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

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

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

Daniel Miller, Acting Director

Lynn Reddy, Deputy Director

August 2010


This document may be downloaded at http://lincs.ed.gov/
Making Sense of Decoding and Spelling:
An Adult Course of Study

Learner Activity Book

Charles A. MacArthur, University of Delaware
Judith A. Alamprese, Abt Associates Inc.
Deborah Knight, Atlanta Speech School

August 2010
The National Institute for Literacy
Washington, DC
# Table of Contents

## Table of Contents

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>iii</td>
</tr>
</tbody>
</table>

## Note to the Learner

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>v</td>
</tr>
</tbody>
</table>

## Lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: Overview / Introduction</td>
<td>1-1</td>
</tr>
<tr>
<td>Lesson 2: Short a and e in CVC Syllables</td>
<td>2-1</td>
</tr>
<tr>
<td>Lesson 3: Short i, o, and u in CVC Syllables</td>
<td>3-1</td>
</tr>
<tr>
<td>Lesson 4: Syllable Division with CVC Syllables</td>
<td>4-1</td>
</tr>
<tr>
<td>Lesson 5: Prefixes and Suffixes that are CVC Syllables</td>
<td>5-1</td>
</tr>
<tr>
<td>Lesson 6: Review</td>
<td>6-1</td>
</tr>
<tr>
<td>Lesson 7: Long Vowels in VCe Words</td>
<td>7-1</td>
</tr>
<tr>
<td>Lesson 8: Dropping the Final e Prior to a Suffix</td>
<td>8-1</td>
</tr>
<tr>
<td>Lesson 9: Doubling the Final Consonant in CVC Syllables</td>
<td>9-1</td>
</tr>
<tr>
<td>Lesson 10: Variations on the Final-e Pattern</td>
<td>10-1</td>
</tr>
<tr>
<td>Lesson 11: Review</td>
<td>11-1</td>
</tr>
<tr>
<td>Lesson 12: The Cle Pattern</td>
<td>12-1</td>
</tr>
<tr>
<td>Lesson 13: Open Syllables</td>
<td>13-1</td>
</tr>
<tr>
<td>Lesson 14: Stress and Schwa</td>
<td>14-1</td>
</tr>
<tr>
<td>Lesson 15: Review</td>
<td>15-1</td>
</tr>
<tr>
<td>Lesson 16: Sounds of y; Words Ending in y and ey</td>
<td>16-1</td>
</tr>
<tr>
<td>Lesson 17: Changing y to i When Adding a Suffix</td>
<td>17-1</td>
</tr>
<tr>
<td>Lesson 18: Prefixes and Suffixes</td>
<td>18-1</td>
</tr>
<tr>
<td>Lesson 19: Review</td>
<td>19-1</td>
</tr>
<tr>
<td>Lesson 20: Digraph Vowels (ai, ay, ee, ey)</td>
<td>20-1</td>
</tr>
<tr>
<td>Lesson 21: Digraph Vowels (oa, ou, ow)</td>
<td>21-1</td>
</tr>
<tr>
<td>Lesson 22: Digraph Vowels (oi, oy, oo)</td>
<td>22-1</td>
</tr>
<tr>
<td>Lesson 23: Digraph Vowels (ea)</td>
<td>23-1</td>
</tr>
<tr>
<td>Lesson 24: Syllables with r-Colored Vowels</td>
<td>24-1</td>
</tr>
</tbody>
</table>
Lesson 25: r-Colored Vowels; Suffixes –or and –ard  25-1
Lesson 26: Review  26-1
Lesson 27: Soft and Hard Sounds of c  27-1
Lesson 28: Soft and Hard Sounds of g  28-1
Lesson 29: Review  29-1
Lesson 30: Grand Finale  30-1

Appendix

<table>
<thead>
<tr>
<th>Chart</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Syllable Patterns Chart</td>
<td>A-2</td>
</tr>
<tr>
<td>Spelling Rules Chart</td>
<td>A-3</td>
</tr>
<tr>
<td>Strategy for Decoding Multisyllabic Words Chart</td>
<td>A-4</td>
</tr>
<tr>
<td>Prefixes Chart</td>
<td>A-5</td>
</tr>
<tr>
<td>Suffixes Chart</td>
<td>A-6</td>
</tr>
</tbody>
</table>
Note to the Learner

Dear Adult Learner,

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

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

English is a complicated language, but it is mostly predictable. When you finish this course if study, you will understand how words work. One of the adults in our study put it this way when he said, “My father doesn’t read very well. Reading has always been hard for me, too. Now, I understand how English works for the first time. I think I can teach my dad to read now.”
Lesson 1

Overview / Introduction

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

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

B. Etymology
1. chili, jalapeno, salsa
2. pizza, salami, pepperoni
3. hamburger, deli, kraut
4. chef, romaine, croutons
5. predict, dictation, interdict
Lesson 2
Short a and e in CVC Syllables

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

Document of the Day
Ted’s Batting Cages
Grab a bat and a helmet.
New customers get two free visits.

A. Read the Words and Syllables

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>best</td>
<td>bad</td>
<td>nap</td>
<td>hap</td>
<td>slen</td>
</tr>
<tr>
<td>bath</td>
<td>rent</td>
<td>mess</td>
<td>sen</td>
<td>dras</td>
</tr>
<tr>
<td>pack</td>
<td>fled</td>
<td>grasp</td>
<td>cred</td>
<td>san</td>
</tr>
</tbody>
</table>

B. Sort the Syllables

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

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

D. Smooth Reading

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

Word List

- velvet vel / vet
- princess prin / cess
- zipper zip / per
- magnet mag / net
- admit ad / mit
- fantastic fan / tas / tic
- plastic plas / tic
- ribbon rib / bon
Lesson 3
Short i, o, and u in CVC Syllables

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

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

A. Combine the Words
1. red + head ____________________ 6. in + put ____________________
2. bat + man ____________________ 7. meat + ball ____________________
3. air + port ____________________ 8. sun + shine ____________________
4. run + way ____________________ 9. tea + pot ____________________
5. cat + fish ____________________

B. Progress Check
1. ____________________ 6. ____________________
2. ____________________ 7. ____________________
3. ____________________ 8. ____________________
4. ____________________ 9. ____________________
5. ____________________ 10. ____________________
C. *Smooth Reading*

Ned dropped some *popcorn* in his chair. He did not want to *budge*, so he left it there. Since the chair was *black*, it left a mark on the edge of the seat. When Ned saw the mark, he got mad at *himself*. He had to *scratch* his head to think about how to fix this. He opted to clean the dirty *patch* with a napkin.
Lesson 4
*Syllable Division With CVC Syllables*

