Let’s look at another pattern.”
 - ≈ Write *back*, *Rick*, and *sock* on the board.
 - ? Ask, “Who can segment the sounds that are in *back*?” (/b/ /a/ /k/)
 - ? Ask, “How many sounds are there?” (3)
 - Say, “Good. So the ending *c-k* has two letters but represents one sound. Now, I am going to tell you something and ask you a challenging question. *Back* ends with *-ck* and *batch* ends with *t-c-h*. They follow the same rule or pattern. Can anyone explain what the pattern is?” (CVC words with a short vowel ending in /k/ are spelled with *c-k*. CVC words with a short vowel ending in /ch/ are spelled *t-c-h*.)
 - Say, “We are going to look at one more pattern that works the same way.”
 - ≈ Write *badge*, *ridge*, and *lodge* on the board.
 - ? Ask a student to read a word.
 - ? Ask students to segment the words.
 - Say, “Note that these words end in the sound /j/, but they are spelled with the letters *d-g-e*. When you have a CVC word with a short vowel ending in the sound /j/, it is usually spelled with the letters *d-g-e*.”
 - Explain, “These three consonant combinations, *c-k*, *d-g* and *t-c-h*, represent one sound. The combination *c-k* makes the sound of /k/; *d-g* makes the sound of /j/; and *t-c-h* sounds like /ch/. Even though there are multiple letters they represent only one phoneme. Since they are only one sound they cannot be separated.”
 - ▲ Point to the Second rule on the Spelling Rules Chart.
 - Say, “A simple spelling rule is: At the end of a CVC word, use *c-k*, *d-g-e* and *t-c-h*.”
- [NOTE: In a later lesson, students will learn why the *e* is present in *dge*. If they ask, tell them it is there to keep the sound of *g* soft (like /j/). Explain that they will study this pattern later.]
- **Additional words for Re-teaching:** watch, pitch, rack, pick, mock, dodge, judge, edge.

Progress Check*Estimated Time: 5 min.*

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

Activity Book, Lesson 3, Activity B**Spelling Words**

- | | |
|-----------|--|
| 1. crush | Can you <i>crush</i> a can in your bare hand? |
| 2. slim | The man stayed <i>slim</i> all his life. |
| 3. cost | It will <i>cost</i> \$7.00 to go to the movies. |
| 4. switch | Please turn on the light <i>switch</i> . |
| 5. judge | Tell it to the <i>judge</i> . |
| 6. track | The train ran off the <i>track</i> . |
| 7. grill | My brother likes to <i>grill</i> steaks over charcoal. |
| 8. fast | The car was driving too <i>fast</i> . |
| 9. mend | My grandmother likes to <i>mend</i> socks. |
| 10. crash | I heard a loud <i>crash</i> outside. |

Smooth Reading*Estimated Time: 10 min.***Teacher Models the Syllable Strategy**

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

Activity Book, Lesson 3, Activity C**Smooth Reading**

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

- Say, “Now I’ll show you how I would use the strategy.”

- Say, “*Ned dropped some...*Here is a word I don’t know. The first step in the strategy is ‘Check the Context’. That means to read the rest of the sentence and see if you can figure out the word from context. [Read from the Chart.] *Ned dropped some blank in his chair.* Well, context let’s me know that it is something small that he might drop in his chair.”
- Say, “What is the next step in the strategy? It says to ‘Look for Chunks’. And the first step under that is to ask if it is a compound word. Let’s see. Do I see any small words in the word? Yes, I see *pop* and *corn*. So the word is *popcorn*.”
- Say, “But I’m not done yet. After I figure out a word, I have to ‘Check the Context’ again to see if it makes sense. [Point to last step on Chart.] *Ned dropped some popcorn in his chair.* Does that make sense? Yes, I can easily imagine dropping popcorn in my chair when I eat it.”

Students Apply the Strategy to the Passage

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

Students Read Words and Discuss

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

Teacher Models Smooth Reading

- Say, “Now I will read the passage to model smooth reading.”
- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

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

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

- Say, “Now you are going to practice reading the passage. One good way to develop more fluent reading skill is to practice reading the same passage several times. Each time you will read it more smoothly.”
- Say, “Get with your partner. One of you read it to the other. If the reader gets stuck or makes a mistake, the partner can help with the words. When the first person is finished, you can change roles and let the other person read. If you have time, keep on reading it a second time.”

Activity Book, Lesson 3
Document of the Day

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

Activity Book, Lesson 3

Document of the day with Vowels Underlined

Bedrock wins big in the last inning.

Pitcher Rod Smith throws a ninety-six mile per
hour fastball.

Lesson 3
Key Words

bad

bed

bid

bod

bud

Activity Book, Lesson 3, Activity A
Combine the Words

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

Activity Book, Lesson 3, Activity C
Smooth Reading

Ned dropped some **popcorn** in his chair. He did not want to **budge**, so he left it there.

Since the chair was **black**, it left a mark on the edge of the seat. When Ned saw the mark, he got mad at **himself**. He had to **scratch** his head to think about how to fix this. He opted to clean the dirty **patch** with a napkin.

Lesson 4

Syllable Division With CVC Syllables

Lesson Overview	<p>This lesson focuses on CVC words that contain short vowel sounds. In addition, it provides instruction on division of words with CVC syllables.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Document of the Day - Review of short vowels - Progress Check - Smooth Reading <p>Approximate Time: 40 Minutes</p>
Objective	<p>To review and practice the short vowel sounds in CVC syllables. To learn how to divide multisyllabic words with CVC syllables.</p>
Materials	<p>Strategy for Multisyllabic Words Chart.</p> <p>Three Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Document of the Day - Activity Book, Lesson 4, Activity A: Syllabification - Activity Book, Lesson 4, Activity C: Smooth Reading
Preparation	<p>Add an asterisk to the following new section and lines of the strategy for multisyllabic words:</p> <p>Divide the Word and Say Each Syllable.</p> <ul style="list-style-type: none"> - Underline each vowel or vowel pair. Don't mark silent <i>e</i> (as in make). - If a vowel is followed by 2 or more consonants, divide between the consonants, keeping blends and digraphs together. Sep / tem / ber, con / struct, tur / tle

Introduction*Estimated Time: 1 Min.*

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

Review*Estimated Time: 5 min.*

- Say, “What is a CVC syllable?” (A syllable with one vowel that ends with a consonant.)
- Say, “That’s right, a CVC syllable has only 1 vowel and ends with a consonant.”
- ≈ Write *chip, tramp, need, egg, lake, scrap*, and so on the board.
- ? Ask, “Which of these words are CVC syllables? Why?” (*chip, tramp, egg, and scrap*; they have 1 vowel and end in a consonant.)
- ? Ask, “Why are the other words not CVC syllables?” (*need* has more than 1 vowel; *lake* doesn’t end in a consonant and has 2 vowels; *so* doesn’t end in a consonant.)
- ? Ask, “Which of these words has a consonant digraph? (*chip, ch*) Which of these words has a consonant blend?” (*tramp, tr* and *mp*; *scrap, scr*)

Document of the Day*Estimated Time: 15 min.***New York Money Masters**

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

- 📄 Display the Document of the Day Transparency/PowerPoint.
- ? Ask, “Would someone like to read the Document of the Day?” [NOTE: If the document is too difficult, you can skip this.]
- Say, “The Document of the Day is an advertisement from a group of stock brokers, who would like to manage your money for you. It has some long, multisyllabic words that might be difficult to read, especially if you have never seen them before. But if we can divide them into syllables, they are easy to

read because they are made up of CVC syllables. Today, we are going to learn how to divide words like this into syllables.”

- Explain, “A syllable is a part of a word that has a vowel sound in it. You can think of syllables as the beats in a word, like music has beats. So, in the word *baby*, there are two syllables—*ba* and *by*. The word *investment* has 3 syllables—*in vest ment*.” [NOTE: If students have difficulty with the concept of a syllable, practice saying some words by syllable.]
- Say, “To learn how to divide words into syllables, we are going to start with a 2-syllable word. Then we’ll try it with a couple of those 3-syllable words in the Document of the Day.”

≈ Write *absent* on the board.

- Say, “I am going to put a line under each vowel in this word. Except in very rare cases, every syllable will have a vowel. If we find the vowel first, it makes the word easier to divide into syllables. So, I am putting a line under the *a* and under the *e*.”
- Say, “Now look at the consonants between the *a* and the *e*. How many consonants are there?” (2)
- Say, “Right. There is a *b* and an *s*. When we have two consonants coming together in the middle of the word, we usually divide between the two consonants. So, I am going to write the word as two separate syllables.”

