

Lesson 1: Long and short vowels

Section A: Review Questions

1. How many letters are in the alphabet? **26**
2. Write the letters that are vowels. **a e i o u**
3. Make a breve, or the sign that shows a vowel is short. **˘**
4. Make a macron or the sign that shows a vowel is long. **—**

Section B: Penmanship Practice

Dictate the vowels and have students write each one, practicing best penmanship. Dictate the capital letters first, then the lowercase. (This can be used as an assessment as to which letters students need more penmanship practice on.)

5. **A a** 6. **E e** 7. **I i** 8. **O o** 9. **U u**

Section C: Sight Word Practice

Have students read these sight words that were introduced today; you read the words as students follow, read the words as a class, and students read words with a partner ('I do, we do, you do'). Then students can write sentences, using words from the box. Do as many as time allows. Ask students what sentences begin and end with. As students are writing, you can monitor and assess.

do	one	love	today
are	four	the	tomorrow

*Send the Spelling List for Week 1 home with students. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.

Lesson 2: Review of Vowels

Section A: Penmanship Practice

Have students write the lowercase vowels for each, using best penmanship.

1. A a 2. E e 3. I i 4. O o 5. U u

Have students write the capital vowels for each, using best penmanship.

6. a A 7. e E 8. i I 9. o O 10. u U

11. Dictate the following sentence for students to write using best penmanship. Ask students what sentences should begin and end with. This can be used to assess which letters students need more penmanship practice on.

**The fox can run into the mud.*

(These are words using the sight words introduced and spelling words from Week 1.)

Section B: Sight Word Practice

Have students read the sight words in the box; you read the words as they follow, read the words together as a class, and students read words with partner ('I do, we do, you do'). Then have students write in the missing letters, using the words in the box as a guide.

was	you	eight	come	some	have	from	of
-----	-----	-------	------	------	------	------	----

12. eight 13. was 14. come 15. of
16. you 17. have 18. from 19. some

~Teacher Instructions~

Lesson 3: Consonants

Section A: Consonants

Using the Saxon picture card deck (11-29), show one card at a time while covering the letter. Say the word on the card (e.g. show the 'b' card, covering the 'b', and say, "balloon"). Have students write down the initial letter for each picture, using best penmanship. These can be shown in random order (#1-19). *(order can vary)*

- | | | | | |
|-------------|-------------|--------------|--------------|--------------|
| 1. <u>p</u> | 5. <u>y</u> | 9. <u>r</u> | 13. <u>f</u> | 17. <u>h</u> |
| 2. <u>z</u> | 6. <u>c</u> | 10. <u>s</u> | 14. <u>d</u> | 18. <u>l</u> |
| 3. <u>g</u> | 7. <u>m</u> | 11. <u>w</u> | 15. <u>b</u> | 19. <u>k</u> |
| 4. <u>j</u> | 8. <u>n</u> | 12. <u>v</u> | 16. <u>t</u> | |

Section B: 'K-Back' Practice

Read and code the words #20 - 25 together. Discuss short vowel and 'k-back' rules as you go.

20. can 21. cut 22. cot 23. cup 24. cab

Challenge 'K-Back' Word Practice: Read the words below; you read the words as the students follow, read the words as a class, and students read with a partner ('I do, we do, you do'). *club* *country* *cousin* *called* *climb* *cute*

(These words are taken from the Reading Street story, "Twin Club")

Section C: Short Story & Comprehension

Have the students read the story, Country Cousins and answer the questions.

I called my cousin, Sam, to come from the country. He rode the bus with his eight, cute cats. We will have fun together!

25. How many cats does Sam have? Sam has eight cats.
26. Sam rode the bus.

~Teacher Instructions~

Lesson 4: The Rule ăc

Section A: Missing Sound

Have students say the name of each picture. Write the missing letter that is in the initial, medial, or final position.

f _ o x

b _ o x

s i _ x

Section B: Word Reading Practice

Read the words that follow the ăc rule (#1- 9). Circle the letter that makes the final sound in each word.

1. măx 2. mŭd 3. dŏt 4. yĕs 5. fĭx
6. zăp 7. rŭn 8. lĕg 9. wăx

Have students read these nonsense words as a class.

10. tŏx

11. bĭx

12. jŭx

Section C: Sentence Completion

Have students use the words in the box to complete the sentences.

13. The pig fell into the mud.

14. The dog had a cut leg.

15. The fox will run up the hill.

16. I can come at six.

six

leg

mud

run

Lesson 5: Review Sight Words

Section A: Sight Word Practice

Read the words in the box; you read as the students follow, read the words as a class, and students read words with a partner (*'I do, we do, you do'*). Then have students write the words in alphabetical order together, using best penmanship.

into said what two of you *friend * country

(*from the Reading Street story, "Twin Club")

1. country
2. friend
3. into
4. of
5. said
6. two
7. what
8. you

Lesson 5 Continued

Section B: Sight Word Review

Instead of doing an assessment, this is an activity where the students can practice the sight words learned this week in a fun way. This can also be sent home as homework practice if you choose. These words will be assessed in Lesson 10.

FABULOUS PHONICS FUN

Items Needed: one marker to share

Directions: Help the fox get to the den by reading the words on the path.

Begin at "Start". Play with a partner and take turns reading each word on the path. If the word is read correctly, move the marker to the next word. If the word is read incorrectly, the partner helps correct it. Play the game again with your partner if you finish.

*These words are used to create a pathway to the den:

*have, into, from, love, of, one, said, some, the, they, to, today,
together, tomorrow, two, was, what, where, who, you, are, come, do,
eight, four*

Lesson 6: The Rule \bar{v} '

Section A: Coding Practice

Read the words below as a class. Refer to Rule \bar{v} '. Code the words as follows: You show how to code the first row of words, students code the words on the second row with a partner, and then code the third row alone ('I do, we do, you do').

- | | | | | |
|----|-------------|-------------|--------------|--------------|
| 1. | $g\bar{o}'$ | \bar{I}' | $w\bar{e}'$ | $B\bar{o}'$ |
| 2. | $m\bar{e}'$ | $n\bar{o}'$ | $fl\bar{u}'$ | $sh\bar{e}'$ |
| 3. | $s\bar{o}'$ | $h\bar{e}'$ | $h\bar{i}'$ | $b\bar{e}'$ |

Section B: Word Reading & Sound Isolation

Read, spell, read the words on row 4 as a class (e.g. trip, t-r-i-p, trip). Then have students circle the letter that makes the initial sound in each word. Do the same procedure for the words on row 5, except have them circle the letter that makes the final sound in each word.

- | | | | | | |
|----|------|------|------|------|-------|
| 4. | trip | fast | kept | clip | plant |
| 5. | flat | skin | twig | from | stand |

Section C: Sight Word Practice

Have students read the words in the box. Fill in the missing blank, using a word from the box. Encourage them to use best penmanship.

from	where	they	who
------	-------	------	-----

6. Where are you going today?
7. Who has kept eight plants from you?
8. They are going with me tomorrow.

***Send the Spelling List for Week Two home with students. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.**

Lesson 7: Blends

Section A: Find and Read Words with Consonant Blends

Read these words together, then have students read them with a partner, taking turns on each line. Students continue reading until you signal them to stop. Find the blends in each word; you show them how to do the first row, do the second row together as a class, the third row with a partner, and the last row student does by self.

Row 1:	cramp	spot	splat	skill	trip
Row 2:	strand	press	swift	flat	twig
Row 3:	plop	clip	frog	smog	blast
Row 4:	snip	grass	glass	skin	brand

Section B: Penmanship Practice

Encourage students to write using best penmanship, punctuation, and capitals. Dictate the following sentences. This can be used to assess spelling of sight words learned, as well as correct letter formation, and sentence structure.

5. They will clip the twig from the tree together.
6. She kept the one plant in a flat spot.

Section C: Sight Word Check

Have students practice reading the sight words; with a partner, alone, and then with an adult (if possible).

said	together	tomorrow	where
some	who	what	one
four	today	eight	from

Lesson 8: Spelling with k and c

Section A :

Have students write the 5 vowels in order on their paper, using best penmanship. They can choose to write capitals or lowercase letters.

Aa Ee Ii Oo Uu

Section B: Words with c or k

Rule: 'c' is usually found before a, o, u, or any other consonant.

Fill in the missing letter for the following words together. Then read the words.

- | | | | |
|---------|----------|----------|----------|
| 1. c ob | 2. crust | 3. cl ap | 4. scrub |
| 5. k id | 6. sk ip | 7. sk y | 8. k elp |

Have students do # 9-16 alone. Choose a 'c' or 'k' in the missing blanks. Then read the words.

- | | | | |
|----------|-----------|-----------|-----------|
| 9. sk id | 10. sc ab | 11. cu b | 12. sk it |
| 13. co p | 14. ke pt | 15. sk in | 16. fa ct |

Section C : Nonsense Words

Have students read the following nonsense words to self, then read to partner, then read as a class. Do one at a time.

17. scŏb 18. skĕt 19. kĭg 20. bǎx 21. rǎct 22. bŭv

Section D: Sight Word Practice

Have students read, spell, read these words with a partner.

do to four love of said they

~Teacher Instructions~

Lesson 9: Syllable Division vc/cv Pattern

Section A: Coding Practice

Do the following words with your class as follows: You model to the class how to code the first row of words; the second row they do with a partner; and the third row the students do alone ('I do, we do, you do').

Row 1:	traf fic	tab let	prob lem	vel vet
Row 2:	kit ten	in sect	bas ket	sun set
Row 3:	up set	un til	muf fin	hic cup

*For the word "carrot": The "a" does not really say the short a sound or the combination ar sound. For the purposes of this lesson, just code the "a" with a breve. Put a breve over the "o" in command as the schwa sound hasn't been introduced.

Section B: Penmanship

Read the following sentence together as a class. Then have students trace over the letters. On the second line, students write the sentence again, using best penmanship.

4. *The shuttle will ascend into space.

Section C: Short Story Comprehension

Have the students read the following story and answer the questions.

Hidden Twigs

The rabbit has hidden four twigs today. He will hide eight twigs from the garden tomorrow.

5. **Where did the rabbit get his twigs?**

The twigs are from the garden.

6. **What did the rabbit hide?** The rabbit hid twigs.

7. **How many twigs did the rabbit hide in all?** 4 + 8 = 12

*Note: Some words taken from the Reading Street Story, "Exploring Space".

Lesson 10: Assessment

Section A: Ask the students the following questions.

1. Write the five letters that are vowels. (a, e, i, o, u)

***2 pts for writing all 5 vowels**

2. How many letters are there in the alphabet? (26) ***2 pts**

Section B: Say the following words and have students write the letter that makes the initial or final sound. ***2 pts. per answer**

3. Write the letter that makes the initial sound in: jet bag hop

4. Write the letter that makes the final sound in: tax hen lip

Section C: When choosing to use 'c' or 'k' in spelling a word, which three letters tell you to use the letter 'k'?

5. (e, i, y) ***2pts each letter= 6 total**

Section D: Have the students write the following words:

***2pts per word. Partial credit may be given for any correct sounds per teacher's discretion.**

6. den 7. glad 8. kit 9. lot 10. cup 11. he

Section E

12. What does a breve look like? ~ ***2pts**

13. What does a macron look like? - ***2pts**

Section F: Read and code the following words: ***2pts each**

14. go 15. drum 16. me 17. spin 18. plant 19. cat

Individually listen to each student read the sight words that have been introduced and use as a formative assessment. Record this assessment, so you'll know which words students know automatically. Use Sight Words Assessment. ***50pts.**

Lesson 10: Assessment 1 Answer Key

A 1. a e i o u *2 pts

26

*2 pts

*4 pts (A)

B 3. j b h

4. x n p



*12 pts (B)

C 5. e i y

*6 pts (C)

D 6. den 7. glad 8. kit
9. lot 10. cup 11. he

*12 pts(D)

E 12.  13. 

*4 pts (E)

F 14. gō' 15. drūm 16. mē'
17. spīn 18. plānt 19. cāt

*12 pts (F)

Lesson 10: Sight Words Assessment

Directions: Have students read the following words. On the student scoresheet, mark words read incorrectly with an X. Each sight word is worth 2 points for a total of 50 points possible.

are

come

do

eight

four

from

have

into

love

of

one

said

some

the

they

to

today

together

tomorrow

two

was

what

where

who

you

~Teacher Instructions~

Lesson 11: Digraph ck

Section A: Rule: A digraph is two letters that come together to make one sound.

Rule: A word that ends with a /k/ sound after a short vowel is usually spelled with the letters 'ck'.

Read, spell, read the following 'ck' words together. Then write them in alphabetical order, using best penmanship.

Row 1: rock duck shock kick
Row 2: back neck truck peck

1. back
2. duck
3. kick
4. neck
5. peck
6. rock
7. shock
8. truck

Section B: Dictate the following sentence. Encourage students to use best penmanship, capitals, and punctuation.

9. Where are the fresh chips?

Section C: Have students read the words in the box with a partner.

said	four	two	you	have	one
snack	brick	deck	this	that	lock

*Optional: For further practice, you may want to have students code words with 'ck' in them. Hand out paper or use whiteboards. Have students write the word and then code it (with you, partner, or alone).

Send Spelling List Week 3 home with students. You can either have students write the words once in school or at home.

~Teacher Instructions~

Lesson 12: Digraph th, ~~th~~

Section A: Read the words in the box together as a class. Then have the girls read row 1, boys read row 2, girls read row 3, and boys read row 4.

Row 1:	this	that	thank	thin
Row 2:	than	path	with	the
Row 3:	cloth	thick	bath	then
Row 4:	moth	thrill	thump	them

Section B: Organize the words above into two groups. Have students write the words where the 'th' makes a voiced sound in one column. Write the words where the 'th' makes the unvoiced sound in another column. Model a few words as a teacher, then do a few words together as a class, and finally, have partners work together to finish the list.

~~th~~ words (voiced):

this
that
than
the
then
them

th words (unvoiced):

thank
path
cloth
bath
thrill
thin
with
thick
moth
thump

*Optional: For further practice, you may want to have students code the words in Section A, or choose your own words with 'th' in them. Hand out paper or use whiteboards. Have students write the word and then code it (with you, partner, or alone).

Note that "thank" doesn't follow the rules learned so far (the "a" will need a macron).

Lesson 13: Digraph sh

Section A: Have students read the words in the box to a partner. Keep reading until you signal them to stop. Then read the words together.

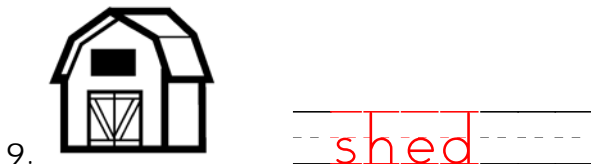
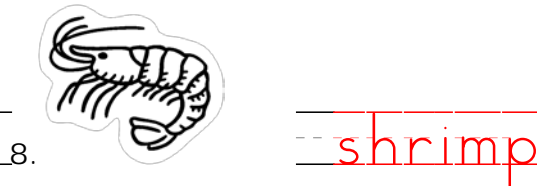
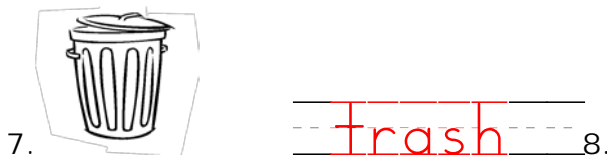
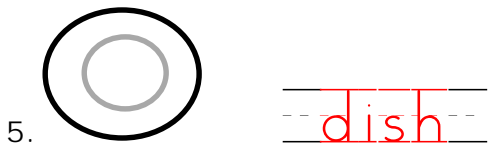
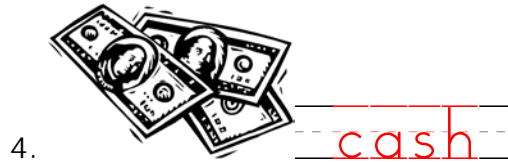
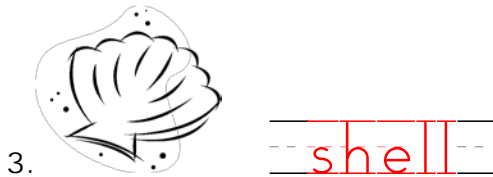
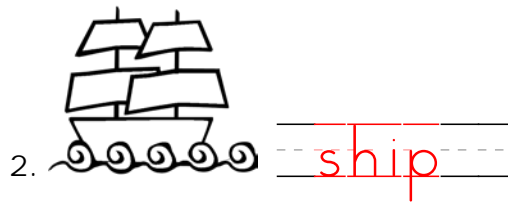
cash
trash

shed
shrimp
shell

shrub
fish
brush

ship
dish

Section B: Have students write the word from the box above, that matches the picture. Use best penmanship.



Lesson 13 Continued

Section C: Have students read the following story and answer the questions using complete sentences and best penmanship.

Fresh Shrimp

I love to get on my ship and fish for fresh shrimp. Who will come fishing with me today? Can you come? I will meet you at the rock by the shed.

11. Where will they meet? They will meet at
the rock by the shed.

12. What will they fish for? They will fish for
shrimp.

13. When are they going fishing? They are going
fishing today.

14. Do you like to eat fresh shrimp? Yes, I do./ No,
I don't (answers will vary)

Section D: Have students read the nonsense words below with a partner, then read them as a class.

chax

blick

nuth

shob

thed

Lesson 14: Digraph ch, Part I



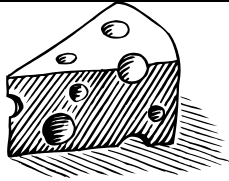

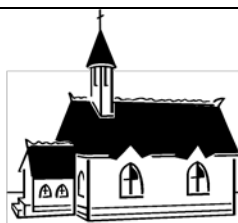



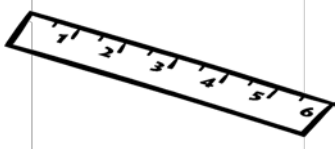
Section A: Review with the class the digraph coding learned this week (ck, th, ~~th~~, sh, and ch). Read the words together. Code the following words; you model how to code row 1, do row 2 together, and student does row 3 alone.