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

**Document of the Day**

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

A. **Syllabification**

Example: absent  
ab / sent

1. dentist
2. splendid
3. contact
4. trumpet
5. frantic
6. insist
7. sluggish
8. inspect
B. Progress Check

Example: address  ad / dress

1. blanket
2. flannel
3. splendid
4. pilgrim
5. subtract
6. contest
7. pancake
8. moonlight
9. washtub
10. sailboat

C. Smooth Reading

Last week I went to see my dentist about some pain. The problem started when I was in a contest to see who could eat the most pies. All of a sudden, I bit into something hard. It was part of a plastic fork. The dentist did a full assessment and said I had cracked a tooth.
Lesson 5
Prefixes and Suffixes that are CVC Syllables

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

A. Syllabification

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

Document of the Day

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefix</th>
<th>Root Word</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>unlimited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fishing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>unsuccessful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discontented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>unhappy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>skillful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dishonest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dislike</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>unhelpful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>helpless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>endless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>weeks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>misprint</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mistrust</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sickness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>helpfulness</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### C. Progress Check

Example: unhelpful  \[\text{un} / \text{help} / \text{ful}\]

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. uncommon</td>
<td></td>
</tr>
<tr>
<td>2. unpack</td>
<td></td>
</tr>
<tr>
<td>3. misfit</td>
<td></td>
</tr>
<tr>
<td>4. goodness</td>
<td></td>
</tr>
<tr>
<td>5. truthful</td>
<td></td>
</tr>
<tr>
<td>6. wonderful</td>
<td></td>
</tr>
<tr>
<td>7. reckless</td>
<td></td>
</tr>
<tr>
<td>8. commanding</td>
<td></td>
</tr>
<tr>
<td>9. disconnected</td>
<td></td>
</tr>
<tr>
<td>10. spotless</td>
<td></td>
</tr>
</tbody>
</table>

### D. Smooth Reading

Bill was *unwilling* to tell anyone about his *illness*. He did not want his boss to know about his *sickness*. Plus, he *distrusted* doctors and was a bit afraid of them. Sam knew about Bill’s illness and *pushed* him to see a doctor. Bill would not go *unless* Sam came with him.
Lesson 6
Review

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

A. Spelling

<table>
<thead>
<tr>
<th></th>
<th>bad</th>
<th></th>
<th>bid</th>
<th></th>
<th>bod</th>
<th>bud</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Syllabification

1. We all thought she was a **tomboy** when she was in school.

2. The crane had a strong **magnet** to pick up the junk cars.

3. The **baseball** player was fined $20,000 for **misconduct**.

4. Don’t worry, it was just a **misunderstanding**.

5. The driver was **skillful** but a bit **reckless**.

6. Your **helpfulness** and **unselfishness** have earned you my thanks.
C. Progress Check

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

Syllabification

Example: basket bas/ket

11. skydive _________________________
12. submit _________________________
13. rabbit _________________________
14. contest _________________________
15. cupful _________________________
16. helpfulness _________________________
17. unkindness _________________________
18. disconnect _________________________
19. disinfected _________________________
20. skillfulness _________________________
Lesson 7

*Long Vowels in VCe Words*

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

**Document of the Day**

**Space Shuttle Explodes in Flames**

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

**A. Reading Words**

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

**B. Syllabification**

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

**C. Progress Check**

1. ____________________  
2. ____________________  
3. ____________________  
4. ____________________  
5. ____________________  
6. ____________________  
7. ____________________  
8. ____________________  
9. ____________________  
10. ____________________
D. Smooth Reading

Steve saw a reptile at camp - a huge black snake. It was time to send a letter to his classmate, Hope. He thought he could illustrate the letter with a picture of the snake. He knew that Hope would admire his fine work! Next time, he will send her a drawing of the tadpole he found.
Lesson 8

Dropping the Final e Prior to a Suffix

Purpose

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

A. Mark the Long Vowels

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

Document of the Day

Fresh Baked Pies for Sale—Amazing Tastes
Apple for $8.00
Lemon for $6.00
**B. Discover the Pattern**

<table>
<thead>
<tr>
<th>Word</th>
<th>Root</th>
<th>Suffix</th>
<th>Was final e dropped?</th>
</tr>
</thead>
<tbody>
<tr>
<td>safest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>baking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>placement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>movement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wiping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>striped</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tireless</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Spelling Rule:**

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

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

C. Add the Suffixes

<table>
<thead>
<tr>
<th>Word</th>
<th>+ ing</th>
<th>+ ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>include</td>
<td></td>
<td></td>
</tr>
<tr>
<td>deprive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>exile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>recognize</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Progress Check

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

E. Smooth Reading

Martha had the **cutest** baby! He is so **wonderful**, it is **fantastic**. Because Martha had surgery, her **movement** is **confined** to the house for a few weeks. She is thinking of **hiring** some help until she is less **tired**. **Sharing** the work with someone will make her life much easier.
Lesson 9
Doubling the Final Consonant in CVC Syllables

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

A. Write the Root Word

Spelling Rule
1. Silent e Pattern: Drop the silent e if the suffix begins with a ______________.

<table>
<thead>
<tr>
<th>Word</th>
<th>Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>illustrating</td>
<td></td>
</tr>
<tr>
<td>relating</td>
<td></td>
</tr>
<tr>
<td>postponed</td>
<td></td>
</tr>
<tr>
<td>bravely</td>
<td></td>
</tr>
<tr>
<td>pavement</td>
<td></td>
</tr>
<tr>
<td>tiring</td>
<td></td>
</tr>
<tr>
<td>cutest</td>
<td></td>
</tr>
<tr>
<td>inspired</td>
<td></td>
</tr>
</tbody>
</table>
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
### B. Follow the Rule

<table>
<thead>
<tr>
<th>One syllable?</th>
<th>One vowel?</th>
<th>One final consonant?</th>
<th>Write the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>clasp + ed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>big + er</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>get + ing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wise + er</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stamp + ing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>blame + ed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bit + en</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>flat + en</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>read + ing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shop + ing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>box + ed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Find the Pattern

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

D. Progress Check

1. _________________________  6. _________________________
2. _________________________  7. _________________________
3. _________________________  8. _________________________
4. _________________________  9. _________________________
5. _________________________ 10. _________________________
E. Smooth Reading

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

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

A. Change the Vowel Sound

<table>
<thead>
<tr>
<th>Word</th>
<th>+ final e</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Document of the Day

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

They will love to have their own set.

www.usastamps.gov
B. Sort the Words

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

C. Syllabification

1. expressive
2. impulsive
3. inexpensive
4. passive
5. disruptive
6. intensive
7. active
8. constructive
9. compulsive