≈ Write *ab sent* on the board.

- Say, “We have two syllables: *ab* and *sent*. In the word *absent*, both syllables are CVC syllables. Each syllable has one vowel and ends with a consonant. The vowels are short vowels. *Ab sent, absent*.”
- Say, “Now let’s try a longer one from the Document of the Day.”

≈ Write *Manhattan* on the board.

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

≈ Underline the 3 vowels.

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

≈ Write *Man / hat / tan* on the board.

- Say, “Right. All of these syllables are CVC syllables. Each syllable has one vowel and ends with a consonant. The vowels are short vowels. *Man / hat / tan, Manhattan*. What does Manhattan mean?” (It is a part of NY city.)
- Say, “Now try dividing the words in **Activity A** into syllables. The first one is done for you. First, put a line under each vowel. Then look at the consonants between the vowels. Write the word as two separate syllables. After you have divided the words, reread them to yourselves. Remember, you will divide between the two consonants.”

Activity Book, Lesson 4, Activity A

Syllabification

Example: absent	<u>a</u> b / <u>s</u> ent
1. dentist	<u>d</u> en / <u>t</u> ist
2. splendid	<u>s</u> pl <u>e</u> n / <u>d</u> id
3. contact	<u>c</u> on / <u>t</u> act
4. trumpet	<u>t</u> rum / <u>p</u> et
5. frantic	<u>f</u> ra <u>n</u> / <u>t</u> ic
6. insist	<u>i</u> n / <u>s</u> ist
7. sluggish	<u>s</u> lug / <u>g</u> ish
8. inspect	<u>i</u> n / <u>s</u> pect

- 📄 Display the transparency/PowerPoint and have students check their work. Answer any questions they may have.
- Say, “Look at the last word in **Activity A**. How many consonants are between the vowels?” (3)
- Say, “Right. When there are more than 2 consonants between the vowels, you keep the consonant blend or digraph together. What is the consonant blend in #9? (*sp*) What are the 2 syllables in #9, and what is the word?” (*in/spect, inspect*)
- Say, “Right. *Inspect* means to look at something carefully.”
- **Additional Words for Re-teaching:** addend, abduct, Addison, fantastic

Progress Check

Estimated Time: 5 Min.

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

Activity Book, Lesson 4, Activity B

Word division

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

Smooth Reading*Estimated Time: 15 Min.***Teacher Models the Syllable Strategy**

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

📄 Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 4, Activity C**Smooth Reading**

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

- ▲ Point to the first sentence in the passage.
- Explain, “*Last week I went to see my...Here is a word I don’t know. First, I’ll ‘Check the Context.’ Last week I went to see my **blank about some pain.** Well, it must be someone who could help me with pain, like a doctor. Next, I’ll divide the word into syllables. I’ll put a slash between them instead of writing them again.*”
- ≈ Underline the vowels in *dentist*. Put a slash between *den* and *tist*.
- Say, “I’ll underline the vowels. There are 2 consonants between the vowels, so I’ll divide between them.”
- Say, “The first syllable is /d/ /e/ /n/, *den*. The next one is /t/ /i/ /s/ /t/, *tist*. When I put them together I get *den-tist*, *dentist*. Last, I’ll check to see if that makes sense. ‘*Last week I went to see my dentist about some pain.*’ OK. That makes sense.”

Students Apply the Strategy to the Passage

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

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

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

Students Practice Smooth Reading

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

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

- Say, “Now you are going to practice reading the passage. One good way to develop more fluent reading skill is to practice reading the same passage several times. Each time you will read it more smoothly.”
- Say, “Get with your partner. One of you read it to the other. If the reader gets stuck or makes a mistake, the partner can help with the words. When the first person is finished, you can change roles and let the other person read. If you have time, keep on reading it a second time.”

Activity Book, Lesson 4
Document of the Day

New York Money Masters

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

Activity Book, Lesson 4, Activity A
Syllabification

Example: absent	<u>ab</u> / <u>sent</u>
1. dentist	<u>den</u> / <u>tist</u>
2. splendid	<u>splen</u> / <u>did</u>
3. contact	<u>con</u> / <u>tact</u>
4. trumpet	<u>trum</u> / <u>pet</u>
5. frantic	<u>fran</u> / <u>tic</u>
6. insist	<u>in</u> / <u>sist</u>
7. sluggish	<u>slug</u> / <u>gish</u>
8. inspect	<u>in</u> / <u>spect</u>

Activity Book, Lesson 4, Activity C
Smooth Reading

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

Introduction*Estimated Time: 1 min.*

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

Review*Estimated Time: 15 min.*

- Say, “What is a CVC syllable?” **(A syllable with one vowel followed by at least one consonant.)**
- Say, “That’s right, a CVC syllable has only 1 vowel, and the vowel is followed by at least 1 consonant.”
- Say, “Now we will review the strategy we learned in the last lesson for decoding long words.”
- ≈ Write ‘*The friends wanted to establish a club*’ on the board.
- Say, “Suppose I were reading this sentence and got stuck on that big word. *The friends wanted to ...*What’s the first step in the strategy?” **(Check the context; read the rest of the sentence to see what would make sense.)**
- Say, “OK. *The friends wanted to blank a club.* That doesn’t help me too much; they wanted to do something to a club.”
- ? Ask, “What’s the next highlighted step that we learned in the last lesson?” **(Divide the word into syllables. Underline the vowels. If there are 2 consonants between the vowels, divide between the consonants.)**
- Say, “OK. I’ll underline the vowels.”
- ? Ask, “How many consonants are there between the *e* and the *a*?” **(2)**
- Say, “Good. So we divide between the two consonants, the *s* and the *t*.”
- ≈ Place a slash between the first and second syllables (*es / tabl-ish*).
- ? Ask, “How would we say the first syllable?” **(es) Is that a CVC syllable?” (Yes, it has 1 vowel followed by at least 1 consonant.)**
- Say, “OK. Where would the second division occur?” **(Between the *b* and the *l*.)**

- Say, “Great. You remembered that when there are two consonants, we usually divide between them. So now we have the three syllables in the word. Who can read this word?” (***establish***)
- Say, “Good. *Establish* means to create something or set up something. What’s the last step in the strategy?” (‘**Check the Context**’; read to see if it makes sense.)
- Say, “OK. *The friends wanted to establish a club.* That makes sense; they wanted to set up a club, like a men’s or women’s club.”
- Say, “Now turn your attention to **Activity A.**”
- Say, “Now it is your turn to divide some words into syllables by putting a slash between the syllables. Remember: When two vowel letters are separated by two consonants, you will usually divide between the two consonants. Underline the vowels and put a slash between the consonants that divide the syllables.”

Activity Book, Lesson 5, Activity A

Syllabification

1. public	pub / lic	4. Atlantic	At / lan / tic
2. compact	com / pact	5. fantastic	fan / tas / tic
3. Wisconsin	Wis / con / sin	6. consensus	con / sen / sus

- ☞ Display the transparency/PowerPoint and have students check their work.
- ? Ask, “How many syllables are in number 3?” (3)
- ? Ask, “What kind of syllable pattern does *Wis* have? (CVC) *con*? (CVC) *sin*?” (CVC)
- Say, “All three of these syllables end the same way: with a vowel followed by one or more consonants. They are all CVC syllables. So, by dividing the syllables, then recognizing the type of syllable, and reading by syllables, you can read long words. What is this word?” (***Wisconsin***)
- Say, “Number 6 is an uncommon word. Let’s see if you can read it. What are the syllables? (con / sen / sus) Are they all CVC syllables? (Yes) What is the word?” (**consensus**)
- Explain, “*Consensus* means that we all agree with each other about something.”
- Say, “Terrific. If you can read by syllables, you can read almost anything.”