Row 1: l~~i~~ck th~~i~~n ~~th~~em sh~~o~~ck i~~n~~ch

Row 2: tr~~a~~ck cl~~o~~th ~~th~~at sh~~o~~t lunch

Row 3: d~~u~~ck m~~a~~th ~~th~~is sh~~e~~d chip

Section B: Have students identify each picture below. Write the missing letters, using best penmanship, to complete each word. Then read the word.

 <u>ch</u> imp	 <u>ch</u> erries	 <u>ch</u> eese
 lun <u>ch</u>	 <u>ch</u> urch	 <u>ch</u> air
 <u>ch</u> ain	 <u>ch</u> ick	 in <u>ch</u>

~Teacher Instructions~

Lesson 15: Sight Word Bingo Game

Teacher Instructions: Write the following words on the whiteboard
OR project them using the document camera for students to copy.

Have students copy words of their choice in **random** squares.

<input type="checkbox"/> have	<input type="checkbox"/> into	<input type="checkbox"/> from	<input type="checkbox"/> love
<input type="checkbox"/> together	<input type="checkbox"/> said	<input type="checkbox"/> some	<input type="checkbox"/> the
<input type="checkbox"/> they	<input type="checkbox"/> to	<input type="checkbox"/> two	<input type="checkbox"/> was
<input type="checkbox"/> what	<input type="checkbox"/> where	<input type="checkbox"/> who	<input type="checkbox"/> you
<input type="checkbox"/> are	<input type="checkbox"/> come	<input type="checkbox"/> do	<input type="checkbox"/> eight
<input type="checkbox"/> four	<input type="checkbox"/> one	<input type="checkbox"/> today	<input type="checkbox"/> of
<input type="checkbox"/> tomorrow			

Play the game as many times as you'd like. *Hint: Put your copy in a sheet protector. As you call the words out, mark them off. Erase to play another game.

You may want to assess students again who had trouble with these sight words from Lesson 10 Assessment.

~Teacher Instructions~

Lesson 16: Digraph ch (/ch/, /k/, /sh/)

Section A: Read the following words one at a time; (**think, pair, share**)

Think (give students a few seconds to read word to self)

Pair (turn to partner and read word to each other)

Share (at the teacher's signal, all students say the word out loud)



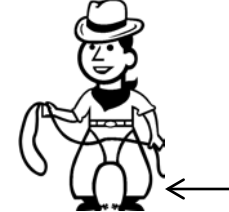
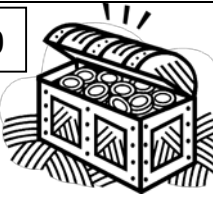


1. chěf 2. ān'|chor 3. chăps* 4. |Chrīs 5. lūch 6. chěst

After reading each word, discuss what sound the 'ch' made.

*Suffix -s is boxed.

Section B:

Have students match the picture using the words from Section A. Then write the word using best penmanship on the line.

<p>7</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>8</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>9</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>10</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>11</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>12</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Section C: Penmanship Practice

Have students use the word provided and write a sentence. Encourage students to use best penmanship, punctuation, and capitals.

13. **anchor**

14. **chef**

Lesson 17: The Voiced s (s)

Section A: Rule: If the letter before the 's' is voiced, the 's' will make the /z/ sound.

Read the words together. Then read the words one at a time and discuss whether it's a 'voiced' or 'unvoiced' (s) sound. If it's a 'voiced' (s) sound, have students code the (s) with a voice line.

Row 1:	backs	pots	has	his	trips
Row 2:	picks	was	checks	lips	cans
Row 3:	runs	cats	rose	is	trucks

B **Section B:** Have students write the words, from above, in the correct column below. Encourage best penmanship.

S (voiced)

has
his
was
runs
rose
is
cans

S (unvoiced)

backs
pots
trips
picks
checks
lips
cats
trucks

Optional: If you'd like to have students do more coding, you can have them code the words in Section A. Realize they haven't learned how to code suffix -s or 'o consonant e'.

~Teacher Instructions~

Lesson 18: Combination er

Section A: Help students code the first word, and then have them code the other words with a partner or independently.

term fern perch her ūn'der bū'ter

Section B: Have students read the sight words below. Boys read Row 1, girls read Row 2, and everyone reads row 3.

Row 1:	four	eight	together	you	come
Row 2:	where	some	tomorrow	have	love
Row 3:	today	into	who	said	they

Section C: Have the student read the sentence. Trace the letters in the sentence first. Then have students copy the sentence again, using best penmanship.

They had a perfect camping
trip last summer.

~Teacher Instructions~

Lesson 18 Continued

Section C: Have students read the following story and answer the questions. Encourage students to use best penmanship, correct punctuation, and capitals.

Under the Summer Stars

They will go camping tomorrow, as there was thunder today. They will pack a lantern, a slumber bag, and some crackers. Tomorrow will be a better day to sleep under the stars.

1. When will they go camping? They will go camping tomorrow.
2. Where will they sleep? They will sleep under the stars.
3. Why will they go camping tomorrow, instead of today? There was thunder today.
4. What could you pack for a camping trip? (answers will vary)

*Optional -You may want to have the students code any words from the sentence and the story that have the combination er in them.

*Some words used were taken from Reading Street, "Henry and Mudge and the Starry Night".

~Teacher Instructions~

Lesson 19: Combination ir

Section A: Have students read, spell, read the following words together.

Then code the words as follows: You code Row 1 words, students code Row 2 words with partner, and student codes Row 3 words alone.

Row 1: verb tender skirt first

Row 2: lantern herd birth chirp

Row 3: stern clerk third shirt

Section B: Have students fill in the missing letters. Choose **er** or **ir**.

4



skirt

5



soccer

6



hammer

7



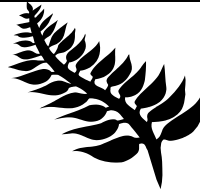
bird

8



girl

9



fern

Section C: Have students use the word provided and write a sentence. Remind them to use best penmanship, capitals, and correct punctuation.

10. herd 11. dirt

~Teacher Instructions~

Lesson 20: Assessment (Teacher Instructions)

Section A: Sounds

Say the following sounds and have students write the letter(s) that make(s) that sound. (Words in parenthesis are for teacher reference only.)

- | | | | |
|----------------------------|---------------------------|---------------------|--------------------|
| 1. ō (as in no) | 2. <u>ch</u> (as in chip) | 3. ă (apple) | 4. ē (eat) |
| 5. <u>th</u> (them) | 6. ō (hot) | 7. ŭ (under) | 8. ū (use) |
| 9. ě (elf) | 10. <u>sh</u> (shed) | 11. ā (tape) | 12. ī (ice) |
| 13. <u>th</u> (as in thin) | 14. ř (pig) | | |

Section B: Choose 'c' or 'k'

Say the following words to the students. Have them echo the word. Then students decide to fill in the blanks, using 'c' or 'k'.

- | | | |
|------------------|------------------|-------------------|
| 15. k iss | 16. k ept | 17. c lap |
| 18. k id | 19. c ost | 20. c rust |

Section C: Coding

Have students code the following words.

- | | | | | |
|----------|----------|-----------|----------|--------|
| 21. rush | 22. math | 23. check | 24. this | 25. go |
|----------|----------|-----------|----------|--------|

Section D: Sight Word Assessment (Summative)

Listen to students read the 25 sight words, using the Sight Word Assessment (same words tested as in Lesson 10, but in a different order). Lesson 10 was a formative assessment. Use your discretion as to which students still need to show they have mastered reading the sight words automatically. Put teacher copy of words in a sheet protector and have students read from that copy, while you mark the student copy with boxes.

~Teacher Instructions~

Lesson 20: Sight Words Assessment (teacher copy)

Have students read each sight word below. Mark words read incorrectly with an x on the student sheet. Each sight word is worth 2 points for a total of 50 points possible.

four

they

do

eight

together

from

you

come

love

what

one

said

who

the

two

to

today

are

tomorrow

into

some

of

where

have

was

Lesson 20: Assessment 2- Answer Key

A

Sounds

(2 pts each= 28 points total)

1. o
2. ch
3. a
4. e
5. th
6. o
7. u
8. u
9. e
10. sh
11. a
12. i
13. th
14. i

B

Choose 'c' or 'k'

(2 points each=12 points total)

15. kiss
16. kept
17. clap
18. kid
19. cost
20. crust

C

Coding

(2 points each=10 points total)

21. rush
22. math
23. check
24. this
25. go'

D

Sight Words (*tested on a separate page*)

(2 points each=50 points total)

~Teacher Instructions~

Lesson 21: Combination ur

Section A: Alphabetical Order

Do the following together. "Read, spell, read" the words. Put the words in alphabetical order using best penmanship. Optional: Code the words.

turn	burn	hurt	church	fur	spurt	murmur
------	------	------	--------	-----	-------	--------

1. burn

5. murmur

2. church

6. spurt

3. fur

7. turn

4. hurt

Section B: k, c || ck

Rule: 'c' is usually found before a, o, u, or any other consonant.

Rule: 'k' is usually found before e, i, or y.

Rule 'ck': A word that ends with a /k/ sound after a short vowel is usually spelled with the letters 'ck'.

Review the rules above with the students. Fill in the missing blanks with ck, k, or c: You do Row 1, partners do Row 2, and students do Row 3 alone.

Row 1: black

cost

cart

Row 2: kept

pluck

kitchen

Row 3: crush

kind

clock

Section C: Sight Word Practice

Have students practice the sight words below with a partner. Students take turns reading, spelling, and reading word again. Have students mark the boxes with a check when the student completes each word.

<i>Read, Spell, Read</i>	<i>Read, Spell, Read</i>
some <input type="checkbox"/>	who <input type="checkbox"/>
said <input type="checkbox"/>	one <input type="checkbox"/>
together <input type="checkbox"/>	was <input type="checkbox"/>
what <input type="checkbox"/>	are <input type="checkbox"/>
eight <input type="checkbox"/>	love <input type="checkbox"/>
of <input type="checkbox"/>	four <input type="checkbox"/>
two <input type="checkbox"/>	today <input type="checkbox"/>

*Send **Spelling List Week 5** home with students. Students can practice writing the words at school or at home.

~Teacher Instructions~







Lesson 22: Combination qu

Section A: Read the following qu words together. Review the coding instructions and have the students code the following qu words:

1. quest 2. quiz 3. squid 4. quick 5. squint 6. quack

Section B: Reviewing Blends

First read the words in the table together. Do #7 and #8 together matching the picture and word with the riddle. Have the students write the words on the line using best penmanship. Student will complete the remaining ones alone.

 sled	 clam	 star
 grass	 glass	 swim

7. This is an ocean animal. What word is it? clam

8. You can see this in the sky. What word is it? star

9. You can drink from this. What word is it? glass

10. You can mow this. What word is it? grass

11. You can play in the snow with this. What word is it? sled

12. You can do this in a pool. What word is it? swim

~Teacher Instructions~

Lesson 22 Continued

Section C: ★ Challenge: Can you read and code the nonsense words below?

blöst

grīb

slīt

grăp

quĭst

plurt

Section D: Sentences

Have students write complete sentences, using the word that's provided.

13. quest

14. quit

15. quiz

~Teacher Instructions~

Lesson 23: Combination ar (/ar/ sound)

Section A: Have students complete each sentence with a combination 'ar' word, using best penmanship. Do the first sentence together.

1. The pirate has a scar on his arm.
starch tar scar arm hard market

2. Mark will get a cart tomorrow.
far cart smart

3. Barb will work in the yard today.
yard arm spark

4. The black forks are sharp.
march bar sharp

5. One shark has eight sharp teeth.
dark shark barn

Section B: Sight Word Practice

Have students read the words in the box. Then write the missing letter(s) in the blank(s).

into	love	one	said	today	where	two	they
------	------	-----	------	-------	-------	-----	------

6. wheree

9. int o

12. t w o

7. I o ve

10. on e

13. s ai d

8. t o d ay

11. th ey

Suggestion: Have students take favorite sentence from Section A and illustrate it on the back of worksheet.

~Teacher Instructions~

Lesson 24: Combination ar (/er/ sound)

Section A: Sound Review (quick assessment)

Dictate each word, use it in a sentence, and say the word again. Students will write the word that is dictated. Students will write one letter in each box. This can assess whether students know the sound(s) that have been taught in previous lessons.

1. quick (Angela was *quick* to write the word her teacher read.)
2. cloth (She used a *cloth* to clean up the spilled milk.)
3. sharp (The scissors were *sharp*.)
4. under (He went *under* his desk during the earthquake drill.)
5. chirp (The bird liked to *chirp* every morning.)
6. burn (The paper will *burn* quickly in the campfire.)
7. this (I know *this* is your favorite worksheet.)

Section B: Have students read, spell, read the following words together. Then code the words as follows: You code Row 1 words, students code Row 2 words with partner, and student codes Row 3 words alone.

Row 1: pīl'lar cōl'lar tar'tar

Row 2: būz'zard mūs'tard blīz'zard

Row 3: dōl'lar chēd'dar bēg'gar

Section C: Have students read the words in the box either alone or with a partner.

*harsh	nectar	sharp	lizard	large	hard
--------	--------	-------	--------	-------	------


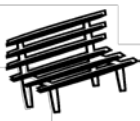




*These words are from the Reading Street story, "A Walk in the Desert". Both 'ar' sounds are represented above: /ar/ and /er/.

~Teacher Instructions~

Lesson 25: Review

Section A: Initial, Medial, and Final Sounds

Do this activity together. Say the name of each picture, then instruct the students to circle whether the target sound is in the initial, medial, or final position (the target sound is indicated above each picture: *fish*, *bench*, *shell*, *moth*, *bed*, *bat*).

ř	ch	sh	th	ě	ă
					
ř ř ř	ch ch ch	sh sh sh	th th th	ě ě ě	ă ă ă

Section B: Word Search

Project your copy and do a few of these words together. Then have students complete the rest (either with a partner or alone).

t	t	n	l	m	e	c	s	n	r	<div>bird</div> <div>burn</div> <div>cart</div> <div>clerk</div> <div>dark</div> <div>first</div> <div>herd</div> <div>hurt</div> <div>shark</div> <div>skirt</div> <div>squid</div> <div>quack</div> <div>murmur</div>
c	u	u	d	d	g	p	a	u	t	
r	z	l	r	a	x	f	m	r	g	
c	l	e	r	k	r	r	i	k	t	
z	h	h	d	t	u	k	c	s	i	
j	w	j	s	m	s	a	y	h	h	
z	b	r	s	q	u	i	d	a	u	
a	i	u	c	q	h	b	k	r	r	
f	b	i	r	d	n	p	i	k	t	
v	u	e	g	n	d	g	z	k	g	

~Teacher Instructions~

Lesson 26: Combination or (Part 1)

Section A

Read the words in the box together and discuss the meaning of any word unfamiliar to students. Fill in the blanks with a word from the box, using best penmanship.







hornet horse corner torment porch

The Horrid Hornet

This is a short story about a horrid hornet. The hornet made a nest in the corner of my porch. If the hornet gets near my horse, it will torment him.

Section B: Combination Review

Have students read each word in the box. Look at the combination and write each word in the correct box. Do a few together, then have students complete the remaining words.

chart	marsh	ar 	ir 
blurt	swirl	chart	swirl
stern	her	marsh	twirl
park	butter	park	thirst
perfect	burst	harp	firm
curl	twirl	er 	ur 
thirst	harp	stern	blurt
turn	firm	her	curl
		perfect	burst
		butter	turn

*Send **Spelling List Week 6** home with students. Students can write the words at school or home.

~Teacher Instructions~

Lesson 27: Combination or (Part 2)

Section A: Word Reading

Read the words in the box together as a class. Then have the girls read row 1, boys read row 2, girls read row 3, and boys read row 4.

Row 1:	thorn	word	north
Row 2:	world	porch	hornet
Row 3:	worm	doctor	actor
Row 4:	harbor	work	worth

Section B: Penmanship Practice

Dictate the following sentences. Have students write using best penmanship.

5. When will you whisper?

6. They have four worms.

Section C: Nonsense Words

Have students use the "Think, pair, share" strategy to read the following words.

quĭd starf forp worb char'zor

Section D: Coding

Have students code the nonsense words in the box on Section C

~Teacher Instructions~

Lesson 28: Combination wh

Section A

Have students read the words in the box; you read the words as the students follow, then have students read with partners, and finally students read the words alone ('I do, we do, you do').

Row 1:	whale	whisper	whip	whisk
Row 2:	whirl	whack	when	whim
Row 3:	which	whiff	whistle	whiz

Section B: Rhyme Time

Model words that rhyme for the class, if needed (use other words not listed above). Read the word in the first column that describes the 'wh' word. Then read the second column to find the rhyming word in the box above. Have students write the answer in the third column, using best penmanship. Do the first one together.

train sound	rhymes with missile	4. whistle
ocean animal	rhymes with tail	5. whale
to chop	rhymes with track	6. whack
a little smell	rhymes with stiff	7. whiff
cowboy tool	rhymes with ship	8. whip

Section C: Coding (optional)

Have students code the words in Section A. Note: **whistle** and **whale** have rules that haven't been taught yet. Code the **a** in **what** even though it doesn't say **ă**. You could code these together as a class or skip these three.

whāle	whīs' per	whīp	whīsk
whīrl	whăck	whĕn	whăt
whīch	whīff	whīs'ltle	whīz

~Teacher Instructions~

Lesson 29: Contractions

Section A: Read the words in column 1 together. Find the match in column 2 and draw a line to it. Do the first two as a class, the next two with a partner, and the last two alone.

<u>Column 1</u>	<u>Column 2</u>
1. can't	she will
2. who's	they are
3. they're	can not
4. haven't	I am
5. she'll	who is
6. I'm	have not

Section B: Have the students read the sentences. Find the contraction that has the same meaning as the two words that are underlined. Circle the correct answer.