D. Progress Check

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
E. Smooth Reading

My boss took me to an expensive restaurant. The menu was impressive with all kinds of uncommon food. I ordered pasta with garlic shrimp which tasted disgusting. And the plates of food were massive. I didn’t want to say how offensive it was, so I ate all of it. After dinner, I felt really sick.
Lesson 11
Review

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

A. Dropping the e

<table>
<thead>
<tr>
<th></th>
<th>-ing</th>
<th>-ly</th>
<th>-ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>complete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>brake</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>tire</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>exclude</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>state</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Add the Suffixes

<table>
<thead>
<tr>
<th></th>
<th>-s</th>
<th>-ed</th>
<th>-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>slam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>print</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>step</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>button</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>flap</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rock</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Syllabification

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

Spelling Words

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

Syllable Division

1. Impressive ____________________
2. Restatement ____________________
3. Replacing ____________________
4. Disengagement ____________________
5. Concluded ____________________
6. Shipment ____________________
7. Distrusting ____________________
8. Unattached ____________________
9. Imitating ____________________
10. Impeding ____________________
Lesson 12

The Cle pattern

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

Document of the Day

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

A. Syllabification

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

B. Spell the Words

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

Learner Activity Book
C. Progress Check

Example: twinkle  twin / kle

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

D. Smooth Reading

It was a very hot day in the jungle. A light drizzle fell as James drank from his bottle of apple juice. The rain water tickled his neck and he struggled to stay dry. Finally he found a shed next to a cattle field and rested there until the rain stopped.
Lesson 13

Open Syllables

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

Document of the Day

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

A. Syllabification

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

B. Syllabification

1. solid        7. gravel
2. limit        8. navy
3. protect      9. panel
4. cozy         10. comet
5. seven        11. kilogram
6. legal        12. pantomine
C. Progress Check

Example: crazy  

cra / zy

1. spoken  

2. wagon  

3. minus  

4. vacant  

5. denim  

6. product  

7. unite  

8. unwise  

9. cactus  

10. disconnected  

D. Smooth Reading

Yesterday I rode in an ambulance with my father. The driver turned the volume of the siren up as high as it would go! My father had a high fever because of a virus. I was in a panic by the time we got to the hospital, but my father was all right.
Lesson 14

Stress and Schwa

Purpose

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

Document of the Day

<table>
<thead>
<tr>
<th>Recording Artist Celebrates 80th Birthday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Johnson, who has been playing the blues guitar for 70 years, celebrated his 80th birthday on Friday. He is best known for his record, <em>Alabama Blues</em>, which he recorded in 1954. The Blues Society presented him with an award for lifetime achievement. In accepting the award, Johnson said it was the best birthday present he had ever received.</td>
</tr>
</tbody>
</table>

A. Shifts in Stress

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

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

C. Progress Check

Example: seldom sel’ / dom

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

D. Smooth Reading

We went on a splendid rafting trip on the Delaware River last month. However, in retrospect, the river in Alabama was better. We took some amazing wildlife photography. Our next vacation will be to visit the sacred temples of China, Japan, and Tibet.
Lesson 15

Review

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

A. Syllable Patterns

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>retirement</td>
<td>re   tire      ment</td>
</tr>
<tr>
<td>illustrate</td>
<td>il   lus trate</td>
</tr>
<tr>
<td>completely</td>
<td>com plete ly</td>
</tr>
<tr>
<td>utilize</td>
<td>u     til  ize</td>
</tr>
<tr>
<td>synonym</td>
<td>syn   o nym</td>
</tr>
<tr>
<td>embezzle</td>
<td>em    bez zle</td>
</tr>
</tbody>
</table>
B. Syllabification
Example: hypnotized hyp / no / tized

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

C. Find the Schwa

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

D. Progress Check

1. __________________________ 6. __________________________
2. __________________________ 7. __________________________
3. __________________________ 8. __________________________
4. __________________________ 9. __________________________
5. __________________________ 10. _________________________
Syllabification

Example: baby \( ba/ by \)

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

E. Smooth Reading

Toxins are polluting the land around the power plant. People are meeting at a local chapel to discuss their rights with the congressman. There was plenty of gossip as the people began to assemble. Two women were chosen to lead the debate. Everyone had something to say.
Lesson 16

Sounds of y; Words Ending in y and ey

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

Document of the Day

Sly Spy Exhibit
by Crazy Works, Inc.

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

A. Reading Words

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>gym</td>
<td>satisfy</td>
<td>hypnotize</td>
</tr>
<tr>
<td></td>
<td>spry</td>
<td>symbol</td>
<td>skinny</td>
</tr>
<tr>
<td></td>
<td>synonym</td>
<td>gypsy</td>
<td>carbohydrate</td>
</tr>
<tr>
<td></td>
<td>empty</td>
<td>family</td>
<td>sympathy</td>
</tr>
</tbody>
</table>

B. Reading Words

- key
- monkey
- honey
- turkey
- whiskey
- journey
- pulley
C. Progress Check

<table>
<thead>
<tr>
<th></th>
<th>cry</th>
<th>baby</th>
<th>system</th>
</tr>
</thead>
<tbody>
<tr>
<td>turkey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>synonym</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pulley</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>clarify</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mystic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>monkey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rusty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>crazy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cynical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hydrogen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sympathy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Smooth Reading

The military insists that its members are in top physical shape. They systematically train each person in order to ensure the safety of the entire group. Every soldier is shown how to handle dynamite and hand grenades. They are also instructed to identify and report any risks in the sky.
Lesson 17
Changing -y to i When Adding a Suffix

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

Document of the Day

Lecture Series: Spies, Lies, and Sneaky Guys
Hear about the business of the CIA from the spies of the Cold War.

A. Parts of Words

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

1. _____________________________________________

2. _____________________________________________

3. _____________________________________________

4. _____________________________________________

5. _____________________________________________

C. Syllabification

<table>
<thead>
<tr>
<th>Word</th>
<th>Root</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>crying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>boys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>studying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tiniest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>payment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>devastating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>loneliness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>furious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. Extending the Pattern

1. carry + s _____________________ 4. deny + s _____________________
2. copy + s _____________________ 5. spy + s _____________________
3. supply + s _____________________ 6. baby + s _____________________

E. Complete the Rule

When a word ends in a ________________ and a y, we change the y to an _____

unless the ending begins with _____. If we are adding the ending s, then we

change the y to _____ and add _____.