Document of the Day*Estimated Time: 1 min.***Fishing Unlimited**

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

New Pattern - Prefixes and Suffixes*Estimated Time: 15 Min.*

- ☰ Display the Document of the Day transparency/PowerPoint.
- Say, “Let’s take a look at the Document of the Day together.”
- ? Ask, “Would someone like to read it to the class?”
- Explain, “Many multisyllabic words in English are formed by adding prefixes or suffixes to a root word. Learning about them is one of the best ways to decode and spell longer words.”
- Explain, “Prefixes and suffixes are word parts that carry meaning. *Pre* itself is a prefix which means before, so a prefix is added to the beginning of a word. They can be a letter or a group of letters. When added to a root word they change the meaning. The prefixes and suffixes used in English mostly come from Latin or Greek. Once you can recognize and become familiar with the meanings of prefixes and suffixes, it is easier to figure out the meaning of longer, more difficult words.”
- ≈ Write *successful* on the board.
- Explain, “This word comes from the first sentence in the Document of the Day: *Was your last fishing trip successful?* It has a common suffix. A suffix comes at the end of a word. What is the suffix? (**ful**) What do you think it means?” (**It means full of.**)
- Say, “Right. So someone who is *successful* is full of success or has a lot of success.”
[NOTE: The letter *l* often affects the sound of the vowel that comes before it. You or your students may notice that the *u* in *ful* is not exactly a short *u*. You are right. The same is even more true for *all* which does not sound like short *a*. You do not need to mention this to the learners. This note is just to make you aware in case the issue comes up.]
- ≈ Add *un* to make the word *unsuccessful*.
- Say, “Now I added the common prefix *un*. What does *un* mean?” (**not**)

- Say, “Right. So what does *unsuccessful* mean?” (Someone who did not have success.)
- Say, “After we have taken off any prefixes and suffixes, we call what is left the *root word*. The root word in *unsuccessful* is *success*.”
- Say, “Now turn your attention to **Activity B**. Many the words in this activity come from the Document of the Day.”
- Explain, “The object of this exercise is for you to learn to recognize some common prefixes and suffixes.”
- Say, “Let’s do the first one together. Look at the first word. This word has the prefix *un*. It has the common ending *-ed*. If we take off the prefix and suffix, what is left is the root word: *limit*. What does *limit* mean?” (A top level or maximum amount that you can’t go beyond; set a *limit*)
- Say, “Right. So *unlimited* means that there is no limit or no maximum. You can catch as many fish as you want.”
- Say, “Now continue through the list and complete the exercise on your own. Look at the word and look for a prefix and/or suffix. Write any prefix in the first column. Then write any suffix in the last column. Whatever is left is the root word; write it in the middle column. Then read the separate syllables and the whole word.”
- Say, “As you are finding the prefixes and suffixes, take a look at how they change the meaning of the word and think about the meaning of the prefix or suffix itself.”

Activity Book, Lesson 5, Activity B
Find the Prefixes and Suffixes

Word	Prefix	Root Word	Suffix
unlimited	un	limit	ed
fishing		fish	ing
unsuccessful	un	success	ful
discontented	dis	content	ed
unhappy	un	happy	
skillful		skill	ful
dishonest	dis	honest	
dislike	dis	like	
unhelpful	un	help	ful
helpless		help	less
endless		end	less
weeks		week	s
misprint	mis	print	
mistrust	mis	trust	
sickness		sick	ness
helpfulness		help	ful, ness

- ☰ Display the transparency/PowerPoint and have students check their answers.
- Say, “These are all very common prefixes and suffixes. You will see these quite frequently. By learning to recognize them you will become more fluent readers and better spellers. All of these prefixes and suffixes are CVC syllables. As we go on, you will learn more prefixes and suffixes.”
- Say, “Let’s look at the meaning of a few prefixes and suffixes from this exercise.”
- ? Ask, “Can someone tell the class the meaning of the prefix *un*?” (**not**)
- ? Ask, “Can someone tell me another prefix from this exercise that means ‘not’?” (**dis**)
- ? Ask, “Can someone tell the class the meaning of the suffix *-ful*?” (**full of**)
- ? Ask, “Can someone tell me a suffix that means the opposite of full?” (**less**)

- ? Ask, “What is the meaning of the prefix *mis*? (**bad**) What does *misprint* mean? (**A mistake in printing.**) What about *mistrust*?” (**When you don’t trust someone.**)
- Say, “The suffix *-ness* is interesting. It changes an adjective to a noun. For example, when you are *sick*, you have a *sickness*. If someone is *helpful*, they show *helpfulness*. A lot of adjectives can be changed to nouns this way.”
- Say, “There are 3 very common suffixes in the exercise: *-s*, *-e-d*, and *-i-n-g*. What does the suffix *-s* do? (**It changes a word from singular to plural.**) What about the suffix *-e-d*? (**It changes a verb to past tense.**) We also add *-i-n-g* to verbs to change how we use them.”
- Say, “All of these prefixes and suffixes, and others, are listed in the chart in your Activity Book and on the wall.”
- Additional Words for Re-teaching: helpful, unhelpful, unrest, mismatch, misjudge, kindness, distrust, distrusted, truthfulness.

Progress Check

Estimated Time: 5 min.

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

Activity Book, Lesson 5, Activity C

Syllable division

Example: unhelpful	un / help / ful
1. uncommon	un / com / mon
2. unpack	un / pack
3. misfit	mis / fit
4. goodness	good / ness
5. truthful	truth / ful
6. wonderful	won / der / ful
7. reckless	reck / less
8. commanding	com / mand / ing
9. disconnected	dis / con / nect / ed
10. spotless	spot / less

Smooth Reading*Estimated Time: 15 min.***Teacher Models the Syllable Strategy**

- Say, “Next we are going to practice reading. If you come across a long word that you don’t know, a good strategy is to divide it into syllables. Today we added a new rule to our strategy.”
 - ▲ Point to the Chart as you read and explain the strategy.
 - Say, “Let’s go through the strategy. What is the first step in the strategy? **(Check the Context)** What does that mean? **(Read the rest of the sentence and see if you can figure out what word would make sense from the context.)**
 - Say, “Now you see the new rule we learned today: ‘*Look for Chunks. Is there a prefix or a suffix?*’”
 - ? Ask, “What is the next step? **(Divide the Word and Say each Syllable.)** How do we do that?” **(Underline each vowel; if there are 2 or more consonants between the vowels, divide between them keeping blends and digraphs together.)**
 - Say, “Good. Finally, after you figure out the word, you always read the sentence again to check if it makes sense in context. I’ll show you how I would do this.”
- 📄 Display the transparency/PowerPoint for this reading passage.

Activity Book, Lesson 5, Activity D***Smooth Reading***

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

- Say, “*Bill was...*Here is a word I don’t know. First, I’ll ‘Check the Context.’ *Bill was blank to tell anyone about his...*There’s another word I don’t know. So context doesn’t help much in this sentence. Next, I’ll ‘Look for Chunks.’ I’ll look for prefixes and suffixes. I see the prefix *un* and the suffix *-ing*.”
- ≈ Draw a box around the prefix and suffix.
- Say, “The root word that is left is *will*. I can read the syllables to figure out the word: *un - will - ing, unwilling*.”

- Say, “Let me check the context. *Bill was unwilling to tell anyone about his ...* OK. He didn’t want to tell anyone about something. I need to figure out that last word. I’ll ‘Look for Prefixes and Suffixes.’ I see the suffix *ness*.
- ≈ Draw a box around *ness*.
- Say, “The root word is *ill*. That’s a CVC word with a double *l* at the end. So the word is *illness*. I have to check the context. *Bill was unwilling to tell anyone about his illness*. OK, that makes sense; he didn’t want people to know he was sick.”

Students Apply the Strategy to the Passage

- Say, “Please turn to **Activity D** in your books. Now I would like you to read the passage silently to yourself. The multisyllabic words are in bold italics. Use the strategy to figure out the words in bold italics. Underline the vowels and use slashes to divide words into syllables. Be sure the sentences make sense. Raise your hand if you need help.”
- Pause while the students read the passage to themselves. Circulate to see if anyone needs help.

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

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

Students Practice Smooth Reading

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

- Here are some directions you can give until students are used to the procedure:
- Say, “Now you are going to practice reading the passage. One good way to develop more fluent reading skill is to practice reading the same passage several times. Each time you will read it more smoothly.”
 - Say, “Get with your partner. One of you read it to the other. If the reader gets stuck or makes a mistake, the partner can help with the words. When the first person is finished, you can change roles and let the other person read. If you have time, keep on reading it a second time.”