1. <u>She would</u> like to be a doctor.	shed	she'll	<u>she'd</u>
2. <u>We will</u> sit on the north porch.	<u>we'll</u>	we'd	will
3. <u>Let us</u> go into the hot desert.	lett's	<u>let's</u>	lot's
4. <u>We are</u> running from a black hornet.	were	<u>we're</u>	we's
5. <u>Do not</u> eat the thick worm!	<u>don't</u>	didn't	do'nt
6. <u>They have</u> fed eight chicks.	thay've	they've	<u>they've</u>

Section C: Sight Word Practice

Have students practice the sight words below with a partner. Students take turns reading, spelling, and reading word again. Have partners mark the boxes with a check when the student completes each word.

<i>Read, Spell, Read</i>		<i>Read, Spell, Read</i>	
from	<input type="checkbox"/>	they	<input type="checkbox"/>
tomorrow	<input type="checkbox"/>	come	<input type="checkbox"/>
you	<input type="checkbox"/>	where	<input type="checkbox"/>
into	<input type="checkbox"/>	have	<input type="checkbox"/>

~Teacher Instructions~

Lesson 30: Assessment 3

Section A: k, c | ck

Rule: 'c' is usually found before a, o, u, or any other consonant.

Rule: 'k' is usually found before e, i, or y.

Rule 'ck': A word that ends with a /k/ sound after a short vowel is usually spelled with the letters 'ck'.

Say the word. Have students choose whether to use 'c', 'k', or 'ck' to complete each word.
Write the letters on the line. *5 points each

1. trick

6. clamp

2. cop

7. kiss

3. black

8. kept

4. sky

9. scar

5. stuck

10. skit

Section B: Sounds and Sight Words

Say each word, use it in a sentence, and then repeat the word. Have the students write the word, using best penmanship. This will assess whether students know what letter(s) make the sounds that have been learned. (A sentence is provided for you if needed).

*5 points per word. Partial credit may be given for any correct sounds at teacher's discretion.

- | | |
|---|--|
| 11. barber (The barber cut my hair too short.) | 16. third (He came in third place.) |
| 12. quick (The rabbit was quick.) | 17. sharp (The knife was sharp.) |
| 13. curl (I had to curl my hair for picture day.) | 18. quest (The king went on a quest.) |
| 14. stir (We need to stir the punch.) | 19. they (I think they are cool.) |
| 15. church (The church was made of brick.) | 20. said (The teacher said, "You're smart!") |

Lesson 30: Assessment 3 (Answer Key)

A

k, c || ck

50 pts.

1. trick

6. clamp

2. cop

7. kiss

3. black

8. kept

4. sky

9. scar

5. stuck

10. skit

B

50 pts.

Write the word your teacher dictates, using BEST penmanship.

11. barber

16. third

12. quick

17. sharp

13. curl

18. quest

14. stir

19. they

15. church

20. said

Lesson 31: Sight Words, Part 1

Section A: **Rule:** If the letter before the 's' is voiced, the 's' will make the /z/ sound.

Review the rule above. Read each sentence. Find the word(s) in the sentence that have the voiced or unvoiced /s/ in the final position. Circle and code those word(s). Do the first two together, the next two with a partner, and the student does the last two alone. **Words underlined are the answers to Section C.**

1. There is dirt on your silver slipper.
2. Your kind dad farms corn.
3. Could they park his car in their yard?
4. His quick colt runs in the grass.
5. Their wild dog barks.
6. She twirls the soccer ball.

Section B: Sight Word Practice

Read, spell, read the words in the box together as a class or with a partner.

could	don't	should	something	their
there	were	won't	would	your

Section C: Have students underline the new sight words (from the box above) in the sentences on Section A with a crayon. Then have students choose some words from the box to write in sentences. Encourage students to use correct punctuation, capitalization, and best penmanship.

*Send the Spelling List for Week Seven home with students. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.

Lesson 32: "Wild Colt" Words

Section A: Rhyme Time (Word Families)

Choose one of the following lists to do together as a class. Read the list of words. Then think of two more words that fit the word family pattern. Write the words on the lines using best penmanship. Have students complete the remaining lists alone.

-old words

gold

bold

mold

sold

told

-ind words

blind

grind

bind

find

mind

-olt words

volt

jolt

molt

colt

bolt

1-6: Words will vary

Section B:

Have students read the words. Then students can write sentences, using their best penmanship. Do as many as time allows. Ask students what sentences begin and end with. As students are writing, you can monitor and assess.

bark	colt	child	wild	told
farm	find	were	don't	should

Lesson 33: Suffixes -ed, -ing, -less, -s

Section A: Suffix -ed words

Review the three sounds that -ed makes ('t', 'd', 'ed'). Choose a method to read the following words as a class (odd/even student number, boy/girl, etc.). Next have students underline the word in the color as indicated:

blue: words where -ed makes the 'd' sound

red: words where -ed makes the 't' sound

green: words where -ed makes the 'ed' sound

<u>farmed</u>	<u>helped</u>	<u>rested</u>	<u>parked</u>	<u>jumped</u>
<u>rolled</u>	<u>hunted</u>	<u>milked</u>	<u>smelled</u>	<u>started</u>

Go over the answers when students are finished.

Section B: Coding

Have students code the following words.

1. hēlp'ing

6. worms

2. rēst'less

7. pīck'ing

3. chipp'ing

8. ships

4. child'less

9. farms

5. harm'less

10. cats

Lesson 34: Floss Rule

Rule: If a one-syllable root word has a short vowel sound, and is followed by the sound /f/, /l/, or /s/, it's usually spelled ff, ll, or ss.

Section A: Alphabetical Order

Have students read the words below on your signal (e.g. snap, clap, thumbs up, etc.). Alphabetize the words one row at a time: do the first row together, do the second row with a partner, and then have the students do the third row alone. Students should write the words on the lines using best penmanship.

Row 1: fill class kiss

Row 2: gruff off hill

Row 3: dress press cliff

4: class fill kiss

5: gruff hill off

6: cliff dress press

Section B: Nonsense Words

Have students practice the nonsense words below. (Think-Pair-Share)

zīld sōlt nōld chăss shĭff thĭll vōlding

~Teacher Instructions~

Section C: Have students read the story and answer the questions. Encourage your students to write answers in complete sentences and use their best penmanship.

A Whiff of a Skunk!

One day the gruff farmer went hunting with his four barking dogs. They smelled a skunk. It was wild and started to fluff his tail. They smelled something bad. The farmer yelled, "Let's go!"

7. What did the farmer smell? He smelled a
skunk.

8. What did the farmer yell? He yelled,
"Let's go!"

9. How many dogs did the farmer have? He has
four dogs.

10. Where do you think the farmer went after they smelled the skunk?
answers will vary

Lesson 35: Review

Section A: Dictation (Review Sounds)

Say the following words to the students. Have them write the missing letters on the lines using best penmanship.

1. doctor

8. chest

2. whip

9. hornet

3. quiz

10. lunch

4. orbit

11. card

5. garden

12. whisk

6. when

13. rash

7. corner

14. tractor

Section B "Climb and Slide"



Have the students play "Climb and Slide". This is a game where two or more people can play.

Items Needed: One die, different colored markers for each player, and one game page. (If you have a die that has only 1's, 2's, and 3's on it, that would allow the students to play for a longer time.)

Directions: Roll a die. Move your marker that many spaces. Read the word. If you're correct, you can stay there. If you're not correct, go back to the place you were on. If you land on a ladder, then climb up. If you land on a slide, go down the slide. The first one to reach the 'End' is the winner! Play the game again!

CLIMB AND SLIDE

Lesson 35 Continued

 End	28 torch	27 didn't	26 mess	25 mind
20 don't	21 something	22 actor	23 gold	24 bluff
19 harmless	18 whiz	17 won't	16 mirror	15 press
10 sending	11 whisper	12 storm	13 dented	14 work
9 hold	8 skill	7 wild	6 could	5 let's
 Start	1 born	2 whisk	3 she'll	4 tractor

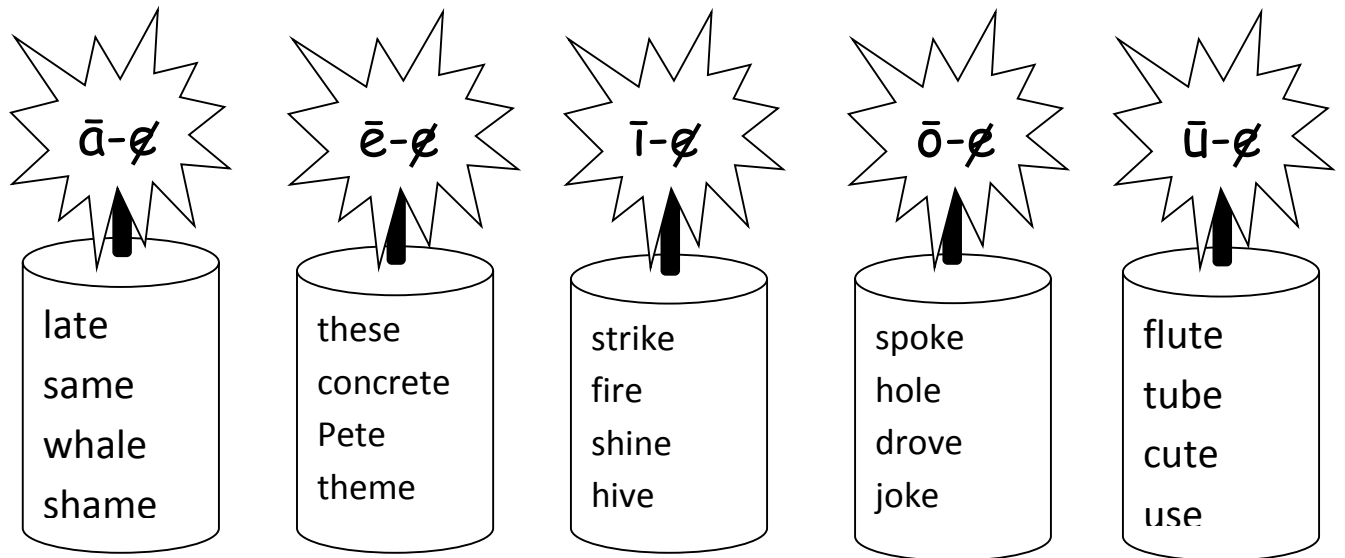
The grid is overlaid with a large, stylized illustration of a ladder and a slide. The ladder is positioned diagonally from the bottom-left towards the top-right. The slide is positioned diagonally from the top-left towards the bottom-right. Arrows indicate the direction of movement: one arrow points down the ladder from the 'Start' star, and another arrow points up the slide towards the 'End' trophy.

~Teacher Instructions~

Saxon Lesson 36: The Rule $\bar{v}-\epsilon$

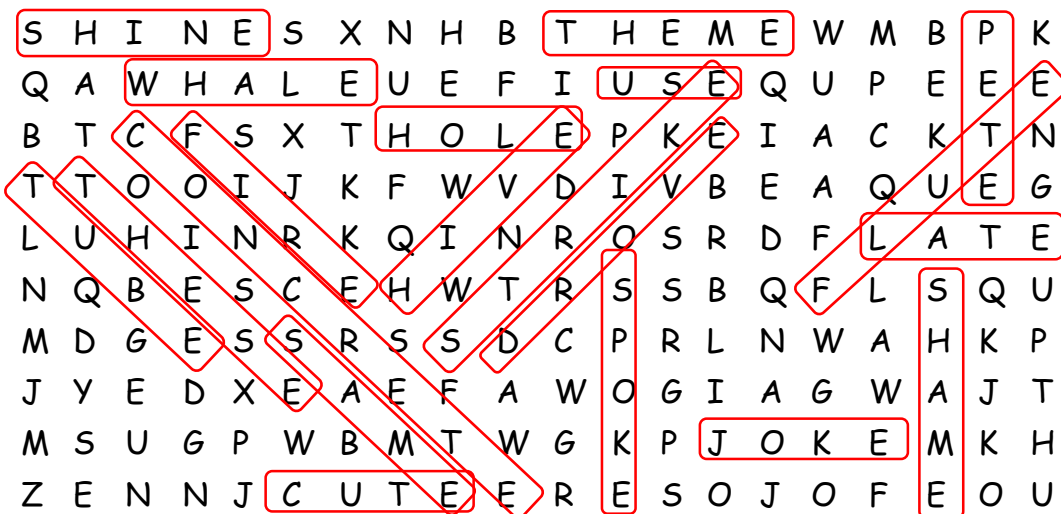
Rule: An 'e' on the end of a word is usually silent and makes the vowel long. The 'e' can only be one sound away from the vowel; if it is more than one sound away, this rule won't work.

Section A: Have students read the following words; read together as a class on your signal (snap, clap, etc.). Read the words a second time; girls read one column, boys read the next column, etc. Optional: Read the lists a third time, if needed.



Section B: Word Search

Have students complete the word search using the words above with a partner. Students can check off the words as they find them. This is an optional activity.



Lesson 36 Continued

***Some of the words in Section A are from the Reading Street story, "The Strongest One".**

Optional: You can have students code words from Section A.

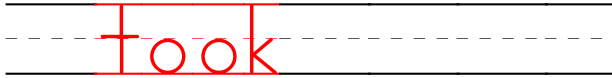
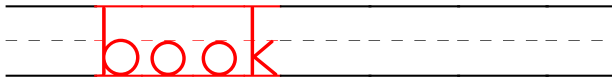
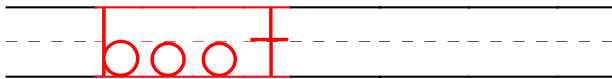
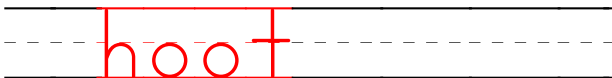
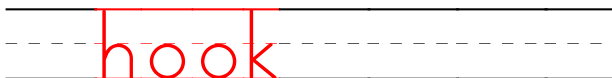
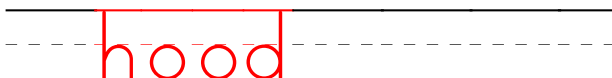
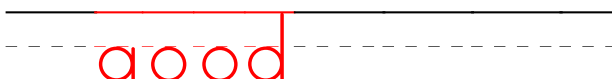
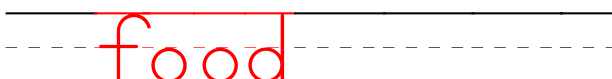
***Send the Spelling List for Week 8 home with students. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.**

Lesson 37: Digraph oo

Rule: There are two sounds for the digraph oo:
oo as in moon and oo as in good.

Section A

Follow the directions below to change the word 'took' into 'food'. Do the first three together, the next three with a partner, and the last two alone. Say the new word after they are written in best penmanship.

1. Begin with took. 
2. Change t to b. 
3. Change k to t. 
4. Change b to h. 
5. Change t to k. 
6. Change k to d. 
7. Change h to g. 
8. Change g to f. 

Section B: Sentence Completion

Have students read the following words and finish the sentences, using best penmanship.

oo as in moon

roof

broom

scoop

groom

cool

zoo

oo as in good

hook

shook

stood

foot

brook

wood

9. The witch rode her broom in the sky by the moon.

10. The bride and groom are late.

11. Put the dress and shirt on the hook in the hall.

12. Ride the rubber tube in the cool brook.

Have students choose one of the sentences from above to illustrate.

Lesson 38: Digraph ēē

Section A

Have the students read the story below. Using a crayon, circle the 'ee' words. See if they can find all **28** of them!



The Sweet Jeep

The three sheep went for a ride in a sweet jeep. One was at the wheel and two were in a deep sleep. A deer was fleeing from the queen bee and didn't see the jeep. Beep, beep went the horn! It was hard to keep the jeep from veering over the steep cliff. One sheep turned the wheel and crashed into a green pine tree! This woke the two sleeping sheep and they began to weep. It was just a dream!

Section B: Rhyme Time

Have students read the word that's given and write three **real** words that rhyme with it. Students need to write words with 'ee' in them.

1. creep (Words will vary, but may include: deep, sleep, sheep, jeep, beep, keep, etc.)
2. deed (Words will vary, but may include: weed, seed, need, bleed, feed, greed, etc.)
3. tree (Words will vary, but may include: fee, see, flee, bee, knee, free, etc.)

Section C: Alphabetical Order

Have students alphabetize the following words alone. This can be used as an assessment to see if students can do this without help.

your

fire

there

pool

concrete

4. concrete

6. fire

8. pool

5. there

7. your

Lesson 39: Spelling with ck and k

Rule 'k': A word that ends with a /k/ sound after a vowel digraph or a consonant is usually spelled with 'k'.

Rule 'ck': A word that ends with a /k/ sound after a short vowel is usually spelled with letters 'ck'.

Section A:

Have students complete the word using 'ck' or 'k' according to the rules.

- | | | | |
|------------------|------------------|------------------|------------------|
| 1. n <u>ēck</u> | 3. h <u>ōck</u> | 5. cr <u>ōck</u> | 7. tr <u>ūck</u> |
| 2. d <u>arck</u> | 4. sl <u>īck</u> | 6. qu <u>āck</u> | 8. h <u>ōck</u> |

Section B: Dictation

Say the following words, one at a time. Use the word in a sentence, and say the word again. Have students write the word in best penmanship.

9. bark

13. clock

10. milk

14. fork

11. shack

15. lick

12. duck

16. brook

Section C: Contraction Review

Have students make the contraction word. An example for each is given. Use the example to help. Do an example on the whiteboard, using a different one than one given below.

18. we will = we'll

she will = she'll

19. they are = they're

you are = you're

20. I would = I'd

he would = he'd

21. had not = hadn't

was not = wasn't

22. I have = I've

they have = they've

23. she is = she's

it is = it's

24. you will = you'll

I will = I'll

25. they would = they'd

she would = she'd

~Teacher Instructions~

Lesson 40: Assessment

Listen to individual students read the following sounds/sight words to assess whether they know them. Use Isolated Sound/Sight Word Assessment to record.