F. Write the Exceptions

1. _____________________
2. _____________________
3. _____________________
4. _____________________
5. _____________________
6. _____________________
7. _____________________
G. Progress Check

<table>
<thead>
<tr>
<th>Root</th>
<th>Suffix</th>
<th>Root + Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>key</td>
<td>s</td>
<td></td>
</tr>
<tr>
<td>cry</td>
<td>s</td>
<td></td>
</tr>
<tr>
<td>dry</td>
<td>ness</td>
<td></td>
</tr>
<tr>
<td>lucky</td>
<td>est</td>
<td></td>
</tr>
<tr>
<td>empty</td>
<td>ed</td>
<td></td>
</tr>
<tr>
<td>pity</td>
<td>ful</td>
<td></td>
</tr>
<tr>
<td>pave</td>
<td>ment</td>
<td></td>
</tr>
<tr>
<td>recite</td>
<td>al</td>
<td></td>
</tr>
<tr>
<td>lone</td>
<td>ly</td>
<td></td>
</tr>
<tr>
<td>big</td>
<td>est</td>
<td></td>
</tr>
</tbody>
</table>

H. Smooth Reading

On the twentieth of July, Sal testified in court. He was very tired, and he began crying on the stand. The suddenness of all the prying questions began to confuse him. He thought his enemies would win even though he was innocent.
Lesson 18
Prefixes and Suffixes

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

Document of the Day

Weather Report
Unexpected subzero temperatures for the holidays.
Stay inside. Dress warmly if you must go out.

A. Find the Prefix

1. recall
2. disconnect
3. subsist
4. recite
5. preschool
6. discredit
7. unborn
8. regard
9. uncover
10. subscribe
11. prefix
12. reform
13. inconsistent
14. prenatal
15. indent
### B. Build the Words

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>sub</td>
<td>pect</td>
</tr>
<tr>
<td>pre</td>
<td>move</td>
</tr>
<tr>
<td>ex</td>
<td>view</td>
</tr>
<tr>
<td>un</td>
<td>fair</td>
</tr>
<tr>
<td>de</td>
<td>merge</td>
</tr>
<tr>
<td>re</td>
<td>fend</td>
</tr>
</tbody>
</table>

### C. Separate the Words

1. unpacked = ____________________________
2. reproduced = ____________________________
3. unhappiness = ____________________________
4. defrosting = ____________________________
5. dishonesty = ____________________________
6. revisited = ____________________________
7. discredited = ____________________________
8. mispronounced = ____________________________
D. Build the Words

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis</td>
<td>ment</td>
</tr>
<tr>
<td>over</td>
<td>ate</td>
</tr>
<tr>
<td>mis</td>
<td>able</td>
</tr>
<tr>
<td>un</td>
<td>ness</td>
</tr>
</tbody>
</table>

accept

________________________
________________________
________________________
________________________
________________________

understand

________________________
________________________
________________________
________________________
________________________

population

________________________
________________________
________________________
________________________
________________________

like

________________________
________________________
________________________
________________________
________________________

enchant

________________________
________________________
________________________
________________________
________________________
E. Read the Words

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

F. Write the Root Words

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

G. Read the Words

1. taxation
2. addition
3. definition
4. limitation
5. expectation
Lesson 18

H. Add the Suffix

1. precise + ion
   ___________________________

2. transfuse + ion
   ___________________________

3. collide + ion
   ___________________________

4. include + ion
   ___________________________

5. confuse + ion
   ___________________________

I. Progress Check

1. ___________________________

2. ___________________________

3. ___________________________

4. ___________________________

5. ___________________________

6. ___________________________

7. ___________________________

8. ___________________________

9. ___________________________

10. ___________________________

J. Smooth Reading

Thankfully, Jan was not badly hurt in the disaster at work. Three people were crushed and two machines were destroyed. Her dishonest boss had neglected to distribute hard hats for the new project. This was inexcusable, and Jan hoped that the police would get involved.
Lesson 19
Review

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

A. Apply the Rules

Spelling Rules

3. Dropping the Silent e in VCe Syllables.
   When a word ends with a silent e, drop the e when you add a suffix beginning with a vowel.

4. Doubling the Final Consonant in CVC Syllables.
   If a one syllable root word ends in one consonant with one vowel before it, double the final consonant of the root word if the suffix begins with a vowel.

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Rule #</th>
</tr>
</thead>
<tbody>
<tr>
<td>rot + en</td>
<td></td>
</tr>
<tr>
<td>safe + er</td>
<td></td>
</tr>
<tr>
<td>complete + ly</td>
<td></td>
</tr>
<tr>
<td>luck + y + est</td>
<td></td>
</tr>
<tr>
<td>drum + er</td>
<td></td>
</tr>
<tr>
<td>lone + ly + ness</td>
<td></td>
</tr>
<tr>
<td>sure + ly</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 19

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

**B. Separate the Words**

<table>
<thead>
<tr>
<th>Root Word</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>hopping</td>
<td></td>
</tr>
<tr>
<td>hoping</td>
<td></td>
</tr>
<tr>
<td>scary</td>
<td></td>
</tr>
<tr>
<td>gripping</td>
<td></td>
</tr>
<tr>
<td>griping</td>
<td></td>
</tr>
<tr>
<td>hurrying</td>
<td></td>
</tr>
<tr>
<td>supplied</td>
<td></td>
</tr>
</tbody>
</table>
C. *Identify the Sound*

<table>
<thead>
<tr>
<th></th>
<th>cry</th>
<th>baby</th>
<th>system</th>
</tr>
</thead>
<tbody>
<tr>
<td>synonym</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>empty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>multiply</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>occupy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hypocrisy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fifty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>qualify</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cynical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hydrogen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>synthetic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dynamite</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cyclone</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. Spell the Words by Syllable

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

E. Syllabification

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

E. Progress Check

1. _________________________
6. _________________________
2. _________________________
7. _________________________
3. _________________________
8. _________________________
4. _________________________
9. _________________________
5. _________________________
10. _________________________
Syllabification

Example: reduction  re/duc/tion

1. Translation __________________________
2. Completion __________________________
3. Calculation __________________________
4. Refinish _____________________________
5. Astonishment _________________________
6. Shamefulness _________________________
7. Spiteful ______________________________
8. Development __________________________
9. Unlikely ______________________________
10. Gratefulness __________________________
Lesson 20

Digraph vowels: ai, ay, ee, ey

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

**Document of the Day**

<table>
<thead>
<tr>
<th>The Main Street Meet and Greet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday, May 9&lt;sup&gt;th&lt;/sup&gt; at three p.m.</td>
</tr>
<tr>
<td>Come and meet us for a day of play!</td>
</tr>
<tr>
<td>Games, Fun and Projects for the whole family!</td>
</tr>
<tr>
<td>Win money and other prizes!</td>
</tr>
</tbody>
</table>

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

**A. Sort the Words**

<table>
<thead>
<tr>
<th>/ā/</th>
<th>/ē/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Sort the Words

<table>
<thead>
<tr>
<th>ai</th>
<th>ay</th>
<th>ee</th>
<th>ey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Sort the Words

<table>
<thead>
<tr>
<th>key</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