Activity Book, Lesson 5, Activity A
Document of the Day

Fishing Unlimited

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

Activity Book, Lesosn 5, Activity A
Syllabification

1. public **pub / lic**
2. compact **com / pact**
3. Wisconsin **Wis / con / sin**
4. Atlantic **At / lan / tic**
5. fantastic **fan / tas / tic**
6. consensus **con / sen / sus**

Activity Book, Lesson 5, Activity B
Find the Prefixes and Suffixes

Word	Prefix	Root Word	Suffix
unlimited	un	limit	ed
fishing		fish	ing
unsuccessful	un	success	ful
discontented	dis	content	ed
unhappy	un	happy	
skillful		skill	ful
dishonest	dis	honest	
dislike	dis	like	
unhelpful	un	help	ful
helpless		help	less
endless		end	less
weeks		week	s
misprint	mis	print	
mistrust	mis	trust	
sickness		sick	ness
helpfulness		help	ful, ness

Activity Book, Lesson 5, Activity D
Smooth Reading

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

Lesson 6 *Review*

Lesson Overview	<p>This lesson is a review of the content introduced in lessons 2-5. The lesson includes the following parts:</p> <ul style="list-style-type: none">- CVC syllables and short vowel sounds- Spelling- Syllabification- Progress Check <p>Approximate Time: 40 Minutes</p>
Objective	<p>To review the short sounds of <i>a</i>, <i>e</i>, <i>i</i>, <i>o</i>, and <i>u</i> in CVC words To review the syllabification strategy To review some common prefixes and suffixes that follow the CVC pattern To review the first and second spelling rule</p>
Materials	<p>Two Transparencies/PowerPoints:</p> <ul style="list-style-type: none">- Activity Book, Lesson 6, Activity A: Spelling- Activity Book, Lesson 6, Activity B: Syllabification
Preparation	

Introduction*Estimated Time: 1 min.*

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

CVC Syllables and Short Vowel Sounds*Estimated Time: 10 min.*

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

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

▲ Point to the first word.

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

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

≈ Write CVC under *lab*.

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

≈ Write *bet* and the letters CVC under it.

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

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

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

- Say, “Let’s look at the last two examples.”

- ▲ Point to *top*.
- ? Ask, “Who can tell me the vowel sound and keyword for the word *top*?” (The vowel sound is short *o* and the keyword is *bod*.)
- Say, “The last example is *cup*. Who wants to try this one?” (The vowel sound is short *u*, and the keyword for short *u* is *bud*.)

Spelling

Estimated Time: 5 min.

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

- | | | |
|----------|-----------|-----------|
| 1. less | 6. fill | 11. ratch |
| 2. him | 7. struck | 12. scrib |
| 3. dust | 8. lodge | 13. mem |
| 4. clock | 9. nap | 14. blish |
| 5. match | 10. wed | 15. trum |

Activity Book, Lesson 6, Activity A

Spelling

bad	bed	bid	bod	bud
match	less	him	clock	dust
nap	wed	fill	lodge	struck
ratch	mem	scrib		trum
		blish		

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

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

Syllabification

Estimated Time: 15 min.

- Say, “Next we will review our Strategy for Reading Multisyllabic Words. Remember, when you can divide words into smaller parts, it will be easier to read them. The strategy helps us find out how to break the words apart.”

≈ Write ‘*He found a disconnected wire in the lamp*’ on the board.

- Say, “Let’s try to apply our strategy to this sentence. First, let’s ‘Check the Context.’ *He found a **blank** wire in the lamp.* Well, it must have something to do with a wire; that’s a clue but I still don’t know the word. Next, we’ll ‘Look for Chunks.’ Is this word made up of small words that you know? (no) Are there any prefixes or suffixes?” (*dis* and *-ed*)
- Say, “OK. I’ll put a box around *d-i-s* and *e-d*. Next, I have to ‘Divide the Word and Say the Syllables.’ I’ll underline the vowels; what are they? (*o* and *e*) How many consonants are between the vowels? (2) I’ll divide between them.”
- ▲ Draw a slash between the two *n*’s (dis con / nect ed).
- Say, “So I have 4 syllables. Who can read the syllables and then put them together into a word?” (*dis / con / nect / ed, disconnected*)
- ? Ask, “Am I done?” (No, you have to check context to see if it makes sense.)
- Say, “*He found a disconnected wire in the lamp.* Does that make sense? What does *disconnected* mean?” (It means not connected, the wire was not connected so the lamp didn’t work.)
- Say, “Now turn to **Activity B**. Apply the strategy to each of the boldfaced words. See if the context helps. Look for compound words. Put boxes around any prefixes and suffixes, then underline the vowels and put a slash between syllables in the word. Finally, check to see if the word makes sense in context.”

Activity Book, Lesson 6, Activity B
Syllabification

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

- 📄 Display the transparency/PowerPoint and have students check their work. Call on individuals to read the sentences. Discuss any questions and unfamiliar words.

- [NOTE: After the completion of the **Activity C**: Progress check, and If you have extra time, you can have students practice Smooth Reading in pairs using the passages from Lessons 2-5. This would be excellent practice and review.]

Progress Check

Estimated Time: 10 Min.

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

C. Progress Check

Activity Book, Lesson 6, Activity C

Spelling Words

- | | |
|---------------------|--|
| 1. Cab | I am waiting for the cab to arrive. |
| 2. Nest | There were three eggs in the hen’s nest. |
| 3. Bond | After a while you will bond with your friends at the camp even if you don’t like them now. |
| 4. Pup | After the loss of her dog, she was glad to receive a pup at her Birthday. |
| 5. Rib | After the fight I ended up with a broken rib and a bloody nose. |
| 6. Press | If you press the lid with too much force you will break it. |
| 7. Cuff | The seamstress was altering the cuff when the customer arrived. |
| 8. Badge | The officer showed her badge and identified herself to the suspect. |
| 9. Chick | Within seconds the chick broke the egg and began to chirp. |
| 10. Stitch
head. | She had to go to the emergency room and get a stitch on her head. |

Syllabification

Example: basket bas/ket

- | | |
|------------------|----------------|
| 11. skydive | sky/dive |
| 12. submit | sub/mit |
| 13. rabbit | rab/bit |
| 14. contest | con/test |
| 15. cupful | cup/ful |
| 16. helpfulness | help/ful/ness |
| 17. unkindness | un/kind/ness |
| 18. disconnect | dis/con/nect |
| 19. disinfected | dis/in/fect/ed |
| 20. skillfulness | skill/ful/ness |

Activity Book, Lesson 6, Activity A
Spelling

bad	bed	bid	bod	bud
match	less	him		dust
nap	wed	fill	clock	struck
ratch	mem	scrib	lodge	trum
		blish		

Activity Book, Lesson 6, Activity B
Syllabification

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

Lesson 7

Long Vowels in VCe Words

Lesson Overview	<p>This lesson reviews the CVC syllable and focuses on the VCe syllable pattern.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review of CVC - Document of the Day - New Pattern VCe - Parts of Words—Hearing Long and Short Vowel Sounds - Reading Words - Syllabification - Progress Check - Smooth Reading <p>Approximate Time: 50 Minutes</p>
Objective	<p>To learn the VCe syllable pattern and long vowel sounds</p> <p>To review the CVC syllable pattern and short vowel sounds</p>
Materials	<p>Six Syllable Patterns Chart</p> <p>Three Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Document of the Day - Activity Book, Lesson 7, Activity B: Syllabification - Activity Book, Lesson 7, Activity D: Smooth Reading
Preparation	<p>Display the Six Syllable Patterns Chart. Put an asterisk next to the VCe syllable pattern.</p>

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 7. We will learn our second syllable pattern, the VCe syllable. In VCe syllables, the vowel is almost always long.”
- Say, “We will learn to read and spell the long vowel sounds. We will also review the short vowel sounds.”

Review*Estimated Time: 5 min.*

- ? Ask, “We have learned one syllable pattern so far. What is it?” (CVC)
- ? Ask, “How is the vowel sound pronounced in CVC syllables?” (It is short.)
- ? Ask, “Can someone name the five key words for the short vowel sounds?” (*bad, bed, bid, bod, bud*)
- Say, “Terrific. Now, can someone segment *bad? bod?*” (/b/ /a/ /d/, /b/ /o/ /d/)
- Say, “Right. Now we are ready to learn our second syllable pattern.”

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

- ☰ Display the Document of the Day transparency/PowerPoint.