On the student score sheet, mark sounds or words read incorrectly with an X.

Each answer is worth 4 points. There are 100 points possible on this assessment.

Section A: Isolated Sounds

1. ir

8. wh

2. ch (as in chop)

9. or (as in corn)

(Some students may know all three sounds.)

(Some students may know both sounds.)

3. er

10. s (as in "has")

4. sh

11. s

5. ck

12. th (as in feather)

6. ar

13. th (as in thimble)

7. qu

14. ur

Section B: Sight Word Assessment (Formative)

15. could

21. should

16. your

22. would

17. something

23. there

18. won't

24. were

19. their

25. don't

20. where

Lesson 41: Sight Words, Part 2

Section A: Review Digraph oo



Have the students read the sentences below. Circle the two words in each sentence that have digraph 'oo'. Write the word that has the 'oo' sound like moon, in the column underneath 'moon'. Write the word that has the 'oo' sound like book, in the column underneath 'book'. Do the first one together.

1. Jane stood on the green broom.

2. I'll use a gold spoon when I cook corn.

3. The slender bride will look at the groom.

4. Mike put his foot in his old boot.

m <u>oo</u> n 	b <u>oo</u> k 
broom	stood
spoon	cook
groom	look
boot	foot
cool	brook

5. They sat next to the cool brook.

Section B: Sight Word Practice: Have students read the sight words in the box; you read the words as they follow, read the words together as a class, and students read words with partner ('I do, we do, you do'). Then have students write in the missing letters, using the words in the box as a guide.

been	bush	does	full	goes
pull	put	says	want	push

6. push

10. pull

14. been

7. does

11. bush

15. wantt

8. goes

12. says

9. f ull

13. p ut

*Send the Spelling List for Week 9 home with students. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.

Lesson 42: Final, Stable Syllable -[ble]

Section A: Read and Code

Read the words in the box below; boys read Row 1, girls read Row 2, boys read Row 3, and girls read Row 4. Then code the words; Row 1 together, Row 2 with a partner, and the rest code as individuals. You may need to explain what some words mean.

Row 1:	tŭm' [ble]	scrib' [ble]	cā' [ble]	drīb' [ble]
Row 2:	mar' [ble]	fā' [ble]	stŭb' [ble]	fēe' [ble]
Row 3:	thīm' [ble]	grŭm' [ble]	gōb' [ble]	stā' [ble]
Row 4:	bŭm' [ble]	pēb' [ble]	tā' [ble]	hŭm' [ble]

Section B: Suffix Review (-ing, -ed, -s)

Have students read the following story. Then find the words in the story with these suffixes. Box the suffix and write the word in the correct columns below.

Drake and Rose

Drake and Rose were two farmer^s. Drake worked^{ed} hard planting^{ing} corn seeds^s in June. When the plants^s were formed^{ed}, he pulled^{ed} the bad, mustard weeds^s. Rose chopped^{ed} wood keeping^{ing} her hands^s on the ax handle. She stacked^{ed} the wood and made a fire to cook dinner.



~Teacher Instructions~

Lesson 42 Continued

Suffix -s

Suffix -ing

Suffix -ed

farmers

planting

worked

seeds

keeping

formed

plants

pulled

weeds

chopped

hands

stacked

Note: 'Farmers' has two suffixes, but suffix -er hasn't been introduced. Some of these words are from the Reading Street story, Abraham Lincoln.

~Teacher Instructions~

Lesson 43: Final, Stable Syllables








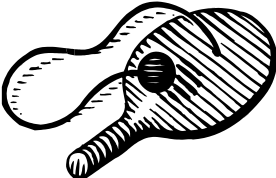

Section A

Have students read the words in the box: You read the word as the student follows along with his/her finger. Then the student echo reads the word back. Explain any word your students don't know the meaning of.

marble	dribble	ruffle	dimple
trample	kettle	startle	tackle
dazzle	sniffle	apple	hassle
puzzle	tumble	paddle	saddle
uncle	bugle	candle	juggle

Section B: Picture Match

Choose a word from the box above that matches the picture. Write the word on the line using best penmanship.

 candle	 kettle	 puzzle
 apple	 marble	 bugle
 saddle	 paddle	 juggle

Lesson 44: Compound Words

Section A:

Have students read the word. Write the two words that make up the compound word, using best penmanship.

1. beehive

bee

hive

2. cupcake

cup

cake

3. footprint

foot

print

4. someone

some

one

5. firewood

fire

wood

6. everyone

every

one

7. rattlesnake

rattle

snake

8. toothbrush

tooth

brush

Section B: Compound Challenge

Have the students combine two words in each sentence to make a compound word that answers the riddle. Write the new word, using best penmanship.

9. A room for lunch.

lunchroom

10. A pole for a flag.

flagpole

11. A fire at camp.

campfire

12. A print made by a foot.

footprint

Section C: Wild Colt Word Review

Have students read the words in the box with a partner. Find and circle the words in the word search. This is an optional activity.

mind	sold	post	find	child
colt	fold	wild	roll	wind

e x q u v b u p m d u a r n k
 e k g f o a u j l c j l i d x
 c g z y i u f o l d l x o x m
 o x e w y n s q l l i v w b y
 l u z o n p d i c b d f f p s
 t r x h z v h t b t g g w w w
 m m i n d c g q v e k t n p i
 x w q l i x p w i l d o l o n
 m l i c u t n w i v u i l s d
 m o r o l l s y e z b s c t x

~Teacher Instructions~

Lesson 45: Review Sight Words

Section A:

Read the words in the box; you read as the students follow, read the words as a class, and students read words with a partner (*'I do, we do, you do'*). Then have students write the words in alphabetical order together, using best penmanship.

been	push	should	were	your
goes	their	does	could	full

1. been

2. could

3. does

4. full

5. goes

6. push

7. should

8. their

9. were

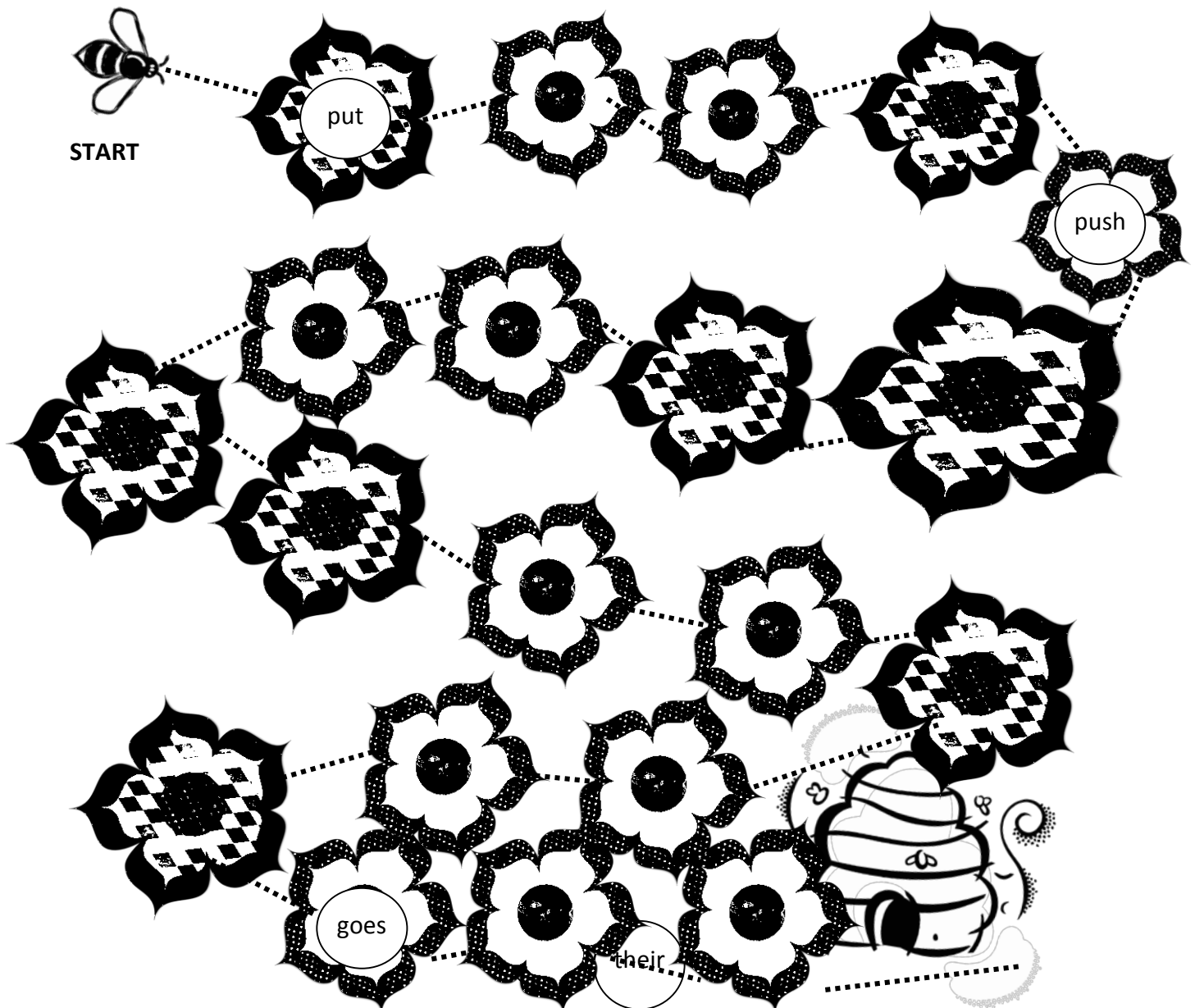
10. your

Section B: Busy Bee Game (Sight Word Review)

Items Needed: Die (numbered 1, 2, 3), One marker per player, 1 game page

Directions: Help the bee get to the hive by reading the words through the flowers.

Decide who starts. Roll die and move marker that many spaces. Read the word on the flower. If the word is read correctly, stay on that flower. If the word is not read correctly, go back to the flower you were on. The first person to the hive is the winner. Play the game again with your partner when you finish.



Lesson 46: Spelling with 'ke' and 've'

Section A: Final 'k' sound; (ck, k, or ke)

Rule 'ck': A word that ends with a /k/sound after a *short* vowel is usually spelled with letters 'ck'.

Rule 'k': A word that ends with a /k/ sound after a *vowel digraph* or a *consonant* is usually spelled with 'k'.

Rule 'ke': A word that ends with a /k/sound after a *long* vowel is usually spelled with letters 'ke'.

Have students complete the word using 'ck', 'k', or 'ke' according to the rules.
Suggestion: Do some together, some with a partner, and some alone.

1. mīl**k**

4. clō**ck**

7. rā**ke**

2. bī**ke**

5. jō**ke**

8. trī**ck**

3. pōr**k**

6. brī**ck**

9. smō**ke**

Section B: Final 'v' sound; (v or ve)

Rule 've': A word that ends with a /v/sound is usually spelled with the letters 've'.

Rule 'v': A word that has a /v/sound in any other position is usually spelled with 'v'.

Have students complete the word using 'v' or 've' according to the rules.
Suggestion: Do some together, some with a partner, and some alone.

10. hī**ve**

13. īn**v**ite

16. drō **ve**

11. mō **ve**

14. fī **ve**

17. **v**ine

12. **v**erb

15. **v**et

18. har**v**est

*Send Spelling List Week 10 home with students. You can either have students write the words once in school or at home.

~Teacher Instructions~

Lesson 47: Vowel \bar{y} ' /ī/

Section A

Have students read the words below; read Row 1 together as a class, Row 2 with a partner, and student reads Row 3 alone.

Row 1:	yolk	forty	tr \bar{y} '	says
Row 2:	cr \bar{y} '	your	today	sh \bar{y} '
Row 3:	they	fl \bar{y} '	yarn	silly

Section B

Have students circle and code the words from above where the 'y' says the /ī/ sound. Then write a sentence for each word that was circled, using correct punctuation, capitalization, and best penmanship.

4. (cry) *sentences will vary*

5. (try) *sentences will vary*

6. (fly) *sentences will vary*

7. (shy) *sentences will vary*

Section C: Review

Have students read and code the words in the box.

b \bar{i} k e	fr \bar{e} e	ū se	sh \bar{e} e p	j \bar{o} k e
th \bar{e} se	qu \bar{e} e n	ch \bar{e} e k	f \bar{i} v e	c \bar{a} k e

~Teacher Instructions~

Lesson 48: Vowel *y* /ē/

Section A: Dictation

Dictate the following words. These words have sounds that have been introduced previously and will be tested in lesson 50. Review if necessary.

- | | |
|----------|------------|
| 1. deep | 6. folded |
| 2. gloom | 7. helped |
| 3. shook | 8. hatless |
| 4. mule | 9. picking |
| 5. bone | 10. cubs |

Section B: Vowel *y*

Have the students say the name of the picture. Circle the words in the boxes where the *y* has the same sound as the *y* in the picture. Do a few together.

 fly	sky	candy	yes	cry	says
	dry	penny	forty	happy	your
 puppy	you	my	shy	belly	yet
	by	silly	fifty	yam	party

Section C: Challenge Nonsense Words

Have students read these nonsense words using the Vowel Y Rules; either "think, pair, share", partner read, or read to an adult if possible.

crumfy bly marzy thirby thry zimby

Optional: Students can code words from Section B, either on this worksheet or using a whiteboard.

~Teacher Instructions~

Lesson 49: Spelling the /ē/ Sound

Section A: Have students read the following words together as a class.

Row 1:	erupt	feed	bee	candy	even
Row 2:	effect	steep	forty	belly	emit
Row 3:	silly	eraser	fifty	green	sheep

Section B: Have students write the words from above, in the correct column below. Encourage best penmanship.



feed	erupt	candy
bee	even	forty
steep	effect	belly
green	emit	silly
sheep	eraser	fifty

Section C: Have students unscramble the sentence below and write it correctly on the line provided.

joke Mandy a says silly.

Mandy says a silly joke.

~Teacher Instructions~

Lesson 50: Assessment 5 Instructions

Section A: Suffix -ing, -ed, -less, -s (12 points)

Have students read the words below. Box the suffix on each word.

1. childless	4. crushed	7. trucks	10. hooked
2. molded	5. worms	8. swooping	11. needed
3. bloomed	6. sleepless	9. shifted	12. mashing

Section B (24 points)

Listen to the student read the words above individually, at a later time. If the word is read incorrectly, mark the box on the student's paper with an X. Each word is worth 2 points.

Section C (24 points)

Dictate the following words; say the word, use it in a sentence, and then repeat the word. Students will write in the missing letters for the word given. This will assess whether students know what letters make the sounds that have been learned.

Student gets one point for each correct letter (2 points possible per word).

- | | | |
|-----------|-----------|-----------|
| 13. hood | 17. slide | 21. tweet |
| 14. these | 18. plane | 22. tooth |
| 15. feel | 19. quake | 23. drive |
| 16. keep | 20. room | 24. broke |

~Teacher Instructions~

Lesson 50: Assessment 5 continued

Section D: Sight Word Assessment (40 points)

Lesson 40 was a formative assessment. Use your discretion as to which students still need to show they have mastered reading the sight words automatically from Lesson 40 (don't, should, something, there, their, were, won't, would, your, could).

Listen to each student read the sight words individually, using the Sight Word Assessment paper. On the student sheet, mark an 'x' in the box next to any words missed.

been

don't

want

should

does

something

full

there

goes

their

pull

were

push

won't

put

would

says

your

bush

could

Lesson 50: Assessment 5- Answer Key

A Suffix -ing, -ed, -less, -s (12 points)

- | | | | |
|--------------|--------------|-------------|-------------|
| 1. childless | 4. liked | 7. trucks | 10. hooked |
| 2. molded | 5. worms | 8. swooping | 11. dozed |
| 3. bloomed | 6. sleepless | 9. shaded | 12. mashing |

B Read the words to your teacher from Section A. (24 points: 2 points per word)
(Words will be marked with an x on the student sheet if read incorrectly)

- | | | | |
|------------------------------------|------------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> childless | <input type="checkbox"/> liked | <input type="checkbox"/> trucks | <input type="checkbox"/> hooked |
| <input type="checkbox"/> molded | <input type="checkbox"/> worms | <input type="checkbox"/> swooping | <input type="checkbox"/> dozed |
| <input type="checkbox"/> bloomed | <input type="checkbox"/> sleepless | <input type="checkbox"/> shaded | <input type="checkbox"/> mashing |

C Your teacher will say a word. Write in the missing letters.

(24 points: 1 point for each missing letter)

- | | | |
|----------------------------|----------------------------|----------------------------|
| 13. h <u>o</u> <u>o</u> d | 17. sl <u>i</u> d <u>e</u> | 21. tw <u>e</u> <u>e</u> t |
| 14. th <u>e</u> s <u>e</u> | 18. pl <u>a</u> n <u>e</u> | 22. t <u>o</u> <u>o</u> th |
| 15. f <u>e</u> <u>e</u> l | 19. qu <u>a</u> k <u>e</u> | 23. dr <u>i</u> v <u>e</u> |
| 16. k <u>e</u> <u>e</u> p | 20. r <u>o</u> <u>o</u> m | 24. br <u>o</u> k <u>e</u> |

~Teacher Instructions~

Lesson 51: Digraph ng

Section A: Read the words below; you read the words as the students track with their finger, then have students read with partners, and finally students read the words alone ('I do, we do, you do').

Row 1:	rung	bang	cling	mustang
Row 2:	king	prong	spring	long
Row 3:	dong	hung	darling	strong
Row 4:	sprang	bring	clung	rang

Section B: Have students read the words in the table. Do #5 together. Match the picture and word with the riddle. Students should write the words on the lines using best penmanship.

 fang	 sling	 stung
 wing	 song	 wrong

5. You wear this when you break your arm. What word is it? sling
6. A bird can fly with one on each side of its body. What is it? wing
7. I am a sharp, pointed tooth. What am I? fang
8. A wasp _____ me yesterday. stung
9. The opposite of right. What word is it? wrong
10. You learn this in music. What is it? song

*Send Spelling List Week 11 home with students today. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.