D. Syllabification

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

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

F. Smooth Reading

Vaneeda is fifteen and wants more freedom from her parents. But because she is constantly complaining and is often impolite, her parents have not agreed. One night while her parents were asleep, Vaneeda discreetly left the house to meet her friends. When her parents found out, they sent her to Tennessee to live with her uncle.
Lesson 21

Digraph vowels: *oa, ou, ow*

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

**Document of the Day**

*Al’s Drug Store*

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

**A. Read the Words**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>boat</td>
<td>town</td>
</tr>
<tr>
<td>coast</td>
<td>low</td>
</tr>
<tr>
<td>throat</td>
<td>cow</td>
</tr>
<tr>
<td>loan</td>
<td>mow</td>
</tr>
<tr>
<td>out</td>
<td>now</td>
</tr>
<tr>
<td>noun</td>
<td>allow</td>
</tr>
<tr>
<td>cloud</td>
<td>follow</td>
</tr>
<tr>
<td>around</td>
<td>window</td>
</tr>
</tbody>
</table>
B. Sort the Words

<table>
<thead>
<tr>
<th>/ɔ/ as in go</th>
<th>/ou/ as in loud</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Read the Words

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>down</td>
<td>follow</td>
</tr>
<tr>
<td>drown</td>
<td>drowsy</td>
</tr>
<tr>
<td>bowl</td>
<td>elbow</td>
</tr>
<tr>
<td>thrown</td>
<td>endowment</td>
</tr>
<tr>
<td>towel</td>
<td>widow</td>
</tr>
<tr>
<td>shower</td>
<td>bow</td>
</tr>
</tbody>
</table>
**D. Sort the Words by their Spelling**

<table>
<thead>
<tr>
<th>poke</th>
<th>coat</th>
<th>snow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**E. Underline the Correct Spelling**

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

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

G. Smooth Reading

You have grown so much since I saw you for your last doctor’s appointment! You sprouted like a weed! I remember when you didn’t know how to pronounce your name or count to ten. You used to throw your food on the floor and shout loudly when you didn’t get what you wanted.
Lesson 22
*Digraph vowels: oi, oy, oo*

**Purpose**

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

**Document of the Day**

Boy Scout Cook’s Round-Up Menu

Good Food

* Oyster Chowder

Sprouted Soy and Bamboo Shoot Salad

* Pan Fried Brook Trout with Sour Lemon

Pork Tenderloin with Grilled Asparagus

Sirloin Tips with Wild Mushrooms

Yellow Fin Tuna with Mango Salsa

Flour-dusted Kangaroo with Brown Sauce

Bowtie Pasta or Elbow Macaroni with Garlic Olive Oil

* Oatmeal Cookies or Macaroons

**A. Sort the Underlined Words**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>out</td>
<td>snow</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Sort the italicized words

<table>
<thead>
<tr>
<th>joy</th>
<th>boot</th>
<th>book</th>
</tr>
</thead>
</table>

C. Sort the words

<table>
<thead>
<tr>
<th>joy</th>
<th>oil</th>
</tr>
</thead>
</table>

D. Syllabification

1. understood  
2. boycott  
3. appointment  
4. honeymoon  
5. adulthood  
6. bamboozle  
7. annoyed  
8. poisoning
E. Progress Check

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

F. Smooth Reading

The nuns rejoiced when they heard they were going to meet the newly appointed pope. They prepared a large needlepoint picture for him to express their total loyalty. Their voyage to Rome was tiring, but the nuns were still boisterous when they arrived.
Lesson 23

Digraph Vowels: ea

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

A. Match the Vowel Sounds

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td></td>
</tr>
<tr>
<td>meet</td>
<td></td>
</tr>
<tr>
<td>throat</td>
<td></td>
</tr>
<tr>
<td>boil</td>
<td></td>
</tr>
<tr>
<td>chow</td>
<td></td>
</tr>
<tr>
<td>rude</td>
<td></td>
</tr>
<tr>
<td>cook</td>
<td></td>
</tr>
</tbody>
</table>
Dear Mom and Dad,

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

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

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

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

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

Love,
Heather.
**B. Sort the Words with ea**

<table>
<thead>
<tr>
<th>meet</th>
<th>met</th>
<th>mate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C. Syllabification**

1. increase  
2. heavenly  
3. unpleasant  
4. displeased  
5. preacher  
6. threatened  
7. unbearable  
8. endeavor  
9. seamstresses  
10. weather
### D. Progress Check

<table>
<thead>
<tr>
<th>Number</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>___________</td>
</tr>
<tr>
<td>2.</td>
<td>___________</td>
</tr>
<tr>
<td>3.</td>
<td>___________</td>
</tr>
<tr>
<td>4.</td>
<td>___________</td>
</tr>
<tr>
<td>5.</td>
<td>___________</td>
</tr>
<tr>
<td>6.</td>
<td>___________</td>
</tr>
<tr>
<td>7.</td>
<td>___________</td>
</tr>
<tr>
<td>8.</td>
<td>___________</td>
</tr>
<tr>
<td>9.</td>
<td>___________</td>
</tr>
<tr>
<td>10.</td>
<td>___________</td>
</tr>
</tbody>
</table>

### E. Smooth Reading

I had a **great dream** last night. I dreamed that I found a hidden **treasure** in a grassy **meadow**. When I woke up, I was so hungry, I ate a steak for breakfast! Then I went outside to check the **weather** and took a **breath** of fresh air.
Lesson 24

Syllables with r-Colored Vowels

Purpose

- To learn the \textit{r}-colored vowel pattern
- To learn variations of the \textit{r}-colored vowel pattern: \textit{e}-\textit{a}-\textit{r}
- To learn the suffix \textit{-er}
- To review the spelling patterns of vowel digraphs

A. \textbf{Find the Misspelled Words}

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

\textbf{Document of the Day}

\begin{tabular}{|l|l|}
\hline
\textbf{Accident Report Form} & \\ 
\hline
\textbf{Name of Patient:} & Derk Thurber \\
\textbf{Date of Birth:} & February 12, 1964 \\
\textbf{Address:} & 10 Redbird Lane \\
& Lake Placid, New York \\
\textbf{Sex:} & Male \\
\textbf{Relationship to Insured:} & Self \\
\textbf{Other Health Insurance Coverage (include policy number):} & None \\
\hline
\end{tabular}
B. Read the Words

2. Stir                         10. Urgent
3. Hurt                         11. Affirm
4. Term                         12. Furnish
5. Confirm                      13. Fern
7. Concert                      15. Lantern
8. Exert                        16. Return