Space Shuttle Explodes in Flames

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

- ? Ask, “Can someone please read the Document of the Day aloud?”
- Explain, “In this lesson we are going to learn about the vowel-consonant-*e* pattern, which means a syllable that ends with a silent *e*. We write VCe to represent vowel, consonant, and silent *e*.”
- Say, “Let’s find words in the Document of the Day that have the VCe pattern.”
- ≈ Write the words on the board as the students supply them. (*space, explodes, flames, race, life*)
- ≈ Under *space*, write VCe. It should look like this:
 - space
 - VCe

- Explain, “*Flames* follows the VCe pattern because the root word is *flame*.”
- ? Ask, “Why do we add an *s* to *flame*?” (To make it plural.)
- ? Ask, “What the two syllables are in *explode*?” (*ex* and *plode*)
- Explain, “It is the second syllable in *explodes* that follows the VCe pattern.”
- ? Ask, “What do you notice about the first syllable?” (It follows the CVC pattern, and the vowel is short.)
- Explain, “Remember. Even though *ex* does not begin with a consonant, we still consider it a CVC syllable. It is the consonant following a single vowel that determines the pronunciation of the vowel.”
- ? Ask, “What is unique about the letter *x*?” (It represents two sounds: /k/ and /s/.)

New Pattern

Estimated Time: 15 min.

- ≈ Write *mad* on the board and ask a student to pronounce it. Add an *e* to create *made*.
- Say, “What is different about the words *mad* and *made*?” (An *e* has been added to form a new word.)
- ? Ask, “What happens to the vowel sound when you add an *e*?” (When you add an *e*, the vowel becomes long.)
- ≈ Write VCe = long vowel
- ▲ Point to the VCe pattern on the Six Syllable Patterns Chart
- Explain, “A single vowel letter + single consonant unit + final *e* means the vowel sound is long. We could write the pattern like this: VCe = long vowel. When the vowels are long, they usually say their name. Who can say the long vowel sounds?” (/ā/, /ē/, /ī/, /ō/, /ū/)
- ≈ Write the following words on the board to illustrate long vowels:
 - mad* - *made*
 - pet* - *Pete*
 - bit* - *bite*
 - mop* - *mope*
 - cub* - *cube*

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

≈ Write these syllables on the board:

clude

fide

plode

plete

date

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

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

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

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

≈ Write *include* beside *clude*.

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

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

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

≈ Write *fuse* on the board.

? Ask, “Can someone pronounce this word?”

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

≈ Write *rule* on the board.

? Ask, “Can someone pronounce this word?”

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

➤ Say, “*fuse.../yū/.*”

- Say, “*rule.../ū/.*”
- Explain, “The *u* in *uCe* words can be pronounced either /yū/ as in *fuse* or /ū/ as in *rule*.”
- Say, “When you read words with *uCe*, you can try the /ū/ sound first. If that does not sound correct, try the other pronunciation of long *u*, /yū/.”
- **Additional Words for Re-teaching:** flute, cube, tube, note, stone, cone, bike, spike, strike, name, grape, frame, Pete, scene, escape, complete, expose, athlete.

Parts of Words—Hearing Long and Short Vowel Sounds

Estimated Time: 5 Min.

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

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

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

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

Reading Words

Estimated Time: 5 Min.

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

Activity Book, Lesson 7, Activity A**Reading Words**

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

Syllabification*Estimated Time: 10 Min.*

- Say, “We have learned a procedure for dividing words into syllables. First, we locate the vowels. If there are two consonants between the vowels, then we divide between the consonants.”
- ≈ Write *expand* on the board.
- ? Ask, “What is the first vowel in this word?” (**e**)
- ≈ Underline the *e*.
- Say, “Good. What is the second vowel?” (**a**)
- ≈ Underline the *a*.
- Say, “Right. Now, tell me how many consonants there are between the *e* and the *a*.” (**2, x and p**)
- Say, “O.K. So we divide between the *x* and the *p*. What is the word?” (**expand**)
- Say, “Sometimes we have more than two consonants between the vowels. Then, we need to decide to keep two of the consonants together.”
- ≈ Write *install* on the board.
- ? Ask, “Where do you think you divide this word?” (**Between the *n* and the *s*.**)
- Say, “Good. There are two clues to help us know where to divide this word. First, the syllable *in* is a prefix, meaning *in*, in this word. So, if you recognize a prefix or suffix, you can put a slash before or after it. We will learn more about prefixes and suffixes later. Also, in this word the *s-t* is called a blend. The two letters represent their own sounds, /s/ and /t/. But they are blended together to produce /st/. The two sounds are kind of stuck together. So, when there are three consonants, we often keep the blend together.”

[NOTE: In the word *stall*, the *l* influences and changes the pronunciation of the vowel *a*. If students have any difficulty with this sound, explain that *al(l)*, is pronounced with the sound of *a* in *ball*.]

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

Activity Book, Lesson 7, Activity B

Syllabification

- | | | | |
|---------------------------|---------------|----------------------|----------------|
| 1. con / trast | 3. ex / treme | 5. con / tem / plate | 7. re / place |
| 2. es / tab / lish / ment | 4. up / scale | 6. in / com / plete | 8. name / less |

- Say, “Once you have finished dividing the words, read them silently to yourself.”

- ☐ Display the transparency/PowerPoint and have students check their work. Call on students to read the words.
- ? Ask, “Look at number two, *establishment*. Why do you divide after the *h*?” (The *sh* is a digraph with one sound /sh/. The 2 letters represent 1 sound, so you can’t divide between them. Also, *-ment* is a suffix.)
- Say, “Look at number 7, *replace*. Why do you divide after *re*?” (*Re* is a prefix; meaning again. *Replace* means to place again, or put something back.)

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

Progress Check

Estimated Time: 5 Min.

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

Activity Book, Lesson 7, Activity C

Dictation of Words

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

Smooth Reading Practice

Estimated Time: 10 Min.

Teacher Models the Syllable Strategy

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

Activity Book, Lesson 7, Activity D**Smooth Reading**

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

- Say, “*Steve saw a...* Here is a word I don’t know. First, I’ll ‘Check the Context.’ *Steve saw a blank at camp.* That could be a lot of things. Next, I’ll ‘Look for Chunks.’ I don’t see a prefix or a suffix.”
- Say, “So, I’ll try to ‘Divide the Word’ and ‘Read the Syllables.’ I need to underline the vowels, but not the *silent-e*. So, we divide this word between the 2 consonants, *p* and *t*. The first syllable is a CVC pattern, so it has a short vowel—*rep*. Let me look at the second syllable. It follows a VCe syllable pattern with a long vowel sound, /ī/, *tile*. So the word is *rep - tile, reptile.*”
- Say, “Let me ‘Check the Context.’ *Steve saw a reptile at camp.* OK. That makes sense.”

Students Apply the Strategy to the Passage

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

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

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

Activity Book, Lesson 7
Document of the Day

Space Shuttle Explodes in Flames

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

Activity Book, Lesson 7, Activity B
Syllabification

1. con/trast
2. es/tab/lish/ment
3. ex/treme
4. up/scale
5. con/tem/plate
6. in/com/plete
7. re/place
8. hope/less

Activity Book, Lesson 7, Activity D
Smooth Reading

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

Lesson 8

Dropping the Final e Prior to a Suffix

Lesson Overview	<p>This lesson reviews the VCe pattern and provides instruction on the e-dropping prior to a suffix.</p> <p>The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review of VCe pattern - Document of the Day - New Pattern: drop the final -e prior to a suffix - Syllabification - Exceptions to the rule - Progress Check - Smooth reading practice <p>Approximate Time: 55 Minutes.</p>
Objective	<p>To review the VCe pattern</p> <p>To learn when to drop a silent e before adding a suffix</p>
Materials	<p>Spelling Rules Chart</p> <p>Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 8, Activity A: Document of the Day - Activity Book, Lesson 8, Activity A: Mark the Long Vowels - Activity Book, Lesson 8, Activity B: Discover the pattern - Activity Book, Lesson 8, Activity C: Add the suffixes - Activity Book, Lesson 8, Activity E: Smooth reading
Preparation	<p>Display the Spelling Rules Chart. Put an asterisk next to the third spelling rule for dropping the silent -e in VC-e syllables</p>

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 8. In the last lesson, we learned about syllables with a silent-*e* at the end. In this lesson we will learn when to drop the silent *e* before adding a suffix.”
- Say, “Before we start our new lesson, let’s review what we learned in the previous lesson.”

Review*Estimated Time: 10 min.*

- Say, “Remember that in our last lesson we learned about the VC*e* pattern.”
 - Say, “What is different about the words *hat* and *hate*?” (An *e* has been added to *hat* to form a new word.)
 - Ask, “What happens to the vowel sound when you add an *e*?” (When you add an *e*, the vowel becomes long.)
- ≈ Write CVC = short vowel
- ≈ Write VC*e* = long vowel
- Say, “Now look at **Activity A**. Write the CVC words on the line. Make them into VC*e* words by adding a silent *e*. Then mark the vowel long in the new word by putting a line over it.” (/ā/, /ē/, /ī/, /ō/, /ū/)

Activity Book, Lesson 8, Activity A*Mark the Long Vowels*

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

- ☞ Display the transparency/PowerPoint and have students check their work. Call on students to read both the CVC and the VC*e* word to make sure they understand how the vowel sound changes.