~Teacher Instructions~

Lesson 52: Digraph ph



meaning
type of

Section A: Read, spell, read the following words. Explain the of any words students aren't familiar with (e.g. phlox is a flower; then ask, "What is a type of flower?" Students answer your question on your signal..."Phlox.")

Row 1: phone phlox graph gopher

Row 2: phantom alphabet phrase photo

Row 3: phonics Ralph Phil aphid

Section B: Have students re-read the words above with a partner and underline the digraph ph in each word.

Section C: Choose a word from the box that completes the sentence, using their best penmanship. Do the first one together.



4. There were many aphids on the purple phlox.

graph aphids gobble

phrase phonics phlox

5. I have an old photo of my first grade classroom.

gopher phantom photo

6. They were singing a long song with the alphabet letters.

alphabet should Ralph

7. Phil began to trip while running after the wild gopher.

penny phone gopher

8. Your black phone is ringing.

phone who fifty




~Teacher Instructions~

Lesson 53: Digraph ea /ē/, /ě/, /ā/

Section A: Have the students read the following words: boys read row 1, girls read row 2, and everyone read row 3.

Row 1: bread greater dream sweat yea
Row 2: steak weak thread great scream
Row 3: eating spread break peach pleasant

Section B: Have students write the words from above, in the correct column below. Encourage best penmanship. Explain any unknown words.

 <u>ē</u> <u>a</u>	 <u>ě</u> <u>a</u>	 <u>e</u> <u>ā</u>
dream	bread	yea
weak	sweat	steak
scream	thread	great
eating	spread	break
peach	pleasant	greater

Section C: Have students unscramble the sentence below and write it correctly on the line provided, using their best penmanship. Then read the sentence.

pleasant sang rooster a song The.
The pleasant rooster sang a song.

*Some of the words above were taken from the Reading Street story, "The Bremen Town Musicians".

~Teacher Instructions~

Lesson 54: Sight Words, Part 3

Section A: Choose a method to read (partner, read/spell/read, etc.).

any	buy	done	every	many
none	only	people	trouble	

very

Section B: Rhyme Time

Have students choose a sight word from above that rhymes with the description. Put a check by the words as they are used. (Reinforce what "phrase" means by pointing out the phrases below.) Do the first one together.

rhymes with cherry	1.	very	
rhymes with steeple	2.	people	
rhymes with bubble	3.	trouble	
rhymes with hi	4.	buy	
rhymes with penny (find two)	5.	any	6. many
rhymes with fun (find two)	7.	none	8. done
rhymes with lonely	9.	only	
Which word hasn't been used yet?	10.	every	

Section C: Have students use the two words provided to write one complete sentence. Encourage best penmanship, capitalization, and punctuation.

11. people, trouble

(sentences will vary)

~Teacher Instructions~

Lesson 55: Review

Section A: Review the following rules with the students. You may want to project the rules on a document camera since students do not have the rules on their worksheets. Next, have students read, spell, read the words below with a partner.

*Note: Row 4 is a review of digraph ng.

Rule 'ck': A word that ends with a /k/ sound after a short vowel is usually spelled with the letters 'ck'.

Rule 'k': A word that ends with a /k/ sound after a vowel digraph or a consonant is usually spelled with 'k'.

Rule 'ke': A word that ends with a /k/ sound after a long vowel is usually spelled with the letters 'ke'.

Rule 've': A word that ends with a /v/ sound is usually spelled with the letters 've'.

Rule 'v': A word that has a /v/ sound in any other position is usually spelled with 'v'.

Row 1:	black	clock	truck	fork
Row 2:	spark	clerk	flake	strike
Row 3:	drove	grave	vote	vat
Row 4:	fling	bring	hang	spring

~Teacher Instructions~

Lesson 55 Continued

Section B: Have students read the words in the box. Then choose a word from the box to complete the sentence, using their best penmanship.

puddle	pickle	bubble	candle	tangle
--------	--------	--------	--------	--------

4. Who took the bubble gum?
5. The pink candle will burn for a short time.
6. Your long jump rope could tangle.
7. Will you eat the green pickle?
8. The mud puddle gave everyone trouble.

Section C: **Memory Match**

Students should cut apart the word cards. They will play with a partner. Each student will have his/her own set of cards. Each student will place his/her cards facing down, on the floor in three rows of four (in front of them). *Note: Students may be able to see through paper when word cards are turned over. If you prefer, you could run the word cards on construction paper for students. Students may want to initial their cards before playing.*

RULES

- *Decide who goes first.
- *Student will take one of his/her cards and one of his/her partner's cards to try to make a match.
- *The student should READ both cards and if a match is made, place both cards in a pile to the side and take another turn.
- * If a match isn't made, the other person will take his/her turn.
- *The game is over when all the cards have been matched. The person with the most cards wins.

Challenge: Place all 24 cards face down on the floor in front of both students.
Play the game according to the rules above.

bush	want	full
push	been	goes
put	pull	says
were	their	does

~Teacher Instructions~

Lesson 56: Ghost Letter Digraphs gh, kn, wr

Section A: Read the words in the box together as a class. Students should track with their finger as they read the words. Explain any unknown words.

Row 1:	gnat	gnome	gnarl	gnu	sign
Row 2:	knee	knife	knob	knot	knuckle
Row 3:	wreath	wrench	wrist	write	wrong

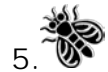
Section B: Have students write a word from above that matches the picture below. Use their best penmanship.



knee



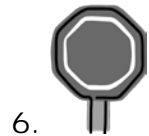
wreath



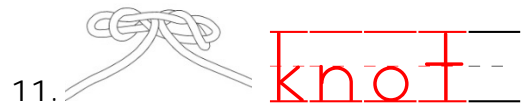
gnat



wrist



sign



knot



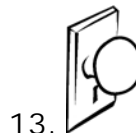
wrench



gnome



knife



knob

Section C: Optional: Have students code the words in Section A or code the ghost letter digraphs in each word.

*Send Spelling List Week 12 home with the students. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.

Lesson 57: Diphthong ou, Digraph ou

Diphthong Rule: A diphthong is two vowel sounds that come together so quickly that they are considered to be one syllable.

Section A: Choose a method to read the following words as a class (odd/even student numbers, boy/girl, etc.). Next have students underline the word in the color as indicated:

Blue: words where diphthong ou says /ow/

Red: words where digraph ou says /ū/

Row 1: soup crouch scout you sound
Row 2: house youth group shout ground

Section B: Nonsense Words

Think, Pair, Share the following nonsense words, one at a time.




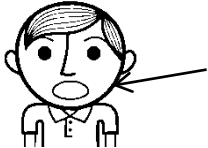




Think (give students a few seconds to read word to self)

Pair (turn to partner and read word to each other)

Share (at the teacher's signal, all students say the word out loud)

blang knarfle phibble gnezrod wrooping phank

Section C: Have students identify each picture below. Write the missing letters, using best penmanship, to complete each word. Then read the word.

			
s <u>ou</u> p	bl <u>ou</u> se	c <u>ou</u> ch	mo <u>u</u> th
			
w <u>ou</u> nd	dogh <u>ou</u> se	m <u>ou</u> se	cl <u>ou</u> ds

*Some words were taken from the Reading Street story, "One Good Turn Deserves Another".

~Teacher Instructions~

Lesson 58: Diphthong ow, Digraph ow

Section A: Have students read the following story and answer the questions, using complete sentences, punctuation, capitalization, and best penmanship.



Keeping the Crows Away

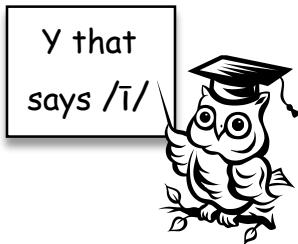
Once there was a farmer who lived west of town. The farmer could grow almost anything. But he couldn't grow any corn. A group of crows ate all of his yellow corn. It made the farmer frown. Now he has a scarecrow that keeps the loud, pesky birds from feasting.

1. Where did the farmer live? He lived west of town.
2. What did he have trouble growing? He had trouble growing corn.
3. What keeps the pesky birds away? A scarecrow keeps the birds away.
4. How would you keep the crows away? I would (answers will vary)

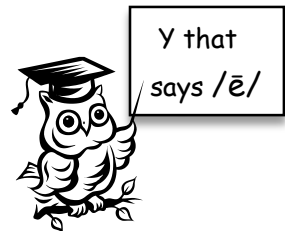
Section B: VOWEL OWL (Review Vowel y)

Have students read each word and write it underneath the appropriate "Vowel Owl".

Row 5:	fry	belly	spy	pry	twenty
Row 6:	hurry	bunny	sly	marry	why



fry
spy
pry
sly
why



belly
twenty
hurry
bunny
marry

*Some words were taken from the Reading Street story, "One Good Turn Deserves Another".

~Teacher Instructions~

Lesson 59: Suffixes -er, -est, -y

Section A: Read the words on each line. Circle the words with the suffix that makes a REAL word. There may be more than one on each line. Do the first three together as a class, do the next three with a partner, and do the last three alone.

- | | | |
|-------------|----------|----------|
| 1. signest | signy | signer |
| 2. longy | longer | longest |
| 3. teachest | teacher | teachy |
| 4. cloudy | clouder | cloudest |
| 5. wrecky | wreckest | wrecker |
| 6. louder | loudy | loudest |
| 7. helpest | helper | helpy |
| 8. faster | fasty | fastest |
| 9. snowy | snowy | snowest |

Section B: Sight Word Practice

Have students read the words in the box. Then write the missing letter(s) in the blank(s). One word will not be used below. As the students are reading the words below, you could listen to students read the words to you, as a quick assessment.

any	buy	done	every	only
many	people	none	trouble	very

- | | | |
|------------------------------|---------------------------|-------------------------------------|
| 10. tr <u>o</u> <u>u</u> ble | 13. n <u>o</u> n <u>e</u> | 16. p <u>e</u> <u>o</u> pl <u>e</u> |
| 11. <u>a</u> ny | 14. <u>b</u> uy | 17. <u>d</u> on <u>e</u> |
| 12. m <u>a</u> n <u>y</u> | 15. on <u>l</u> y | 18. e <u>v</u> <u>e</u> r <u>y</u> |

Lesson 60: Assessment 6

Section A: Digraph ng & Rules ck, k, ke, ve and v (20 points)

Dictate the following words; say the word, use it in a sentence, and then repeat the word. Students will write in the missing letters for the word given. This will assess whether students know what letters make the sounds that have been learned. (Two points for each correct answer...not one point/letter.)

- | | |
|----------|-----------|
| 1. vine | 6. strung |
| 2. joke | 7. brave |
| 3. lock | 8. swing |
| 4. slick | 9. park |
| 5. stove | 10. fake |

Section B: Final, Stable Syllables (40 points)

Students will read the word. They will write the final, stable syllable in the section next to each word. You will listen to the students read each of the words at your convenience. Words read incorrectly will be marked with an x in the box. (Two points for reading the word and two points for identifying the final stable syllable.)

Word	Final, Stable Syllable
<input type="checkbox"/> crumble	ble
<input type="checkbox"/> candle	dle
<input type="checkbox"/> maple	ple
<input type="checkbox"/> sniffle	fle
<input type="checkbox"/> jingle	gle
<input type="checkbox"/> ankle	kle
<input type="checkbox"/> fizzle	zle
<input type="checkbox"/> mumble	ble
<input type="checkbox"/> middle	dle
<input type="checkbox"/> sample	ple

Section C: Vowel Y and Comprehension (12 points)

Have students read the following story and answer the questions, using complete sentences, punctuation, capitalization, and best penmanship. (Each answer is worth 1-4 points, depending on if student answered it partially or completely.)

**The Berry Cans**

Larry was a merry man, who worked at a store, stacking heavy, berry cans. His boss, Ky, was very grumpy and could get angry at anything. Larry could carry thirty cherry cans at one time. He could stack cans in a jiffy by the guppy tank. Ty was a worker who was shy and kind. One day Ty stacked fifty cans up to the sky to help Larry.

11. What did Larry do at the store?

He stacked
berry cans.

___/4

12. Why did Ty stack the cans?

Ty stacked
cans to help Larry.

___/4

13. Where did Larry stack the cans? He stacked the cans

by
the guppy tank.

___/4

Section D: Sight Word Assessment (28 points)

Assessment 6 Continued

Listen to each student read the sight words individually, using the Sight Word Assessment paper. On the student sheet, mark an 'x' in the box next to any words missed. Two points possible for each word read correctly.

bush

want

full

push

been

goes

does

put

pull

says

were

their

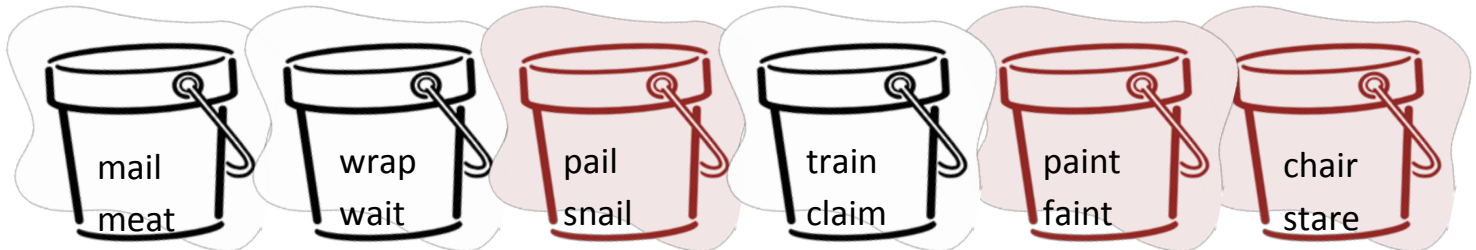
could

should

~Teacher Instructions~

Lesson 61: Digraph ai

Section A: Read the words on each pail. If the two words rhyme, outline the pail with a crayon.



Section B: Have students read the following words and write a short story, using at least four of the words. Encourage them to write in complete sentences, with capitalization, punctuation, and best penmanship. Those who finish early can turn the paper over and illustrate their story.

phone	beard	jail	head	four
many	very	two	done	hair
graph	one	mean	eight	every

Stories will vary

*Send Spelling List Week 13 home with the students. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.

Lesson 62: Digraph ay

Section A: Have students read all the words in each box with a partner, before circling any words. Each student will circle the word that matches the picture alone, when reading is finished.

 play sway gray <u>tray</u>	 stay <u>May</u> spray ray	 <u>hay</u> stray say day
--	---	---

Section B: Sound Review/Alphabetical Order

Have students read the words in the box below and write them in alphabetical order, using best penmanship.

mouth	sour	people	none	cloud
wreck	knock	only	flour	buy

- | | |
|-----------------|------------------|
| 1. <u>buy</u> | 6. <u>none</u> |
| 2. <u>cloud</u> | 7. <u>only</u> |
| 3. <u>flour</u> | 8. <u>people</u> |
| 4. <u>knock</u> | 9. <u>sour</u> |
| 5. <u>mouth</u> | 10. <u>wreck</u> |

Lesson 63: c that sounds like /s/

Rule: C sounds like /s/ when followed by e, i, or y.

Use 'ss' after a short vowel sound in the final position.

Use 'ce' after a long vowel sound in the final position.











Use 'se' after vowel digraphs or consonants in the final position.

Section A: Echo read the following words together. Then find the words where the 'c' makes the /s/ sound and code it with a cedilla. *Optional: Students can do more coding if desired.*

Row 1:	house	dress	rinse	circle	cycle
Row 2:	city	trace	circus	bliss	else
Row 3:	class	fancy	blouse	excite	cell

Section B: Have students read the words in the boxes below. If the 'c' makes the /s/ sound like in 'ice', circle the picture of ice. If the 'c' makes the /k/ sound as in 'cat', circle the picture of the cat.

 	 	 	 	 
celery	crow	camp	clock	dice

 	 	 	 	 
cake	cent	space	cow	spice

Lesson 64: Sight Words, Part 4


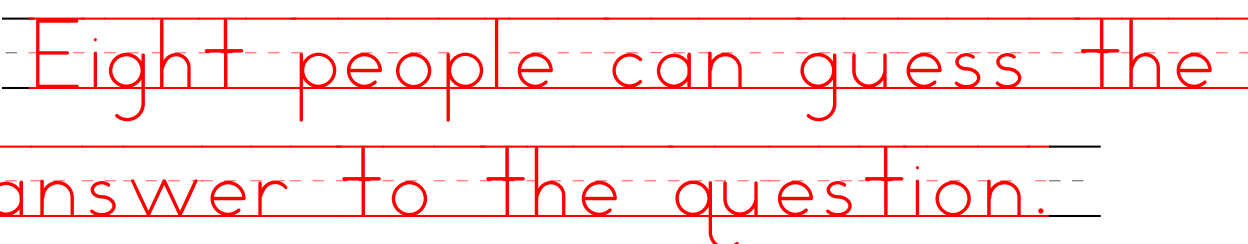
Section A: Read the following sentences together. After reading each sentence, have students find the new sight words, that were introduced in today's lesson and put a small dot above them (there are other sight words in the sentences, but they are old ones). Either write the new sight words on the board or put the sight word deck cards on the board for students to reference. Go over the answers together.

1. My young friend has gone to the ocean again.
2. Eight people can guess the answer to the question.

Section B: Have students partner read the sight words in the box two times.

again	against	answer	enough
friend	gone	guess	ocean
question	young	eight	four

Section C: Have students copy the sentences from Section A. Remind them to use best penmanship, capitalization, and punctuation.

3. 
4. 

~Teacher Instructions~

Lesson 65: Review sight words, digraph ph, digraph ea

Section A: Dictate the following sight words as the students write them. You may use them in a sentence, if you choose. After dictating the words, go over the correct spelling of each word with the students (as this is only a review).

Suggestion: Have students rewrite any word they spelled incorrectly with a colored pencil.

- | | |
|------------|-----------|
| 1. trouble | 6. every |
| 2. done | 7. people |
| 3. only | 8. none |
| 4. very | 9. many |
| 5. any | 10. buy |

Section B: "Digraph Express"

Have the students play "Digraph Express". This is a game where two or more people can play.