C. Underline the Correct Spelling

1. affirm                       afferm
2. retern                       return
3. occur                        occer
4. furniture                    furniture
5. sergery                      surgery
6. injury                       injury
**D. Read the Words**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>earth</td>
<td>search</td>
</tr>
<tr>
<td>earnest</td>
<td>heard</td>
</tr>
<tr>
<td>research</td>
<td>rehearse</td>
</tr>
</tbody>
</table>

**E. Add the -er Suffix**

1. vote + er 
2. roof + er 
3. remove + er 
4. receive + er 
5. desert + er 
6. produce + er 
7. intrude + er 
8. bake + er
F. Underline the Correct Spelling

<table>
<thead>
<tr>
<th></th>
<th>burn</th>
<th>birn</th>
<th>bern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>chirch</td>
<td>cherch</td>
<td>church</td>
</tr>
<tr>
<td>2</td>
<td>therst</td>
<td>thurst</td>
<td>thirst</td>
</tr>
<tr>
<td>3</td>
<td>force</td>
<td>firce</td>
<td>fierce</td>
</tr>
<tr>
<td>4</td>
<td>serch</td>
<td>sirmch</td>
<td>search</td>
</tr>
<tr>
<td>5</td>
<td>suburb</td>
<td>suburb</td>
<td>superb</td>
</tr>
<tr>
<td>6</td>
<td>cloudy</td>
<td>clowdy</td>
<td>clody</td>
</tr>
<tr>
<td>7</td>
<td>destroil</td>
<td>destrow</td>
<td>destroy</td>
</tr>
<tr>
<td>8</td>
<td>heven</td>
<td>heaven</td>
<td>hehven</td>
</tr>
<tr>
<td>9</td>
<td>cloke</td>
<td>cloak</td>
<td>clowk</td>
</tr>
</tbody>
</table>

G. Smooth Reading

I am having trouble finding transportation to the gathering. I want to arrive early so I can help hang the decorations and organize the room. But if I can’t find a ride, I’ll have to walk the thirty miles and be tardy.
Lesson 25
*r-Colored Vowels; Suffixes -or and -ard*

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

**Document of the Day**

<table>
<thead>
<tr>
<th>Accident Report Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Patient:</strong> Derk Thurber</td>
</tr>
<tr>
<td><strong>Address:</strong> 10 Redbird Lane Lake Placid, New York</td>
</tr>
<tr>
<td><strong>Relationship to Insured:</strong> Self</td>
</tr>
<tr>
<td><strong>Other Health Insurance Coverage (include policy number):</strong> None</td>
</tr>
</tbody>
</table>

**A. 1. Read the Words**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>wary</td>
<td>carry</td>
</tr>
<tr>
<td>vegetarian</td>
<td>embarrass</td>
</tr>
<tr>
<td>hilarious</td>
<td>marry</td>
</tr>
<tr>
<td>vary</td>
<td>carrot</td>
</tr>
</tbody>
</table>
### A.2. Read the Words

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>pear</td>
<td>American</td>
</tr>
<tr>
<td>bear</td>
<td>stereo</td>
</tr>
<tr>
<td>underwear</td>
<td>very</td>
</tr>
<tr>
<td>swear</td>
<td>sterilize</td>
</tr>
</tbody>
</table>

### A.3. Read the Words

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>order</td>
<td>born</td>
</tr>
<tr>
<td>fourth</td>
<td>soar</td>
</tr>
<tr>
<td>roar</td>
<td>inventory</td>
</tr>
<tr>
<td>court</td>
<td>victory</td>
</tr>
<tr>
<td>mourn</td>
<td>pour</td>
</tr>
</tbody>
</table>
B. Choose the Spelling

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

C. Read the Words

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>car</em></td>
<td><em>bar</em></td>
</tr>
<tr>
<td><em>party</em></td>
<td><em>card</em></td>
</tr>
<tr>
<td><em>artist</em></td>
<td><em>partner</em></td>
</tr>
<tr>
<td><em>charmer</em></td>
<td><em>mark</em></td>
</tr>
</tbody>
</table>
D. 1. Add the Correct ending (-ar, -er, or)

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

E. 2. Sort the Words

<table>
<thead>
<tr>
<th>-er</th>
<th>-ar</th>
<th>-or</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. 3. Answer the Questions

1. The most common way to spell /er/ at the end of a word is: ________

2. The least likely spelling of /er/ at the end of a word is: ________

3. When the ending /er/ is used as a suffix meaning someone or something that does something, it is usually spelled o-r when it follows the letter: ________

E. Read the Words

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>forward</td>
<td>orchard</td>
</tr>
<tr>
<td>awkward</td>
<td>coward</td>
</tr>
<tr>
<td>toward</td>
<td>blizzard</td>
</tr>
</tbody>
</table>

F. Progress Check

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

The *expiration* date on my milk was last Tuesday. I *swirled* the white liquid around in the jug and then smelled it, *confirming* it was bad. It smelled *horrible*. I *poured* it down the drain and went to *purchase* another gallon. I was so *thirsty* once I *arrived* at the store, I drank some milk at the counter.
Lesson 26
Review

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

A. Proofread and Correct

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

B. Reading Words

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

Complete the word with either ow or ou.
1. Fl____er
2. All____
3. Prononce
4. T____el
5. Ar____nd

Complete the word with either ai or ay.
1. M____nt____n
2. Displ____
3. Excl____m
4. Del____
5. P____nt

Complete the word with either er, ir, or ur, ar, or ear.
1. B____thday
2. Exp____t
3. L____rn
4. S____vant
5. Dist____b
**D. Choose the Correct Ending (-er, -or, -ar)**

1. invent____
2. cell____
3. big____
4. fath____
5. pap____
6. calend____
7. edit____
8. conduct____
9. popul____
10. ov____
11. regul____
12. ord____

**E. Spelling by Syllable**

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

**F. Syllabification**

1. affordable ______________________
2. carpenter ______________________
3. appointment ______________________
4. alternative ______________________
5. refugee ______________________
6. entertainment ______________________
G. Progress Check

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
Lesson 27

Soft and Hard Sounds of c

Purpose

- To learn the two most common pronunciations of c

Document of the Day

Central Travel Incorporated

Customer Copy
Mr. Cab Cider
211 Circus Circle
Colorado College

Flight Itinerary

<table>
<thead>
<tr>
<th>Date</th>
<th>City</th>
<th>Time</th>
<th>Carrier and Flight</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 December</td>
<td>Depart: Cisco, Canada, Arrive: Coal City, CA</td>
<td>8:00 am, 1:05 pm</td>
<td>Continental 26</td>
</tr>
<tr>
<td>19 December</td>
<td>Depart: Coal City, CA, Arrive: Cisco, Canada</td>
<td>7:50 am, 4:20 pm</td>
<td>US Air 34</td>
</tr>
</tbody>
</table>