Document of the Day*Estimated Time: 1 min.*

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

New Pattern*Estimated Time: 15 min.*

- Explain, “There are a number of spelling rules to use when adding suffixes to words. These are fairly reliable even though a few exceptions occur.”
- ? Ask, “Can someone read the Document of the Day?”
- ≈ Write *amazing* on the board.
- Say, “Thank you. *Amazing* has two parts: a root word and a suffix.”
- ? Ask, “What is the root word?” (*amaze*)
- ≈ Write *amaze* on the board.
- ? Ask, “Why did I put an *e* on the root word? There is no *e* in the word *amazing*.” (Because it has a long-*a* sound.)
- ? Ask, “What is the suffix?” (*-ing*)
- ≈ Write the root and suffix on the board: *amaze + ing*.
- Ask, “When you add *-ing* to *amaze*, what happens to the final *e* in *amaze*?” (You drop it.)
- Say “Let’s try another word”
- ≈ Write *shining* on the board.
- Say, “*Shining* has two parts: a root word and a suffix. What is the root word? (*shine*) What is the suffix?” (*-ing*)
- ? Ask, “When you add *-ing* to *shine*, what happens to the final *e* in *shine*?” (You drop it.)
- Say “Let’s try another word.”

≈ Write *inspired* on the board.

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

≈ Write *inspire* + *ed* on the board.

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

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

- Say, “Good. That is the first part of a useful spelling rule. You drop the *e* at the end of a word when adding a suffix. Now, let’s figure out the second part of the rule.”
- Say, “Now turn your attention to **Activity B**. In this activity, you will separate a root word from a suffix and then decide if a final *e* was dropped.”
- Say, “Let’s complete the first item together. The word is *safest*. The root is *safe* and the suffix is *-est*. *E-s-t* is a common suffix that means ‘the most’. You see it in words like *biggest*, *fastest*, and *shortest*. The final *e* in *safe* was dropped when we added the *-e-s-t* suffix, so I write ‘yes’ in the final column. Note that when you spell *safe* + *est*, it is the silent *e* in *safe* that you are dropping.”

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

- Say, “Now complete the rest of the table on your own.”
- Say, “At the bottom of the page you will notice a spelling rule. Based on your answers from the table, try to fill in the blanks in the pattern.”

Activity Book, Lesson 8, Activity B***Discover the Pattern***

Word	Root	Suffix	Was final e dropped?
safest	safe	est	yes
baking	bake	ing	yes
placement	place	ment	no
safety	safe	ty	no
movement	move	ment	no
wiping	wipe	ing	yes
striped	stripe	ed	yes
tireless	tire	less	no

Spelling Rule:

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

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

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

Activity Book, Lesson 8, Activity C**Add the Suffixes**

Word	+ <i>ing</i>	+ <i>ed</i>
include	including	included
deprive	depriving	deprived
complete	completing	completed
exile	exiling	exiled
recognize	recognizing	recognized

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

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

- **Additional Words for Re-teaching:** nice-nicer-nicest, wise-wiser, wisest, inspire-inspired-inspiring, restate-restated, restating, conclude-concluded-concluding, reassure-reassured-reassuring.

Syllabification*Estimated Time: 5 min.*

- Say, “It is important to remember the rule about dropping the final *e* when you read multisyllabic words. Let’s look at some of the examples in **Activity C.**”
- ≈ Write *including* on the board.
- Say, “Let’s apply our syllable strategy to read this word. There is no sentence context, so the first step would be to ‘Look for Chunks.’ I see the suffix *-ing*; I’ll put a box around that. Then I’ll divide between the consonants to separate the first syllable *in.*”
- Say, “Then the middle syllable is *c-l-u-d*. That looks like a CVC syllable, doesn’t it? So I have to remember the rule about dropping the final *e*. When *-ing* was added, the final *e* was dropped. So the syllable is *c-l-u-d-e*, *clude*, with a long-*u* sound. So the word is *including*. If I didn’t remember the rule, I would mispronounce the word as *in - clud - ing.*” [Pronounce it with a short-*u* sound.]
- **Additional Words for Re-teaching:** confide-confiding, suppose-supposed.

Exceptions to the Rule*Estimated Time: 5 min.*

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

≈ Write these words on the board for students to see:

truly
truth
ninth
argument
judgment

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

Progress Check*Estimated Time: 5 min.*

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

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

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

Smooth Reading Practice*Estimated Time: 15 min.***Teacher Models the Syllable Strategy**

- Say, “Next we are going to apply what we just learned to figuring out new words when reading. We will be looking for examples where suffixes were added to VCe words.”

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

Activity Book, Lesson 8, Activity E

Smooth Reading

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

- Say, “*Martha had the...*Here is a word I don’t know. First, I’ll ‘Check the Context.’ *Martha had the blank baby*. So it must be a word describing a new baby. Now, I’ll ‘Look for Chunks’; I’ll look for prefixes and suffixes. Yes, I see the suffix *-e-s-t*.”
- ▲ Draw a box around *-est*.
- Say, “The root is *c-u-t*. But I remember the spelling rule that you drop the silent *e* at the end of a word when adding a suffix starting with a vowel. If I put an *e* on *c-u-t*, I get *cute*. *Cute + est = cutest*. OK, that makes sense; Martha had a really cute baby.”

Students Apply the Strategy to the Passage

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

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

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

Activity Book, Lesson 8, Activity A
Document of the Day

Fresh Baked Pies for Sale—Amazing Tastes

Apple for \$8.00

Lemon for \$6.00

Activity Book, Lesson 8, Activity A
Mark the Long Vowels

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

Activity Book, Lesson 8, Activity B
Discover the Pattern

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

Spelling Rule:

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

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

Activity Book, Lesson 8, Activity C
Add the Suffixes

Word	+ <i>ing</i>	+ <i>ed</i>
include	including	included
deprive	depriving	deprived
complete	completing	completed
exile	exiling	exiled
recognize	recognizing	recognized

Activity Book, Lesson 8, Activity E
Smooth Reading

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

Sharing the work with someone will make her life much easier.

Lesson 9

Doubling the Final Consonant in CVC Syllables

Lesson Overview	<p>This lesson focuses on the spelling rule for doubling consonants in one syllable words with the CVC pattern. The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review of spelling rule 3 - Document of the Day - New Pattern: Doubling final consonant - Progress Check - Smooth Reading <p>Approximate Time: 45 Minutes.</p>
Objective	<p>To learn the spelling rule for doubling consonants at the end of one syllable CVC words</p> <p>To review dropping the silent e spelling rule</p>
Materials	<p>Spelling Rules Chart</p> <p>Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 9, Activity A: Document of the Day - Activity Book, Lesson 9, Activity A: Write the Root Word - Activity Book, Lesson 9, Activity B: Follow the Rule - Activity Book, Lesson 9, Activity C: Find the Pattern - Activity Book, Lesson 9, Activity E: Smooth Reading
Preparation	<p>Display the Spelling Rules Chart. Put an asterisk next to the forth spelling rule for doubling the final consonant in CVC syllables</p>

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 9. We will learn when to double a consonant when adding a suffix to a word.”
- Say, “First, let’s review the spelling rule we have learned so far: when to drop a silent *e* when adding a suffix.”

Review*Estimated Time: 5 min.*

- Say, “Please turn to **Activity A**. Look at the spelling rule at the top of the activity. Let’s read it together and fill in the blank.”
- Say, “The silent *e* pattern rule says ‘Drop the silent *e* if the suffix begins with a what?’” (vowel)
- Say, “Correct. So, write *vowel* in the blank provided. Can someone think of an example?” (For example, *bake + ed = baked*.)
- Say, “Now complete **Activity A**. For each word, write the root word.

Activity Book, Lesson 9, Activity A*Write the Root Word**Spelling Rule*

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

Word	Root
illustrating	illustrate
relating	relate
postponed	postpone
bravely	brave
pavement	pave
tiring	tire
cutest	cute
inspired	inspire

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

Document of the Day*Estimated Time: 1 min.*

- ☰ Display the Document of the Day transparency/PowerPoint

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

Shipping Details

Choose a shipping speed:

Standard Shipping (3-7 business days)

Two-Day Shipping (2 business days)

One-Day Shipping (1 business day)

Your items will arrive in 1 shipment.