Items Needed: One die and different colored markers for each player and one game page. (If you have a die that has only 1's, 2's, and 3's on it, that would allow the students to play for a longer time.)

Directions: Roll a die. Move your marker that many spaces. Read the word. If you're correct, you can stay there. If you're not correct, go back to the space you were on. If you land on a train track, then climb up. If you land on an avalanche, your train derails and you must slide down. The first one to reach the 'Top of the Mountain' is the winner! Play the game again!

*Note: Explain any unknown words used in the game (e.g. avalanche).

DIGRAPH EXPRESS

Lesson 65 Continued

The game board is a 5x5 grid with a train track path starting from a 'Start' icon at the bottom left and ending at an 'END' box at the top right. The path is marked by a thick white line with black arrows. The grid contains the following words in numbered boxes:

20	21	22	23	24
leaking	dreading	grease	fearless	steamy
19	18	17	16	15
creaked	heater	break	squeal	beard
10	11	12	13	14
sweater	pleasant	wreath	treats	phase
9	8	7	6	5
graphs	yea	steak	meant	phone
1	2	3	4	
phrase	healthy	reach	greatest	

The path starts at the 'Start' icon (bottom left) and follows the sequence: 1 (phrase) → 2 (healthy) → 3 (reach) → 4 (greatest) → 5 (phone) → 6 (meant) → 7 (steak) → 8 (yea) → 9 (graphs) → 10 (sweater) → 11 (pleasant) → 12 (wreath) → 13 (treats) → 14 (phase) → 15 (beard) → 16 (squeal) → 17 (break) → 18 (heater) → 19 (creaked) → 20 (leaking) → 21 (dreading) → 22 (grease) → 23 (fearless) → 24 (steamy) → END.

~Teacher Instructions~

Lesson 66: The vc/cvc/cv Pattern

Section A: Have students read the following words: Boys read Row 1; Girls read Row 2; and all students read Row 3 (or if you give your students numbers, you could have the odd numbers read Row 1; even numbers read Row 2; and all read Row 3).

Row 1:	es tab lish vc cvc cv	chim pan zee vc cvc cv	noc tur nal vc cvc cv
Row 2:	Sep tem ber vc cvc cv	car pen ter vc cvc cv	im por tant vc cvc cv
Row 3:	fan tas tic vc cvc cv	At lan tic vc cvc cv	sur ren der vc cvc cv

Section B: Dividing Syllables

Go back to the words in Section A and divide them into syllables, as the lesson instructed. Do Row 1 words together as a class; have students work with a partner to do Row 2 words; and then have them do Row 3 words alone.

Section C: Students will choose the following words to complete each sentence. Remind them to write the word using best penmanship.

establish every important September trouble none

- Liz made an important play in soccer.
- Everyone will establish the rules together.
- September is the first month of fall.
- Wagner is in trouble again.
- None of the people had a prize.

***Some of the words in this lesson are from the Reading Street story, "Pearl and Wagner: Two Good Friends".**

***Send Spelling Week 14 home with students.** It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.

~Teacher Instructions~

Lesson 67: Spelling with Final Stable Syllables

Section A: Have students read the words below. Circle the word that is spelled correctly, following the rules, learned in the lesson today. Do the first one together.

- | | | |
|-------------------|---------------|----------------|
| 1. riddel | ridel | <u>riddle</u> |
| 2. <u>crumble</u> | crummbel | krumble |
| 3. stabble | <u>stable</u> | stablle |
| 4. sniffel | snifful | <u>sniffle</u> |
| 5. <u>tattle</u> | tatle | tatel |

Section B: Review Ghost Letter Digraphs **kn**, **gn**, **wr**. Students should read the following story and write an ending. Encourage complete sentences, correct punctuation, capitalization, and best penmanship. Idea: (Share the story endings at a later time.)

The Missing Book



My friend asked me to come to his birthday party. So I started running down the street to the store. I made a wrong turn, fell in a puddle, and hurt my wrist. A store with a flashing sign was near me. I quickly got up, went inside, and found a riddle book about knots. It would be great fun to wrap it and put a little, shiny bow on top. I laid the book down on the table to look for the coins in my knapsack. When I turned around, the book was gone!

Stories will vary & can continue
on the back if needed.

~Teacher Instructions~

Lesson 68: Diphthongs oi and oy

Diphthong oi is usually found in the initial or medial position.

Diphthong oy is usually found in the final position.

Section A: "Oil Slick"

Read the following words together as a class. Students should be tracking with their finger as words are read. Explain any unknown words. Next, have students work with a partner to do a timed reading. When you say, "Begin," partner 1 reads the list while partner 2 makes a tally mark on a paper or whiteboard for each word read correctly. When 10 seconds are up, you say, "Stop". Partner 2 shows Partner 1 the total number of words read correctly. Then the partners switch roles.



moist

spoil

enjoy

coil

Roy

joint

boil

soy

point



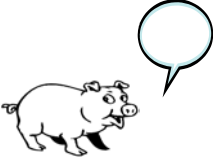



destroy

hoist

employ

Section B: Initial, Medial, and Final Sounds

Do the first one together. Say the name of each picture, then instruct the students to circle whether the target sound is in the initial, medial, or final position (the target sound is indicated above each picture).

oy	oi	oi	oi	oi	oy
					
oy oy oy	oi oi oi	oi oi oi	oi oi oi	oi oi oi	oy oy oy

Section C: Review Sight Words

Have students read the words below. Find the two sets of sight words that rhyme and circle each set with a different color of crayon.

any	very	every	many	none
trouble	done	people	buy	only

~Teacher Instructions~

Lesson 69: Suffixes -let, -ly

Section A: "Echo" read the following words as a class.

Row 1:	droplet	weekly	quickly	starlet
Row 2:	proudly	piglet	slowly	booklet
Row 3:	mostly	wristlet	ringlet	yearly

(Optional: Have students box the suffixes in each word above.)

Section B: Have students find a word from above that completes each description. Write the answer using best penmanship.

4. A small drop is a droplet.
5. A small star is a starlet.
6. To do something once a week, is to do it weekly.
7. To do something once a year, is to do it yearly.
8. To do something in a quick way, is to do it quickly.
9. A small pig is a piglet.
10. To do something in a slow way, is to do it slowly.

Section C: Review Ghost Letter Digraphs gn, kn, and wr

Have students read the sentences below and circle the ten words with ghost letter digraphs. Then students can choose a sentence to illustrate. They should label each ghost letter word in the picture.

11. I wrapped the gnome and put it into my knapsack.
12. The wren made a nest in the wreath above the doorknob.
13. I cut my knee wrist, and knuckle when I fell on the sign.

~Teacher Instructions~

Lesson 70: Assessment 7

Have students practice reading the following words and sounds on Sections A & B as you will be assessing them on these sections as they work on Sections C and D. Sounds and words read incorrectly will be marked with an X in the box, on the student's sheet. Use this sheet for students to read from as you mark on each student's sheet. Each sound and word read correctly is worth 3 points.

A Isolated Sounds (3 points each)

☐ gn

☐ kn

☐ wr

☐ ph

☐ ē

☐ ē

☐ ē

B Word Reading (3 points each)

☐ gnash

☐ knack

☐ wrinkle

☐ sphere

☐ thread

☐ gnats

☐ kneel

☐ peak

☐ wrestle

☐ greatly

☐ leave

☐ meant

☐ break

C Students will read the sentences below and answer the questions, using best penmanship, complete sentences, correct punctuation and capitalization. (Sentence 4 is an inference question.) Each sentence is worth 1-4 points, depending on if student answered it partially or completely.

1. My great friend will teach me how to knit a sweater.
What will you knit?

I will knit a sweater.

2. Sophee will spread the thick cream with a knife tomorrow.
When will Sophee spread the cream?

Sophee will spread the cream tomorrow.

3. The dolphin will wriggle as it leaps out of the deep sea.
Where will the dolphin leap?

The dolphin will leap out of the deep sea.

4. We ate wheat bread, steak, and boiled eggs for breakfast.
What time of the day is it?

It is morning time.

5. Randolph wrote the wrong alphabet letters on the sign.
Where did Randolph write the alphabet letters?

Randolph wrote the alphabet letters on the sign.

D Alphabetical Order: Students will read and alphabetize the following sight words. These words will be assessed on Lesson #80. (Optional: You could give an informal assessment on the sight words.) Each correct answer is worth 2 points.

very

any

only

trouble

every

none

buy

people

done

many

6. any

buy

8. done

9. every

10. many

11. none

12. only

13. people

14. trouble

15. very

Lesson 71: Trigraph igh

Trigraph Rule: A trigraph is three letters that come together to make one sound.

Section A: Read the following words as follows: Girls read each word in Section A, while boys echo each word on the first reading; then have the boys read each word while girls echo on the second reading.

Row 1: brightly highest might nightmare fright

Row 2: knight light midnight lighthouse right

Row 3: nighttime flight starlight tighter thigh

Section B: Have students circle the word that finishes each sentence. Then write the word on the line using best penmanship. Do the first one together.

4. Bats fly high in the nighttime.
tighter nighttime

5. The very loud bang gave me a fright.
fright highest

6. The knight began to fight again.
night knight

7. The young child had a nightmare.
nightmare starlight

8. The lighthouse was in the cove by the ocean.
midnight lighthouse

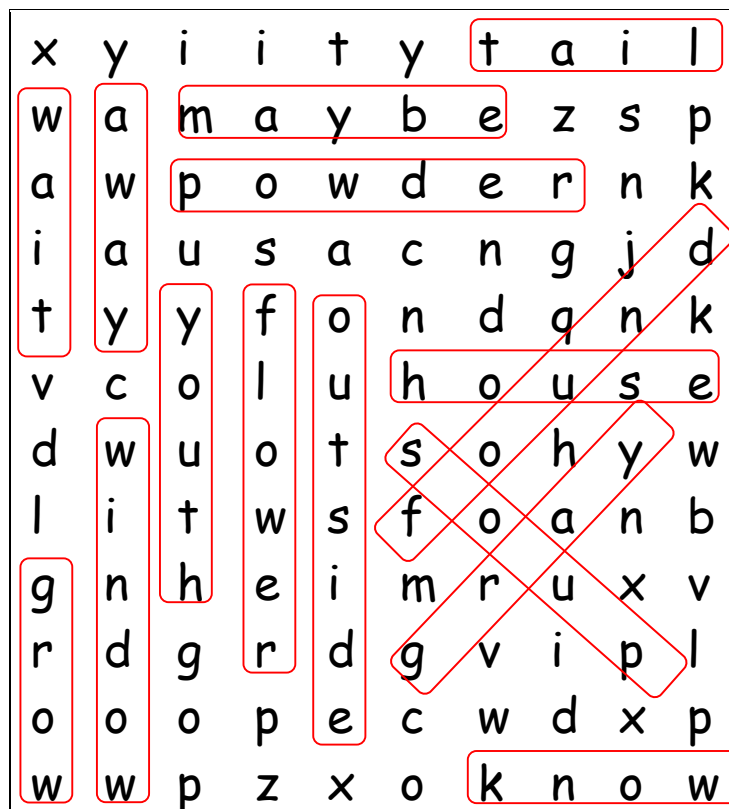
9. I guess the answer to the question is right.
right thigh

10. Is there enough bright light to read?
brightly light

Section C: Word Search (Review ou, ow, ai, ay words)

Have students read the words with a partner. Then find the words in the word search (either alone or with a partner). This is an optional activity.

flower	powder	outside	gray	grow
know	found	tail	away	house
maybe	wait	soup	youth	window



*Some of the words on this worksheet were taken from the Reading Street story, "Dear Juno".

**Send Spelling List Week 15 home with students today. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.

~Teacher Instructions~

Lesson 72: Trigraph rch

Section A: Read-Spell-Read the following words:

Row 1:	snitch	notch	pitch	fetch
Row 2:	crutch	stretch	hitch	snatch
Row 3:	stitch	patch	clutch	latch

Section B: Alphabetize to the Second Letter

As a class, alphabetize the following words. Have students write the words on the lines, using best penmanship.

rainy	painter	plainest	snowy	cloudy
loudest	grayest	thrower	catcher	brightest

- | | |
|---------------------|---------------------|
| 4. <u>brightest</u> | 9. <u>painter</u> |
| 5. <u>catcher</u> | 10. <u>plainest</u> |
| 6. <u>cloudy</u> | 11. <u>rainy</u> |
| 7. <u>grayest</u> | 12. <u>snowy</u> |
| 8. <u>loudest</u> | 13. <u>thrower</u> |

~Teacher Instructions~

Lesson 73: Suffixes -en, -ish, -ist

Section A: Have the students read the following words with a partner. Then box the suffix in each word.

boyish moisten organist frighten foolish
artist brighten childish cartoonist wooden
lighten sheepish tourist sicken selfish

Section B: Sight Word Practice

Read the words in the box with a partner, taking turns every other word. Have them read the list two times. If Partner A started first, have Partner B start the second time.

any	ocean	many	young	none
friend	again	people	against	answer
done	enough	gone	every	guess
very	question	trouble	buy	only

Section C: Using the word provided, have students write a sentence. Encourage them to use complete sentences, best penmanship, correct punctuation, and capitalization. Suggestion: Talk about how to use "none" correctly in a sentence.

Sentences Will Vary

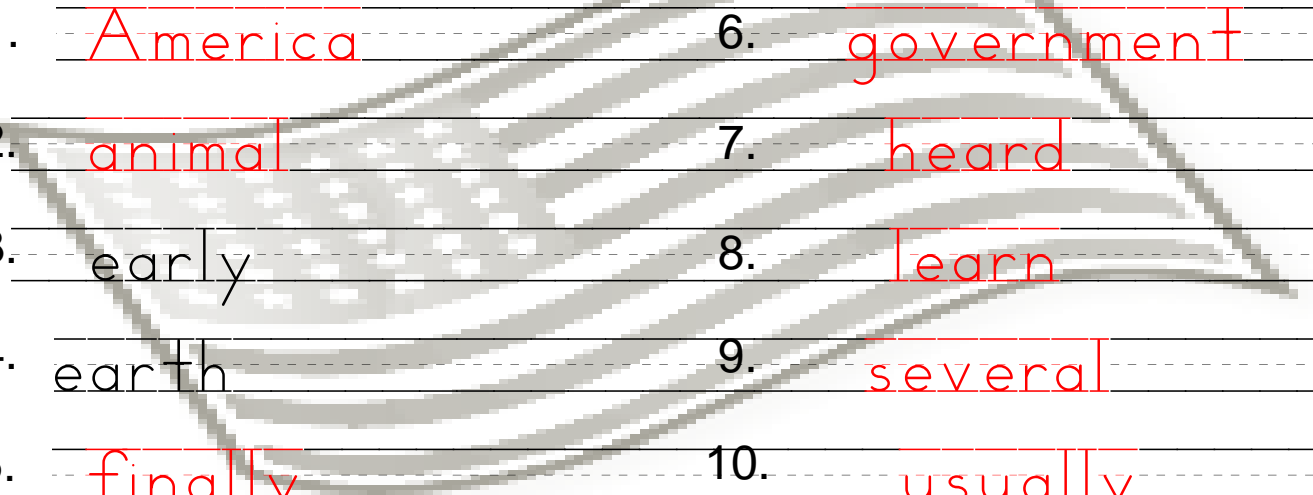
1. (gone)
2. (none)
3. (many)
4. (against)

Lesson 74: Sight Words, Part 5

Section A: Put your students in groups of four. Choose a student to be the first "teacher". The "teacher" reads each word, while the others "echo" the word back. Do a word at a time, not a row. The second, third, and fourth "teacher" will do the same process. This continues until the timer goes off. (This can be done in groups of three. You might want to assign who is the second, third, and fourth teacher prior to starting.) Time for four minutes.

learn	America	early	usually	earth
heard	animal	finally	several	government

Section B: Alphabetical Order: Students will write the words from Section A in alphabetical order, using best penmanship. Before beginning, underline the second letter in 'animal' and 'America'. Briefly remind students how to alphabetize to the second letter. 'Earth' and 'early' have been done for them as it would be alphabetizing to the fourth letter.

- 
- | | |
|-------------------|----------------------|
| 1. <u>America</u> | 6. <u>government</u> |
| 2. <u>animal</u> | 7. <u>heard</u> |
| 3. <u>early</u> | 8. <u>learn</u> |
| 4. <u>earth</u> | 9. <u>several</u> |
| 5. <u>finally</u> | 10. <u>usually</u> |

Section C: Challenge- Have students make as many "real" words using the letters in 'America'. There are at least thirteen!

Words will vary, but may include...

America

<u>camera</u>	<u>I</u>		
<u>ram</u>	<u>rim</u>	<u> </u>	
<u>a</u>	<u>air</u>	<u>ice</u>	<u>race</u>
<u>car</u>	<u>aim</u>	<u>rice</u>	<u>mice</u>

~Teacher Instructions~

mace

came

ream

me

Lesson 75: Review

Section A: Review Sight Words- Dictate the following sight words as students write them. You may use them in a sentence, if you choose. After dictating the words, go over the correct spelling of each word with the students, as this is only a review. Suggestion: Have students rewrite any word spelled incorrectly with a colored pencil.