Airfare: $255.00
Service Fee: $10.00
Complete Price: $265.00
A. Sort the Words

<table>
<thead>
<tr>
<th></th>
<th>Soft c</th>
<th>Hard c</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>captive</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>conduct</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>flounce</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>success</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>excite</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>sincere</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>crocodile</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>census</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>cyclone</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>calculate</td>
<td></td>
</tr>
</tbody>
</table>

B. Read the Syllables

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>caf</td>
<td>lict</td>
<td>cess</td>
<td>clude</td>
<td>cide</td>
<td>duce</td>
</tr>
<tr>
<td>nounce</td>
<td>cy</td>
<td>cort</td>
<td>flect</td>
<td>cond</td>
<td>cept</td>
</tr>
</tbody>
</table>

C. Progress Check

1. _________________________
6. _________________________
2. _________________________
7. _________________________
3. _________________________
8. _________________________
4. _________________________
9. _________________________
5. _________________________
10. _________________________
D. Smooth Reading

Do you know how much precipitation has fallen this December? Weather experts concluded that the snowfall this month exceeded all records. The children were excited about the snow because school would be cancelled. But the local senior citizens were discontented because they would have to stay indoors.
Lesson 28

Soft and Hard Sounds of g

Purpose
- To learn the two most common pronunciations of \( g \)
- To review the two most common pronunciations of \( c \)

A. Sort the Words

'Twas cumpish, and the calty neffs
Did bape and cintog in the vobe.
All coddy were the pomoceffs,
And the dacky wupes precobe.

Adapted from "Jabberwocky" by Lewis Carroll

<table>
<thead>
<tr>
<th>Soft c</th>
<th>Hard c</th>
</tr>
</thead>
<tbody>
<tr>
<td>race</td>
<td>cut</td>
</tr>
</tbody>
</table>
Document of the Day

GEORGIA ZOO
Route 18   Germantown

The Georgia Zoo: a gem you cannot miss!
*Meet the giraffes, gorillas, giant pandas, and more
*Visit our famous gardens
*Play miniature golf

Managed by three generations of zookeepers
Minutes away from the Gulf

B. Sort the Words

<table>
<thead>
<tr>
<th>Soft g</th>
<th>Hard g</th>
</tr>
</thead>
<tbody>
<tr>
<td>rage</td>
<td>gel</td>
</tr>
<tr>
<td>game</td>
<td>gentle</td>
</tr>
<tr>
<td>ology</td>
<td>goat</td>
</tr>
<tr>
<td>good</td>
<td>merge</td>
</tr>
<tr>
<td>age</td>
<td>struggle</td>
</tr>
<tr>
<td>graph</td>
<td>gamble</td>
</tr>
</tbody>
</table>

gem  gas
C. Write the Words

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

D. Progress Check

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

E. Smooth Reading

For many generations my family lived in Germany. When I was six, we immigrated to the United States. It was a challenge to make new friends because no one in school spoke German. But thankfully I was an outgoing child. As I made progress in learning English, I began to feel like I belonged.
Lesson 29

Review

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

A. Syllable Types

1. Underline the CVC syllables below.
   im co ear tle ome eck er tain ab ite

2. Underline the open syllables below.
   im co ear tle ome stri er tain ab re

3. Underline the VCe syllables below.
   im ete ear tle ome stri er ap ab re

4. Underline the Cle syllables below.
   im co ear tle ome stri er tain stle re

5. Underline the vowel digraph syllables below.
   peat co oim tle ome stri er tain ab re

6. Underline the r-colored syllables below.
   im co ear tle ome stri er tain ur re
B. Divide the Words

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

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

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

- com/bat spectrum
- penny extract
- wiggle accomplishment

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

- re/flect cabin
- evil devil
- utilize renovate

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

- e/last/ic intimidating
- improvise manipulate
- sympathy unprofessional
C. **Write the Words by Syllable**

1. __________________________  __________________________

2. __________________________  __________________________

3. __________________________  __________________________

4. __________________________  __________________________

5. __________________________  __________________________

6. __________________________  __________________________

D. **Smooth Reading**

**Use It or Lose It**

As people become older, their *memory* often starts *declining*. *Medical researchers* have found that you can *preserve* your memory if you *engage* in *activities* that make you think. *Mentally challenging* activities like playing bridge, taking lessons, and reading can help prevent *senility*. Researchers have also studied the effects of *antioxidants* like *vitamins C and E*. 
Lesson 30
Grand Finale

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

A. Count the Sounds

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

B. Identify the Prefixes and Suffixes

1. antifreeze
2. encouragement
3. replacement
4. transferable
5. underweight
6. unfriendly
7. prehistorical
8. reaction
C. Read the Long Words

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

Appendix
## Six Syllable Patterns of the English Language

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

*big, stamp, ish, trom*

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

*bake, tote, skate, ite*

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

*hi, pre, cra*

### Consonant-`l`-e (Cle)
A Consonant-`l`-e syllable comes at the end of a word.

*purple, stumble, table*

### R-colored
An r-colored syllable has an `r` after the vowel. The `r` changes the sound of the vowel.

*car, stir*

### Vowel Digraph (V V)
A vowel digraph syllable has 2 vowels together.

*wait, read, joint*
Spelling Rules

Doubling $f$, $s$, or $l$ in CVC Syllables
One-syllable CVC words that end in $f$, $s$, or $l$, double the final $f$, $s$, or $l$.

- off, skull, dress

Spelling the Sound of $k$, $j$, and $ch$ at the End of CVC Syllables
At the end of a CVC word, use $c$-$k$ for the sound of $k$, $d$-$g$-$e$ for the sound of $j$ and $t$-$c$-$h$ for the sound of $ch$.

- back, catch, edge

Dropping the Silent e in VCe Syllables
When a word ends with a silent $e$, drop the $e$ when you add a suffix beginning with a vowel.

- bake + ing = baking, smoke + y = smoky

Doubling the Final Consonant in CVC Syllables (The 1-1-1 Rule)
If a one syllable root word ends in one consonant with one vowel before it, double the final consonant of the root word if the suffix begins with a vowel.

- big + er = bigger, hop + ed = hopped

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

- copy + ed = copied
  cry + ed = cried

EXCEPT
When the suffix is -ing

- cry + ing = crying
## Strategy for Reading Multisyllabic Words

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

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

### Divide the Word and Say Each Syllable
- Underline each vowel or vowel pair. Don’t mark silent *e* (as in *make*).
- If a vowel is followed by 2 or more consonants, divide between the consonants, keeping blends and digraphs together.
  - *Sep / tem / ber  con / struct  tur / tle*
- If a vowel is followed by 1 consonant, try dividing before the consonant. If that doesn’t work, try after the consonant.
  - *ra / dar  lim / it*
- Look for the syllable pattern.