Shipping Address:

Joe Blime

Running Deer Lane

Bucksnort, TN 52763

Estimated ship date: 7/7/07

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

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

New Pattern*Estimated Time: 15 min.*

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

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

≈ Write *shipping* on the board.

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

≈ Write *ship + ing* on the board.

- Say, “What changed in this word when we added the suffix *-ing* to the word?” (The *p* doubled.)
- ▲ Point to the fourth rule of the Spelling Rules Chart for doubling the final consonant in CVC syllables
- Say, “Excellent. You have just given us a clue about a useful spelling rule in English, called the Doubling Rule. This is the rule: When a CVC word has **one** vowel, ends in **one** consonant, and is **one** syllable, double the final consonant when adding a suffix beginning with a vowel. So in *shipping*, we are combining *ship* with *-ing*. *Ship* is one syllable, has one vowel, and ends in one consonant. *-ing* is a suffix beginning with a vowel. So, we double the *p* before we add the *-ing*.”
- ? Ask, “Can anyone find another word that follows this pattern?” (*running*)
- Say, “Good. The word *run* is one syllable, has one vowel, and ends in one consonant. So, we double the *n* before adding the *-ing*, a suffix beginning with a vowel. By the way, what syllable pattern is *run*?” (CVC)
- ≈ Write *shipment* on the board.
- Ask, “What is the root word in *shipment*?” (*ship*)
- Say, “Right. So, we have a root word with one syllable, one vowel, and ending in one consonant. So, why don’t we double the *p*?” (The ending *-ment* begins with a consonant.)
- ≈ Write *fastest* on the board.
- Say, “Excellent. Take a look at *fastest*. Why don’t you double the *t* in this CVC word?” (It ends in 2 consonants.)
- ? Ask, “Can anyone find a word that follows the drop the silent *e* rule?” (*estimated*)
- Say, “Now, circle all of the words that double a final consonant when a vowel suffix is added. In other words, circle the words that follow the double the final consonant rule.”
- Read the words that should be circled to the students. (*sagging, flopping, hopping, shipping, running.*)

- Say, “Turn to **Activity B**. Use the table provided to decide whether or not to double the final consonant before adding the suffix. If you check all three boxes in the table, you will double the final consonant. Then, add the suffixes to the root words, applying the Double the Final Consonant rule: If a **one** syllable root word ends in **one** consonant with **one** vowel before it, double the final consonant of the root word if the suffix begins with a vowel.”
- Say, “Let’s look at the first one together.”
- Say, “The root word is *clasp*. It has one syllable, so check the first box. It has one vowel, so check the next box. The final box asks if it has one final consonant. *Clasp* ends in two consonants, so we cannot check this box. Therefore, we do not double the final consonant when adding the *e-d* to *clasp*. Write *clasped* in the final box.”
- Say, “Now complete the rest on your own.”

Activity Book, Lesson 9, Activity B

Follow the Rule

	One syllable?	One vowel?	One final consonant?	Write the word
clasp + ed	✓	✓		clasped
big + er	✓	✓	✓	bigger
get + ing	✓	✓	✓	getting
wise + er	✓			wiser
stamp + ing	✓	✓		stamping
blame + ed	✓			blamed
bit + en	✓	✓	✓	bitten
flat + en	✓	✓	✓	flatten
read + ing	✓		✓	reading
shop + ing	✓	✓	✓	shopping
box + ed	✓	✓	1 consonant that makes 2 sounds	boxed

- ☞ Display the transparency/PowerPoint and have students check their work. Discuss any questions students have. Choose several words to review, reinforcing the rule.
- Say, “Let’s look at the last item, *box*. The *x* is never doubled. Can anyone figure out why this word (*box*) still fits the pattern? Listen carefully to the number of sounds in the word *box*: /b/ /o/ /k/ /s/.” (*X* has 2 sounds, /ks/.)

- Say, “Now look at **Activity C**. Read the phrases to yourselves. Underline words that double the final consonant. Then put a box around any words that drop the silent *e*”
- Say, “Some words will not need to be boxed or underlined, and we will talk about the reasons why.”

Activity Book, Lesson 9, Activity C

Find the Pattern

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

- ☰ Display the transparency/PowerPoint and have students check their work.
- ? Ask, “Why didn’t we underline *clasped*?” (The final consonant was not doubled. The root word is *clasp*—it does not follow the final consonant doubling rule because it does not end in one consonant.)
- ? Ask, “Why didn’t we underline *fixing*?” (*X* is never doubled because it represents 2 sounds, /k/ and /s/.)
- ? Ask, “What is the root word for *excellent*?” (*excel*)
- Say, “Good. The word *excellent* is actually more common than its root *excel*. But, if you realize the root is *excel*, then you will understand why there are 2 *l*’s and remember to spell the word with 2 *l*’s.”
- **Additional Words for re-teaching:** shop, hop, hot-hotter, drag-dragged, fix-fixed, walk-walked-walking, draft-drafted, rubbing, robbing, wagging, begging.

Progress Check*Estimated Time: 5 Min.*

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

Activity Book, Lesson 9, Activity D:**Progress Check**

- | | |
|----------------|--|
| 1. trimming | I saw Kara <i>trimming</i> the hedges. |
| 2. tending | Bill loves <i>tending</i> his garden. |
| 3. thrilling | Monica felt her life was <i>thrilling</i> . |
| 4. kidding | I was only <i>kidding</i> . |
| 5. gotten | I have never <i>gotten</i> such a perfect present! |
| 6. chanted | We <i>chanted</i> the tune all during play. |
| 7. biker | The <i>biker</i> dodged the parked car. |
| 8. closely | The aggressive driver followed too <i>closely</i> . |
| 9. voting | <i>Voting</i> is an important civic responsibility. |
| 10. compensate | We will <i>compensate</i> you well for the extra time. |

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

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

Activity Book, Lesson 9, Activity E**Smooth Reading**

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

- Say, “*Sam keeps...* Here is a pretty long word. I’m going to skip Checking the Context this time because right away I see the common suffix, *-i-n-g*. Right in front of it, I see a double-*t*, so I bet the *t* was doubled when the suffix was added. I’ll include 1 *t* with the suffix. That will let me see the original root word.”
- ▲ Draw a box around *t-i-n-g*.
- Say, “The root word that is left is *forget*. This is a common word that I know. If I didn’t know it, I could divide between the 2 consonants. That would give me *for - get -ting, forgetting.*”

- Say, “Now let me ‘Check the Context.’ *Sam keeps forgetting to buy milk when he goes shopping.* There is another word with the common suffix, *-ing*. Just like in *forgetting*, I’ll put a box around *ping*. The root word is *shop*.”

Students Apply the Strategy to the Passage

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

Students Read Words and Discuss

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

Teacher Models Smooth Reading

- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

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

Activity Book, Lesson 9, Activity A
Write the Root Word

Spelling Rule

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

Word	Root
illustrating	illustrate
relating	relate
postponed	postpone
bravely	brave
pavement	pave
tiring	tire
cutest	cute
inspired	inspire

Activity Book, Lesson 9, Activity A
Document of the Day

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

Shipping Details

Choose a shipping speed:

Standard Shipping (3-7 business days)

Two-Day Shipping (2 business days)

One-Day Shipping (1 business day)

Your items will arrive in 1 shipment.