- | | |
|------------|-------------|
| 1. again | 6. enough |
| 2. guess | 7. young |
| 3. friend | 8. ocean |
| 4. against | 9. question |
| 5. answer | 10. gone |

Section B: Review Sounds

Think-Pair-Share the following nonsense words:

phlitch	ratchzight	sneeblet
brayist	snotchmarb	frainly

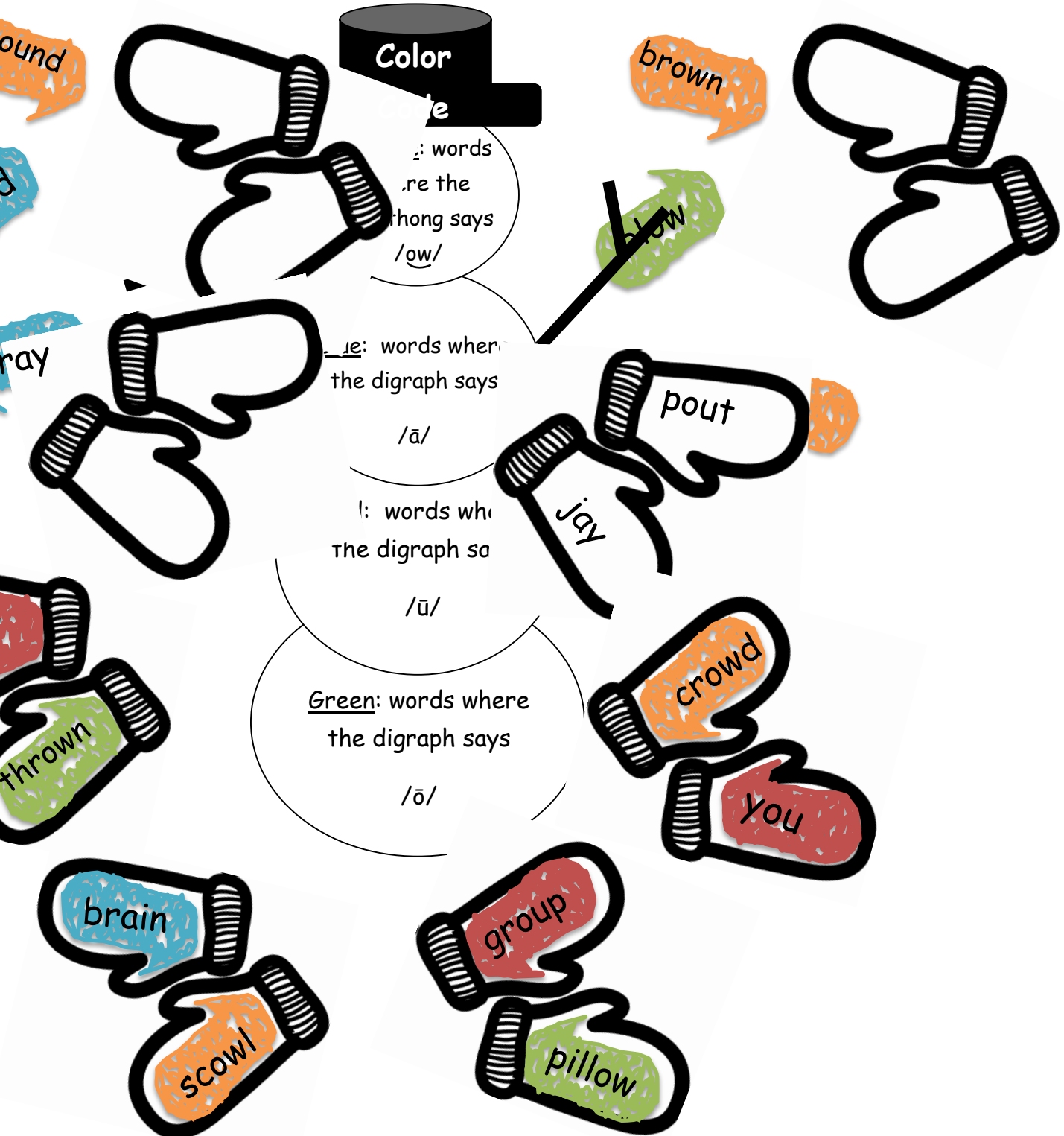
Section C: Review Diphthongs and Digraphs

"Mitten Madness"

Have students color the mittens, according to the coloring code. Suggestion: Remind students to color lightly, so the word can still be read after it's colored.

Color Code:

Blue: words where the digraph says /ā/
Red: words where the digraph says /ū/
Green: words where the digraph says /ō/
Orange: words where the diphthong says /ow/



Lesson 76: g That Sounds Like /j/

Rule: The letter g usually sounds like /j/ when it is followed by the letters e, i, or y.

Suggestion: Sing the following ditty to the tune of "Mary Had a Little Lamb":
"G" before E, I, or Y, E, I, or Y, E, I or Y... "G" before E, I, or Y, makes the sound of /j/.

Section A: Have students read the words in the box to a partner. Keep reading until you signal them to stop. Then read the words together.

Row 1:	stingy	German	giant	gem	giraffe
Row 2:	hinge	danger	gypsy	germ	gymnastics
Row 3:	gypsum	ginger	gerbil	strange	gentle
Row 4:	huge	gorge	charge	suggest	challenge

Section B: Have the students read the following story. After they have read the story, go back and underline all the words with the letter "g" in them (there are at least 20). If the "g" makes the /j/ sound, then circle the word.

Jim is a Gem!



Jim is a huge, gentle giant that lives in a large, gray castle. In order to get to Jim's castle, you must cross a gorge. West of the gorge is a gate. Inside the gate is a grand garden. The challenge is that there is a strange, nocturnal dragon in charge of the fantastic castle. If you want to see Jim, you risk being scorched by the fire of the dragon. I suggest that you forget the danger. It is important that you meet him! He is a gem of a friend!

Section C: Comprehension:

Have students draw a line from the question to the phrase that answers it.

5. What will you cross to get to the castle?	being scorched by the dragon
6. Where is the gorge?	strange, nocturnal
7. What is the risk in this story?	west of the gate
8. Describe the dragon.	the gorge

*Send Spelling Week 16 home with students. Students can practice writing the words at school or at home. A homework tip is provided for parents.

Lesson 77: Trigraph dge

Section A: Dictate the following sentences. Remind students to use best penmanship, correct punctuation, and capitalization.

1. They heard the animal in the hedge.
2. We are in trouble with the judge.

Section B: Have students read the sentences and write the correct word that completes it, using best penmanship.

3. Is there enough space on the bridge for the exciting race?

bridge judge dodge

4. Only people who work with the circus have a fancy badge.

edge, badge, grudge

5. Many young Americans learn to recite the pledge.

nudge, sledge, pledge

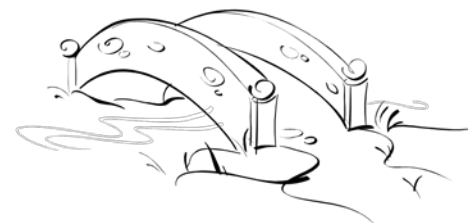
6. The mice in the cellar usually eat the fudge until it is gone.

fudge, trudge, ledge

7. My friends will finally buy several tickets for the concert at the

lodge.

wedge, lodge, sludge



*This lesson also reviews cedilla 'c' and sight words.

~Teacher Instructions~



Lesson 78: Spelling with dge and ge

Rules: The final /j/ sound is spelled with the letters 'dge' when it follows a short vowel.

The final /j/ sound is spelled with the letters 'ge' when it follows anything else.

Section A: Have students "Echo" read the following words. Explain any unknown words. Then write each word in the correct box below. Do a few together; then have the students complete the remaining words.

Row 1:	wedge	gouge	smudge	large
Row 2:	cage	badge	charge	dodge
Row 3:	ridge	plunge	edge	Scrooge
Row 4:	stage	lounge	lodge	trudge

-ge 		-dge 
gouge		wedge
large		smudge
cage		badge
charge		dodge
plunge		ridge
Scrooge		edge
stage		lodge
lounge		trudge

Section B: Review Suffixes -let, -ly

Have students add either suffix -let or -ly to the root words below to make a REAL word.

5. partly

7. booklet

9. ringlet

6. kindly

8. safely

10. starlet

Lesson 79: Spelling with ch and tch

Rule 'tch': The final /ch/ sound is spelled 'tch' when it follows a short vowel.

Rule 'ch': The final /ch/ sound is spelled 'ch' when it follows anything else.

Section A: Dictate the following words. Have students choose either 'tch' or 'ch' to complete each word. After dictating, write the words on the whiteboard and students can check spelling. Have them correct any errors.

- | | |
|------------------|---------------------|
| 1. bat ch | 6. ouch |
| 2. munch | 7. tw tch |
| 3. branch | 8. sw tch |
| 4. cat ch | 9. tor ch |
| 5. mar ch | 10. scrat ch |

Section B: Rhyme Time

Have students read the word that's given and write three REAL words that rhyme, using best penmanship.

- 11. match (Rhymes will vary, but may include: hatch, batch, latch)
- 12. crunch (Rhymes will vary, but may include: hunch, bunch, lunch)
- 13. stitch (Rhymes will vary, but may include: witch, pitch, ditch)

Section C: Diphthongs oi and oy Review

Have the students read the sentences. Circle the diphthong oi and oy words.

- 14. The boys will spoil the answer to the question.
- 15. The soil was moist early in the morning.
- 16. Leroy will enjoy playing with the toy pooch.

~Teacher Instructions~

Lesson 80: Assessment 8





Section A: Suffix -er, -est, -y

Have students read the words below. Box the suffix on each word. Each correct answer is worth 2 points (24 points total).

sprayer	plainest	frowny	grayest
showy	jailer	player	proudest
painter	hairy	slowest	cloudy

Section B: Students will read the words below. Write each word in the correct box, matching the target sound **AND** spelled with the same letters making the target sound. The target sound is at the top of each box. Each correct answer is worth 3 points (36 points total).

arrow wounded round window growl wow
glow without bowl groups powder south

s <u>o</u> p 	 c <u>o</u> uch	 b <u>o</u> w	 cow
wounded	round	arrow	growl
groups	without	window	wow
	south	glow	powder
		bowl	

~Teacher Instructions~

Lesson 80: Assessment 8 Continued

Section C: Sight Words

Students read from this copy. Incorrect answers are marked with an x on the student sheet. Each sight word read correctly is worth 2 points.

☐ any ☐ very ☐ none ☐ people

☐ only ☐ question ☐ friend ☐ done

☐ answer ☐ ocean ☐ gone ☐ enough

☐ trouble ☐ every ☐ buy ☐ against

☐ again ☐ guess ☐ many ☐ young

~Teacher Instructions~

Lesson 81: The v'|cv Pattern

Section A: Read the sentences together as a class. The words in bold print follow the v'|cv pattern learned in the lesson today. Divide the bolded words, using the v'|cv pattern, as follows: do the first sentence together, then have partners do the second sentence, and the third sentence can be done individually.

1. The **navy** **pilot** will fly **over** the **frozen** lake.
v'|c v' v'|c v' v'|c v' v'|c v'
2. The **female** **spider** hid in the **open** **tulip**.
v'|c v' v'|c v' v'|c v' v'|c v'
3. Did the **tiny** **rodent** bite the **baby** **raven**?
v'|c v' v'|c v' v'|c v' v'|c v'

Section B: Have students read the following words. Then they should read the clue and write the word that answers it, using best penmanship. Three words won't be used. Students will write a complete sentence using one of the words not used.

gravy	bacon	zero	robot	frozen
silent	music	oval	clover	total

4. This is a shape. oval
5. This is a kind of meat. bacon
6. This is a number. zero
7. This is a plant. clover
8. Ice is frozen water.
9. This could be a toy. robot
10. A person not speaking is silent.
11. (Answers will vary, but should include the word **gravy**, **music** or **total**.)

*Send home Spelling Week #17 with students. They may write the words at school or at home. A homework tip is provided for parents.

~Teacher Instructions~

Lesson 82: Suffixes -ful, -ness

Section A: Have students work with a partner to do the following: (1) Circle the correct suffix to make a REAL word. (2) Partner 1 will create a sentence using the REAL word. (3) After a short allotted time, randomly choose a few partners to share sentence created with the class. (4) Repeat with Partner 2 creating a sentence for #2, after circling correct suffix. Rotate partners creating sentences until words are completed.

<u>Root word</u>	<u>Suffixes</u>
1. play	<u>-ful</u> or -ness
2. dark	-ful or <u>-ness</u>
3. help	<u>-ful</u> or -ness
4. thank	<u>-ful</u> or -ness
5. sad	-ful or <u>-ness</u>

Section B: Students will add the suffix to the root word and write the complete word, using best penmanship.

6. spoon + ful = spoonful
7. neat + ness = neatness
8. bright + ness = brightness
9. cheer + ful = cheerful
10. cup + ful = cupful
11. soft + ness = softness

~Teacher Instructions~

Lesson 83: Final, Stable Syllable -[tion

Section A: Say the following words to the students. Have them write the missing letters on the lines using best penmanship. You may want to use the words in a sentence.

1. portion

5. carnation

2. lotion

6. foundation

3. fiction

7. addition

4. exception

8. mention

Section B: Review Suffixes -ly, -let; diphthongs oi, oy; cedilla c

Have students read the word and count the syllables in each word. Write the word in the correct column.

boil	tomboy	foil	destroying
cinch	bracelet	force	cycle
leaflet	joyfully	playfully	enjoying

1-Syllable	2-Syllable	3-Syllable
boil	tomboy	destroying
foil	bracelet	joyfully
cinch	cycle	playfully
force	leaflet	enjoying

~Teacher Instructions~

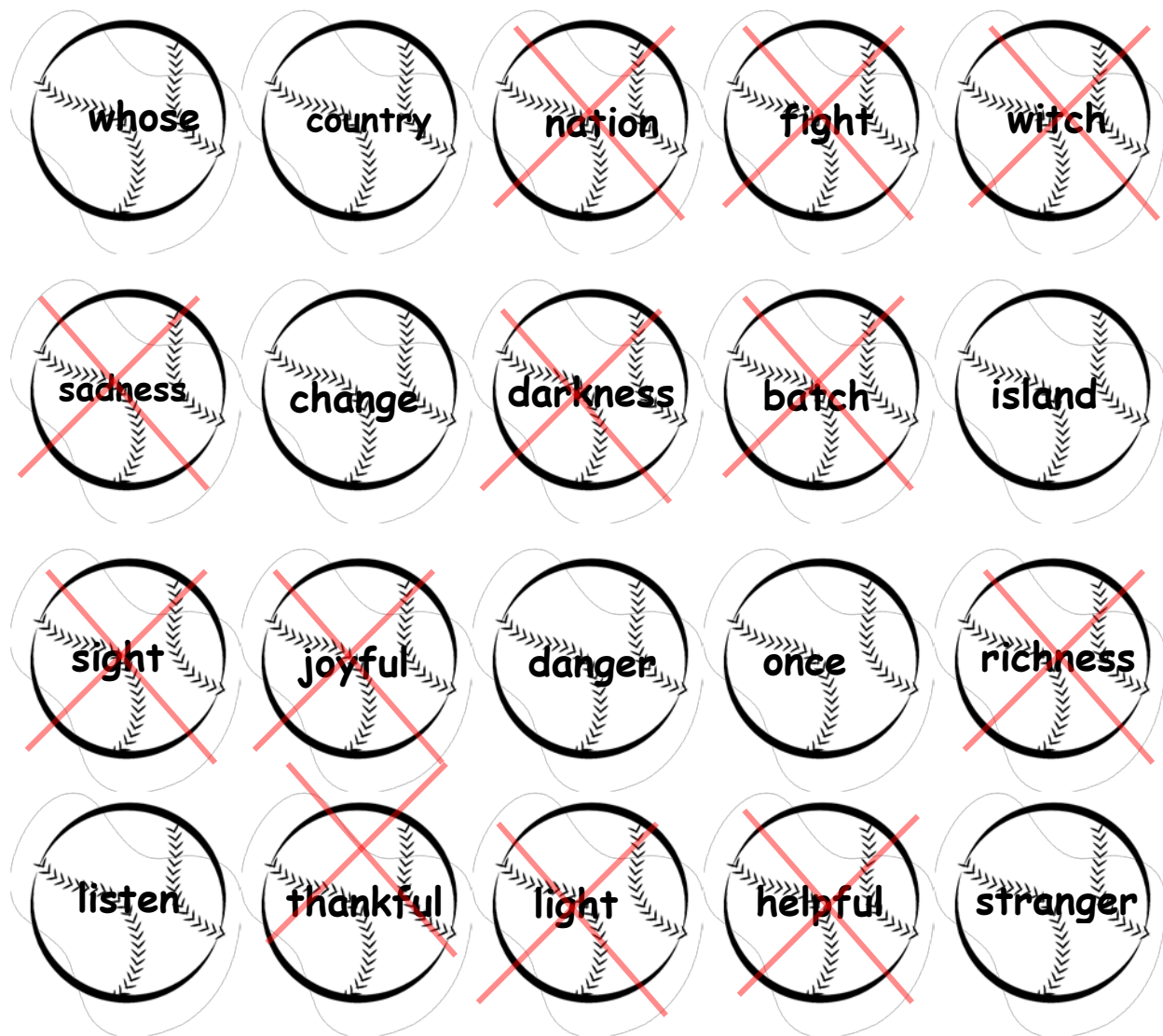
Lesson 84: Sight Words, Part 6

Section A: Have students read the sight words below on your signal (e.g. snap, clap, thumbs up, etc.). You may need to explain the meaning of any unknown words.

change	country	danger	eye	island
listen	once	strange	stranger	whose

Section B: "Strike Three"

Have students Read-Spell-Read the words below with a partner. Then cross out the three balls in each row that don't have a sight word. Students may need to refer to the sight words in Section A.



*Section B also has words that review trigraph 'tch', 'igh', and suffixes -ful & -ness.

~Teacher Instructions~

Lesson 85: Review cedilla c; diphthong oi, oy; suffixes -ly, -let, -en, -ish, -ist

Section A: Read the words below as follows (students should track with finger as words are read): Boys read row 1; girls read row 2; boys read row 3; girls read row 4. Read the words a second time with the girls starting and rotate to the boys, etc. Note: Explain any unknown words, as needed.

Row 1:	advice	coil	caplet	grace
Row 2:	crisply	splice	correctly	success
Row 3:	cactus	carve	cancel	cinch
Row 4:	cloudlet	citrus	concept	nicely

Section B: "Knick, Knack, Know"

Students will play this activity with a partner; one is Partner A and the other is Partner B. Do the sample as a class.