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

### Check the Context
- Re-read the sentence to make sure it makes sense.
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti-</td>
<td>against</td>
<td>antifreeze</td>
</tr>
<tr>
<td>de-</td>
<td>opposite</td>
<td>defrost</td>
</tr>
<tr>
<td>dis-</td>
<td>not, opposite of</td>
<td>dislike</td>
</tr>
<tr>
<td>en-</td>
<td>cause to</td>
<td>encode</td>
</tr>
<tr>
<td>fore-</td>
<td>before</td>
<td>foretell</td>
</tr>
<tr>
<td>in-</td>
<td>in</td>
<td>inside</td>
</tr>
<tr>
<td>in-</td>
<td>not</td>
<td>inconsistent</td>
</tr>
<tr>
<td>inter-</td>
<td>between</td>
<td>international</td>
</tr>
<tr>
<td>mid-</td>
<td>middle</td>
<td>midnight</td>
</tr>
<tr>
<td>mis-</td>
<td>wrongly</td>
<td>mistrust</td>
</tr>
<tr>
<td>non-</td>
<td>not</td>
<td>nonsense</td>
</tr>
<tr>
<td>over-</td>
<td>over</td>
<td>overall</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>preschool</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>replay</td>
</tr>
<tr>
<td>sub-</td>
<td>under</td>
<td>subzero</td>
</tr>
<tr>
<td>super-</td>
<td>above</td>
<td>superstar</td>
</tr>
<tr>
<td>trans-</td>
<td>across</td>
<td>transfer</td>
</tr>
<tr>
<td>un-</td>
<td>not</td>
<td>unhappy</td>
</tr>
<tr>
<td>Suffix</td>
<td>Meaning</td>
<td>Example</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>-able, -ible</td>
<td>can be done</td>
<td>comfortable</td>
</tr>
<tr>
<td>-al</td>
<td>having characteristics of</td>
<td>personal</td>
</tr>
<tr>
<td>-ate</td>
<td>act on</td>
<td>activate</td>
</tr>
<tr>
<td>-ed</td>
<td>past tense</td>
<td>jumped</td>
</tr>
<tr>
<td>-en</td>
<td>made of</td>
<td>wooden</td>
</tr>
<tr>
<td>-er</td>
<td>compare</td>
<td>richer</td>
</tr>
<tr>
<td>-er, -or</td>
<td>one who</td>
<td>teacher, actor</td>
</tr>
<tr>
<td>-est</td>
<td>compare</td>
<td>richest</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td>helpful</td>
</tr>
<tr>
<td>-ing</td>
<td>verb form</td>
<td>jumping</td>
</tr>
<tr>
<td>-ion</td>
<td>process of</td>
<td>subtraction</td>
</tr>
<tr>
<td>-ive</td>
<td>characterized by</td>
<td>active</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>hopeless</td>
</tr>
<tr>
<td>-ly</td>
<td>describes how</td>
<td>warmly</td>
</tr>
<tr>
<td>-ment</td>
<td>process of</td>
<td>payment</td>
</tr>
<tr>
<td>-ness</td>
<td>condition of</td>
<td>sickness</td>
</tr>
<tr>
<td>-s, es</td>
<td>plural</td>
<td>dogs, buses</td>
</tr>
<tr>
<td>-y</td>
<td>describes</td>
<td>sneaky</td>
</tr>
<tr>
<td>Suffix</td>
<td>Example</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>-able, -ible</td>
<td>fixable</td>
<td></td>
</tr>
<tr>
<td>-al</td>
<td>personal</td>
<td></td>
</tr>
<tr>
<td>-ate</td>
<td>activate</td>
<td></td>
</tr>
<tr>
<td>-ed</td>
<td>jumped</td>
<td></td>
</tr>
<tr>
<td>-en</td>
<td>wooden</td>
<td></td>
</tr>
<tr>
<td>-er</td>
<td>richer</td>
<td></td>
</tr>
<tr>
<td>-er, -or</td>
<td>teacher, actor</td>
<td></td>
</tr>
<tr>
<td>-est</td>
<td>richest</td>
<td></td>
</tr>
<tr>
<td>-ful</td>
<td>helpful</td>
<td></td>
</tr>
<tr>
<td>-ing</td>
<td>jumping</td>
<td></td>
</tr>
<tr>
<td>-ion</td>
<td>reaction</td>
<td></td>
</tr>
<tr>
<td>-ive</td>
<td>active</td>
<td></td>
</tr>
<tr>
<td>-less</td>
<td>hopeless</td>
<td></td>
</tr>
<tr>
<td>-ly</td>
<td>warmly</td>
<td></td>
</tr>
<tr>
<td>-ment</td>
<td>payment</td>
<td></td>
</tr>
<tr>
<td>-ness</td>
<td>sickness</td>
<td></td>
</tr>
<tr>
<td>-s, es</td>
<td>dogs, buses</td>
<td></td>
</tr>
<tr>
<td>-y</td>
<td>sneaky</td>
<td></td>
</tr>
</tbody>
</table>
# Common Prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti-</td>
<td>antifreeze</td>
</tr>
<tr>
<td>de-</td>
<td>defrost</td>
</tr>
<tr>
<td>dis-</td>
<td>dislike</td>
</tr>
<tr>
<td>en-</td>
<td>encode</td>
</tr>
<tr>
<td>fore-</td>
<td>foretell</td>
</tr>
<tr>
<td>in-</td>
<td>inside</td>
</tr>
<tr>
<td>in-</td>
<td>injustice</td>
</tr>
<tr>
<td>inter-</td>
<td>interact</td>
</tr>
<tr>
<td>mid-</td>
<td>midnight</td>
</tr>
<tr>
<td>mis-</td>
<td>mistrust</td>
</tr>
<tr>
<td>non-</td>
<td>nonsense</td>
</tr>
<tr>
<td>over-</td>
<td>overall</td>
</tr>
<tr>
<td>pre-</td>
<td>preschool</td>
</tr>
<tr>
<td>re-</td>
<td>replay</td>
</tr>
<tr>
<td>sub-</td>
<td>subzero</td>
</tr>
<tr>
<td>super-</td>
<td>superstar</td>
</tr>
<tr>
<td>trans-</td>
<td>transfer</td>
</tr>
<tr>
<td>un-</td>
<td>unhappy</td>
</tr>
</tbody>
</table>
Six Syllable Patterns of the English Language

CVC: The vowel is usually short. big
VCe: The e is silent. The vowel is usually long. bake
Open: The vowel is usually long. hi
-Cle: Comes at the end of a word. purple
R-colored: The r changes the sound of the vowel. bird
Vowel Digraph: 2 vowels together. wait
Strategy for Reading Multisyllabic Words

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