Shipping Address:

Joe Blime

Running Deer Lane

Bucksnort, TN 52763

Estimated ship date: 7/7/07

Activity Book, Lesson 9, Activity B
Follow the Rule

	One syllable?	One vowel?	One final consonant?	Write the word
clasp + ed	✓	✓		clasped
big + er	✓	✓	✓	bigger
get + ing	✓	✓	✓	getting
wise + er	✓			wiser
stamp + ing	✓	✓		stamping
blame + ed	✓			blamed
bit + en	✓	✓	✓	bitten
flat + en	✓	✓	✓	flatten
read + ing	✓		✓	reading
shop + ing	✓	✓	✓	shopping
box + ed	✓	✓	1 consonant that makes 2 sounds	boxed

Activity Book, Lesson 9, Activity C
Find the Pattern

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

Activity Book, Lesson 9, Activity E
Smooth Reading

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

Lesson 10

Variations on the Final-e Pattern

Lesson Overview	<p>This lesson reviews the VCe syllable pattern. It explains the use of e in words that end in v and works with the suffix -ive. The lesson includes the following parts:</p> <ul style="list-style-type: none"> - Review VCe syllable - Document of the Day - New Pattern: English words ending in v - Parts of Words: -ive - Progress Check - Smooth Reading <p>Approximate Time: 45 Minutes</p>
Objective	<p>To learn variations to the long vowel in the VCe pattern To review the VCe pattern</p>
Materials	<p>Six Syllables Patterns Chart Strategy for Reading Multisyllabic Words Chart Five Transparencies/PowerPoints:</p> <ul style="list-style-type: none"> - Activity Book, Lesson 10, Activity A: Document of the Day - Document of the Day: VCe words boxed - Activity Book, Lesson 10, Activity B: Sort the Words - Activity Book, Lesson 10, Activity C: Syllabification - Activity Book, Lesson 10, Activity E: Smooth Reading
Preparation	

Introduction*Estimated Time: 1 min.*

- Say, “Today we are working on Lesson 10. We are going to continue our work with the VCe pattern.”
- Explain, “Remember that the silent *e* at the end of the syllable usually signals that the preceding vowel will be long. The VCe pattern also has some variations. Sometimes the vowel does not have a long vowel sound. We will study some of those alternate pronunciations. First, let’s review the VCe pattern briefly.”

Review*Estimated Time: 5 min.*

- Say, “Turn to **Activity A**. Please write the words that I say in the first column.”
[NOTE: Work very quickly through this review.]

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

Word	+ final <i>e</i>
nap	nape
sit	site
lob	lobe
dud	dude
pet	Pete

- Dictate these words: *nap, sit, lob, dud, pet*.
- ≈ Write the correct words on the board and ask students to read them.
- Say, “Now, write the words again in column two, but this time add an *e* to the end of each word.”
- ? Ask students to read the words.
- ? Ask, “Are all of these words real words?” (Yes.)
- ? Ask, “What happens to the vowel sound when you add an *e*?” (When you add an *e*, the vowel becomes long.)
- [NOTE: Tell students that they can look up any words they don’t know in their glossary.]

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

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

www.usastamps.gov

- ☰ Display the Document of the Day transparency/PowerPoint.
- ? Ask, “Can someone please read the Document of the Day?”
- Explain, “We have learned two syllable patterns so far. Can anyone tell me what they are?” (CVC and VCe)
- Say, “Right. A vowel is usually short in CVC syllables. The CVC pattern means that a single vowel is followed by a consonant. There can be one, two, or three consonants. Can someone find a CVC syllable in the Document of the Day?” (Accept any correct answer.)
- Say, “Excellent. Put a box around any VCe syllables.”

Web Site

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

www.usastamps.gov

- ☰ Display the transparency/PowerPoint with the correct answers.
- ? Ask, “Do all of the VCe words have a long vowel sound?” (No. Give, love, and have have short vowel sounds.)
- Say, “Great. Let’s learn about these words.”

New Pattern*Estimated Time: 5 Min.*

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

Activity Book, Lesson 10,**Activity B****Sort the Words**

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

short vowel	long vowel
live have glove give	slave live grave rove drove

☰ Display the transparency/PowerPoint with the correct answers.

? Ask, “What is this pattern?” (VCe)

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

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

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

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

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

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

Parts of Words*Estimated Time: 10 Min.*

≈ Write the suffix *-ive* on the board.

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

➤ Say, “Right. It is an ending on a word that has meaning. So, -s in the word *dogs* is a suffix. What is the meaning of -s in *dogs*?” (It means more than one dog. It indicates the word is plural.)

- Say, “So, *i-v-e* is a suffix that follows the VCe pattern but that has a short vowel sound. Why is the *e* there at all?” (No English word ends in *v*.)
- Say, “Good. The suffix *i-v-e* means having a tendency for something.”
- ≈ Write *act + ive* on the board.
- Say, “So, a person who is *active* has a tendency to act. A number of longer words with the suffix *i-v-e* are found in **Activity C**.”
- Say, “To help read these words, we need to divide them into syllables and then read each syllable. First, underline the vowels. Remember not to underline silent-*e*. Then put a slash between the consonants. Then read each syllable and put them together to read the word.”
- Say, “Let’s do the first one together. I’ll underline the vowels, *e*, *e*, and *i*, but not the final silent-*e*. There are 2 consonants between each 2 vowels so I’ll divide between the consonants. That gives me *ex - pres - sive*, *expressive*. *Expressive* people like to express themselves.”
- ≈ Write *ex / pres / sive* on the board as you do this.
- Say, “I could divide it another way. I could start by taking off the suffix—*ive*. Then the slashes would be a little different. But it doesn’t matter because I would say it the same way. We can be flexible as long as we figure out the word.”

Activity Book, Lesson 10, Activity C

Syllabification

1	2	3
<u>ex</u> / <u>pres</u> / <u>sive</u>	<u>im</u> / <u>pul</u> / <u>sive</u>	<u>in</u> / <u>ex</u> / <u>pen</u> / <u>sive</u>
<u>pas</u> / <u>sive</u>	<u>dis</u> / <u>rup</u> / <u>tive</u>	<u>in</u> / <u>ten</u> / <u>sive</u>
<u>ac</u> / <u>tive</u>	<u>con</u> / <u>struc</u> / <u>tive</u>	<u>com</u> / <u>pul</u> / <u>sive</u>

- 📄 Display the transparency/PowerPoint with correct answers.
- Say, “Can someone read the words in column 1? Column 2? Column 3?”

[NOTE: Students can divide between the consonants or right before the suffix -ive. Tell them that either way is OK. The important thing is to help students be flexible. Explain that they need to get close enough to be able to pronounce the word. In the case of *inexpensive*, students will only have one consonant between the *i* and *e*. Remind them that *in* is a prefix that they already know how to pronounce.]

- **Additional Words for Re-teaching:** subjective, attractive, defensive, motive, repulsive, constrictive, expulsive, impressive, possessive, unexpressive.

Progress Check

Estimated Time: 5 Min.

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

Activity Book, Lesson 10, Activity D

Progress Check

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

Smooth Reading Practice

Estimated Time: 15 Min.

Teacher Models the Syllable Strategy

- Say, “Please look at **Activity E**. We are going to apply what we have learned to figuring out words when we read. We learned about an important exception to the VCe pattern in words that have the letter v. I'll model how to use that in reading.
- 📄 Display the transparency/PowerPoint with the passage.

Activity Book, Lesson 10, Activity E

Smooth Reading

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

- Say, “My boss took me to an...Here is a word I don't know. First, I'll ‘Check the Context.’ My boss took me to an **blank** restaurant. OK. So it's some kind of restaurant.”

- Say, “Next, I’ll ‘Look for Chunks.’ I’ll look for prefixes and suffixes. I see the suffix *-i-v-e* that we just learned about.”
- ▲ Put a box around the suffix *-ive* or *-sive*.
- Say, “Let’s divide the rest of the word. I’ll underline the vowels. There are 2 consonants so I’ll divide between them. That gives me *ex - pen - sive*, *expensive*.”
- Say, “Let’s check the context to see if that makes sense. *My boss took me to an expensive restaurant*. OK. That makes sense. I wish my boss would do that.”

Students Apply the Strategy to the Passage

- Say, “Now read the passage silently to yourself. Use the strategy to figure out the multisyllabic words in bold italics. Be sure the sentences make sense. Raise your hand if you need help.”
- Pause while the students read the passage to themselves. Circulate to see if anyone needs help.

Students Read Words and Discuss

- When they are mostly done, ask individual students to read a sentence and then explain how they divided the target word(s).
- ≈ Write the target word(s) with slashes between their syllables on the board.

Teacher Models Smooth Reading

- Read the passage to the class with appropriate expression.

Students Practice Smooth Reading

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

Activity Book, Lesson 10, Activity A
Document of the Day

Web Site

State stamps for sale. Collect all of them.

Give them to friends.

They will love to have their own set.

www.usastamps.gov

Activity Book, Lesson 10
Document of the Day
VCe words boxed

Web Site

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

They will love to have their own set.

www.usastamps.gov

Activity Book, Lesson 10, Activity B
Sort the Words

short vowel	long vowel
live	slave
have	live
glove	grave
give	rove
	drove

Activity Book, Lesson 10, Activity C
Syllabification

1ex/pres/sivepas/siveac/tive**2**im/pul/sivedis/rup/tivecon/struc/tive**3**in/ex/pen/sivein/ten/sivecom/pul/sive

Activity Book, Lesson 10, Activity E
Smooth Reading

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

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