1. Partner A chooses a word and reads it out loud. If the word is read correctly, partner A puts an "A" on that word. If the word is read incorrectly, no mark is made.
2. Partner B takes a turn and does the same process as described above, except if the word is read correctly, partner B puts a "B" on that word.
3. The first partner to get three A's or B's in a row, is the winner (across, down, or diagonally)!
4. Proceed to another word box. Partner "B" begins the next round. Rotate person starting rounds with each new word box.
5. When one paper is completed, use the other student's paper and continue.

Idea: When partners finish the activity, they could...(1) read the words in Section A together, (2) illustrate a word on the back from Section A, etc.

Sample:

ploy A	finalist B	vocalist B
tourist B	oysters A	rarely A
starlets A	destroying B	avoiding A

Knick-Knack-
Know...

3 in a row!

Partner "A" wins!



~Teacher Instructions~

Lesson 85 Continued

**Knick-
Knack-
Know!**



purely	annoy	deepen
wristlets	slightly	darkish
poison	cartoonist	partly

voice	sharpen	ahoy
girlish	poise	Boyd
spoiled	royal	harpist

broiling	thicken	triplet
nightly	Troy	soybean
foolish	proudly	sisterly

golden	tomboys	droplets
loyal	pointed	grayish
oiling	choice	quickly



~Teacher Instructions~

Lesson 86: Digraphs ōā, ōē

Section A: Have students follow the directions below to change the word 'boat' to 'roast'. Do the first three together, the next three with a partner, and the last two alone. Have them say the new word after they are written in best penmanship.

1. Begin with boat. boat
2. Change b to c. coat
3. Change c to fl. float
4. Change fl to g. goat
5. Change t to l. goal
6. Change g to c. coal
7. Change l to st. coast
8. Change c to r. roast

Section B: Sentence Completion- Have students read the following words and finish the sentences, using best penmanship. Explain any unknown words.

oa 	oe 
oatmeal	toenail
charcoal	backhoe
lifeboat	doe
toast	woe
load	Joe
boastful	foe

9. The coach had oatmeal and toast for breakfast.
10. A male deer is a buck. A female deer is a doe.
11. The stranger floated to the island in a lifeboat.
12. Joe will load the goats on the train.

Section C: Have students choose one of the sentences from above to illustrate.

*Send Spelling Week 18 home with the students. They may write the words at school or at home. A homework tip is provided to parents.

Lesson 87: Review of Diphthongs

Section A: Have students read each word. Write the letter of its meaning on the line next to it. Do the first one together as a class. Then have them work with a partner to do the remaining ones. Tell students they have two minutes to complete Section A. Students should put "thumbs up" when finished. Check answers as a class by reading the word and the clue that matches it.

1. broil	<u>d</u>	a. to bother	5. prowl	<u>e</u>	e. to sneak
2. noise	<u>c</u>	b. break up	6. noun	<u>g</u>	f. a deep sound
3. annoy	<u>a</u>	c. a sound	7. growl	<u>f</u>	g. person, place, or thing
4. destroy	<u>b</u>	d. a way to cook	8. hound	<u>h</u>	h. a kind of dog

Section B: Sight Word Practice

As a class read the sight words on your signal (snap, clap, etc.). Then have the students read the words with a partner, taking turns.

Row 9: change stranger learn once heard

Row 10: America animal strange several whose

Row 11: listen island usually eye government

Row 12: early country danger finally earth

Section C: Write in the missing letters for the sight words below. Use the words from Section B as a guide.

13. Am e r ica

17. chan g e

14. i s land

18. fi n all y

15. dan g e r

19. e a r th

16. anim a l

20. gover n m ent

~Teacher Instructions~

Lesson 88: Digraph au

Section A: Read-Spell-Read the following words as a class.

Row 1: haunt launch pause laundry haul
Row 2: sauce because vault auction gauze
Row 3: faucet applause fraud fault Austin

Section B: Scrambled Words

Have students unscramble the words below and write them using best penmanship.

Use the words from Section A. Do the first one together. (You may want to have students work with a partner.)

4. luah haul

7. escuabe because

5. saepu pause

8. Sappaule applause

6. tavul vault

9. zaueg gauze

Section C: Review Trigraphs -igh, -tch

Have students read the words on each line. Circle the word(s) that are "real" words.

10. patch pitch plotch pretch

11. swight sight slight snight

12. hotch hatch hitch hutch

13. fright flight fnight fight

14. critch crutch catch clutch

*Some words were taken from the Reading Street story, "A Weed is a Flower".

~Teacher Instructions~

Lesson 89: Digraph aw

Section A: Have students read the words below: You read the words as the students track with a finger; then students read with a partner; and finally the student reads the words to self ("I do, we do, you do"). Explain any unknown words.

Row 1: lawnmower seesaw claws squawking shawl

Row 2: hawk yawning crawled scrawny jaw

Row 3: straw outlaw saw flawless awful

Section B: Have students find a word from Section A that matches the picture below. Have them write the word using best penmanship on the line.

4.  yawning

9.  jaw

5.  shawl

10.  lawnmower

6.  hawk

11.  claws

7.  seesaw

12.  outlaw

8.  crawled

13.  saw

*Some of the words used above are from the Reading Street story, "Froggy Fable".

Lesson 90: Assessment 9

Section A: Diphthongs oi, oy

Dictate the following words: say the word, use it in a sentence, and then repeat the word. Students will write either "oi" or "oy" on the line. Each correct answer is worth 4 points.

1. pointed

2. destroy

3. moisten

4. employ

5. joint

6. cowboy

7. poison

8. annoy

9. choice

10. soy

Section B: Cedilla 'c'

Students will read each word and decide whether the 'c' makes the /s/ sound as in dice or the /k/ sound as in cage. Students will write the word under the picture of the dice or cage, using best penmanship. Each correct answer is worth 4 points.

except

carpet

Nancy

correctly

cinch



force

city

crisply

cactus

copper



	
11. except	16. carpet
12. Nancy	17. correctly
13. cinch	18. crisply
14. force	19. cactus
15. city	20. copper

~Teacher Instructions~

Lesson 90: Assessment 9 Continued

Section C: Trigraphs -igh, tch; Suffixes -ly, -let, -en, -ish, -ist

Have students read the following story and circle the word that makes the BEST sense for each blank. Then they should read the story again with the circled words. Each correct answer is worth 2 points.



The Frozen Snow Witch

Once there artist
foolish
badly young witch who lived in a b harpist
wooden
lighthouse near the

mighty ocean. Early one night she heard learn
guess
several animals scratching loudly on her

frosty window. She quickly fetches
thicken
dentist her flashlight and opened the golden latch.

With the brightness of her cartoonist
booklet
flashlight, she could finally see three pinkish piglets,

pressing their snouts
sheepish
triplet against the darkened glass. This starlet
frightened
organist her and she

ran right out of her house into the cold snow, without her coat. She was suddenly

frozen and didn't thaw
ringlet
sharpish until spring.

Section D: Inference Question

Have students write what they think happened to the piglets? Encourage them to use BEST penmanship, correct punctuation and capitalization (1-4 points possible).

Answers will vary

Lesson 91: The vc'|v Pattern, Part I

Section A: Code the first vowel in each word according to the way it's divided. Read the two choices as coded. Then circle the word that has been divided correctly of the two choices. Do numbers 1-4 together, numbers 5-8 with a partner, and numbers 9-12 alone. Tell students they have 2 minutes to complete 9-12.

- | | | | |
|--|--|---|--|
| 1. <div><div>dī' git</div><div>dīg' it</div></div> | 2. <div><div>phō' nics</div><div>phōn' ics</div></div> | 3. <div><div>sō' lid</div><div>söl' id</div></div> | 4. <div><div>slīv' er</div><div>slī' ver</div></div> |
| 5. <div><div>lēm' on</div><div>lē' mon</div></div> | 6. <div><div>rō' bin</div><div>röb' in</div></div> | 7. <div><div>cāb' in</div><div>cā' bin</div></div> | 8. <div><div>hā' bit</div><div>hāb' it</div></div> |
| 9. <div><div>drā' gon</div><div>dräg' on</div></div> | 10. <div><div>fīn' ish</div><div>fī' nish</div></div> | 11. <div><div>frī' gid</div><div>frīg' id</div></div> | 12. <div><div>vīs' it</div><div>vī' sit</div></div> |

Section B: Review g that sounds like /j/

Have students read the following words (in any way of your choice). Alphabetize the words (some will need to be alphabetized to the second letter). Have them write #1 in the star by the first word, a #2 in the star by the second word, etc.

- | | | | |
|----------|------------|-----------|-----------|
| 8 magic | 3 energy | 4 germ | 11 spongy |
| 5 ginger | 12 surgery | 9 plunger | 7 imagine |
| 2 charge | 10 pudgy | 1 cage | 6 hinge |

*Send home Spelling List 19 with students. They may write the words at school or at home. A homework tip is provided to parents.

~Teacher Instructions~

Lesson 92: The vc'|v Pattern, Part II

Section A: Have students echo read the words below: You read as the students track with finger, then they read. Do one word at a time.

Row 1: cougars peanut sweater peacock

Row 2: daisy August weather teacher

Row 3: toucan leather fairly author

Section B: Nonsense Words

Have students Think-Pair-Share the following two-syllable nonsense words.

frizblight critchknab phlotchness gitchwroid

Section C: Have students choose a word from Section A to write in the sentences below, using best penmanship.

4. Listen to the colorful toucan squawking in the strange jungle.

5. Usually the weather in August is fairly hot.

6. Once, early in the morning, we heard several cougars growling.

7. The author wrote about the government in America.

8. Do you think George Washington Carver could make a sweater using peanuts?

~Teacher Instructions~

Lesson 93: a before l

Section A: Have students read the following words. Read the description in the first column. Look in the second column for the rhyming word. Write the answer in the third column. Do the first two together. Explain any unknown words.

stall	bald	alright	salt	halt	false
cobalt	small	already	ball	calm	tall

Description	Rhymes with...	Answer
No hair	scald	bald
A sphere	hall	ball
Synonym for peaceful	balm	calm
Antonym for short	mall	tall
To stop	malt	halt
Synonym for little	fall	small
A place for horses	call	stall

Section B: Review Sight Words- Read-Spell-Read the following sight words with a partner. Students take turns reading, spelling, and reading the word again. Have partners mark the boxes with a check when the student completes each word.

Read, Spell, Read		Read, Spell, Read	
earth	<input type="checkbox"/>	stranger	<input type="checkbox"/>
country	<input type="checkbox"/>	eye	<input type="checkbox"/>
listen	<input type="checkbox"/>	America	<input type="checkbox"/>
animal	<input type="checkbox"/>	strange	<input type="checkbox"/>
several	<input type="checkbox"/>	island	<input type="checkbox"/>
heard	<input type="checkbox"/>	whose	<input type="checkbox"/>
usually	<input type="checkbox"/>	once	<input type="checkbox"/>
government	<input type="checkbox"/>	early	<input type="checkbox"/>
learn	<input type="checkbox"/>	danger	<input type="checkbox"/>
finally	<input type="checkbox"/>	change	<input type="checkbox"/>

Lesson 94: Sight Words Part 7

Section A: Read the new sight words below as follows: Roll a die and the students will read each line as many times as the die was rolled (e.g. the die was rolled with a '2', so Row 1 is read two times). Words are read as a class on your signal (snap, clap, etc.).

Row 1: bought father mountain walk laugh

Row 2: brought fought thought talk daughter

Section B: Sight Word Practice and Trigraph -dge Review- Direct students to use the words from above to complete the sentences. Numbers 3 and 6 can be interchanged.

3. My tall father (or daughter) bought a bagful of sweet fudge with a coupon.
4. The small children will walk over the bridge in the strange country.
5. The knight fought the dragon at the edge of the dangerous forest.
6. The bald judge's daughter (or father) has a pleasant smile.
7. I thought the fairy that lived near the hedge was magic.

Section C: Have students write a complete sentence, using the word provided. Encourage best penmanship, correct punctuation, and capitalization.

- badge *Sentences will vary.*
8. _____

pledge
9. _____

smudge
10. _____

~Teacher Instructions~

Lesson 95: Review g that says /j/, Trigraph -dge; Suffixes -ness, -ful; Final, Stable Syllable -tion

Section A: Dictate the following words as students write them, using best penmanship. Go over the answers with the class when finished.

- | | |
|----------------------------|----------------------|
| 1. bul <u>ge</u> | 9. ill <u>ness</u> |
| 2. skill <u>ful</u> | 10. sta <u>tion</u> |
| 3. <u>g</u> entle | 11. fra <u>ction</u> |
| 4. <u>dull</u> ness | 12. <u>mo</u> tion |
| 5. <u>g</u> enera <u>l</u> | 13. ca <u>re</u> ful |
| 6. thi <u>ck</u> ness | 14. gru <u>dge</u> |
| 7. <u>g</u> ypsy | 15. <u>g</u> iraffe |
| 8. ora <u>nge</u> | 16. tra <u>gic</u> |

*Lesson 95 continued on back

Section B: Code Cracker- Use the code to make the words below. Have students write the corresponding letters in the boxes above the numbers, and then read the word. Do the first two together as a class. Do the remainder with a partner. Go over the answers together.



1=e	5=b	9=n	13=m	17=t	21=h	
25=v						
2=r	6=g	10=u	14=w	18=o	22=j	26=z
3=i	7=l	11=x	15=p	19=f	23=k	
4=d	8=c	12=a	16=s	20=y	24=q	

17.

i	n	f	o	r	m	a	t	i	o	n
---	---	---	---	---	---	---	---	---	---	---

3 9 19 18 2 13 12 17 3 18 9

18.

d	a	m	p	n	e	s	s
---	---	---	---	---	---	---	---

4 12 13 15 9 1 16 16

19.

i	s	l	a	n	d
---	---	---	---	---	---

3 16 7 12 9 4

20.

s	h	y	n	e	s	s
---	---	---	---	---	---	---

16 21 20 9 1 16 16

21.

o	n	c	e
---	---	---	---

18 9 8 1

22.

a	r	m	f	u	l
---	---	---	---	---	---

12 2 13 19 10 7

23.

w	h	o	s	e
---	---	---	---	---

14 21 18 16 1

24.

d	i	c	t	a	t	i	o	n
---	---	---	---	---	---	---	---	---

4 3 8 17 12 17 3 18 9

25.

e	y	e
---	---	---







~Teacher Instructions~

1 20 1

Lesson 96: a After w or qu

Rule: When the letter 'a' comes after the letter 'w' or the letters 'qu', it often makes the sound similar to /ō/.

Section A: Have the students read the words below as follows: Have the 'odd' numbered students read the odd numbered boxes; the 'even' numbered students read the even numbered boxes. Circle the word that matches the picture in each box. Put the double dots above the 'a' in the circled word. Do the first one together.

1. 	2. 	3. 
squāsh wander squadron waffle	walk swat wālet quad	swamp wāsp squabble waltz
4. 	5. 	6. 
squish swap washer wālrus	quality wātch wad swallow	wānd squat walnut swab

Section B: Review- Have students unscramble the sentence below and write it correctly on the lines provided, using their best penmanship. Then read the sentence.

fly his The in toad had throat a

7. The toad had a fly in his throat.

*Send Spelling Week # 20 home with the students. They may write the words at school or at home. A homework tip is provided to parents.

Lesson 97: The vcccv Pattern

Section A: Have students read the words below with a partner for one minute. If students finish reading all three rows before the time is up, they should read it over again. Then put the vowel pattern and divide the words as follows: Do Row 1 as a class; Row 2 with a partner; and Row 3 alone. Give the students 4-5 minutes to complete the second and third rows. At the end of the time, go over answers together.

Row 1: com' | plain arc' | tic part' | ner far' | ther
 v c c cv v c c cv vcc cv v c c cv

Row 2: ad' | dress hun' | gry pump' | kin sand' | wich
 v c c cv v c c cv vcc cv vcc cv

Row 3: in' | stant sub' | tract lob' | ster hun' | dred
 v c c cv v c c cv v c c cv v c c cv

Section B: Sentence Sleuth

Have students use the words provided to write a complete sentence, using best penmanship, correct punctuation, and capitalization. Students may choose any words from Section A to write on #6. Encourage students to use adjectives in sentences. *Sentences will vary.*

- hungry, sandwich

4. _____

- arctic

5. _____

~Teacher Instructions~

6. _____

Lesson 98: Spelling with Final c

Rules: When spelling the final /k/ sound:

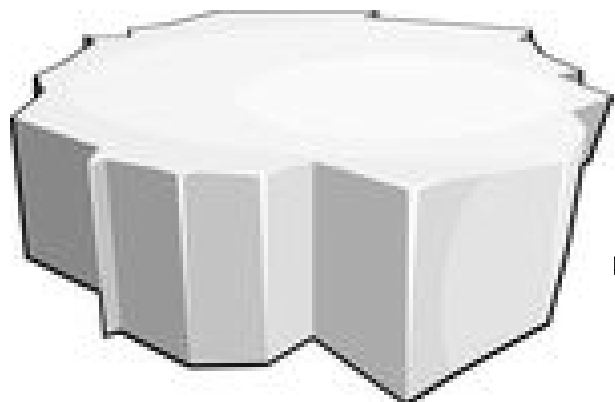
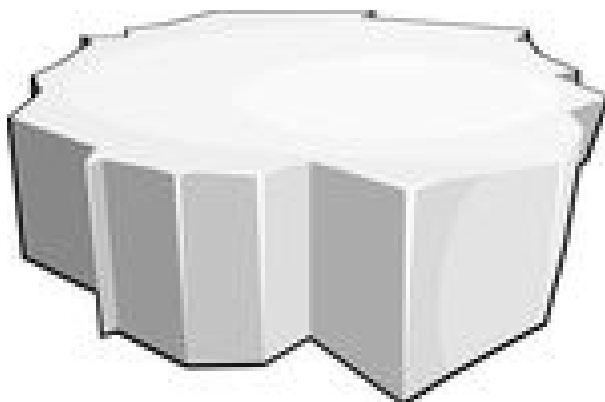
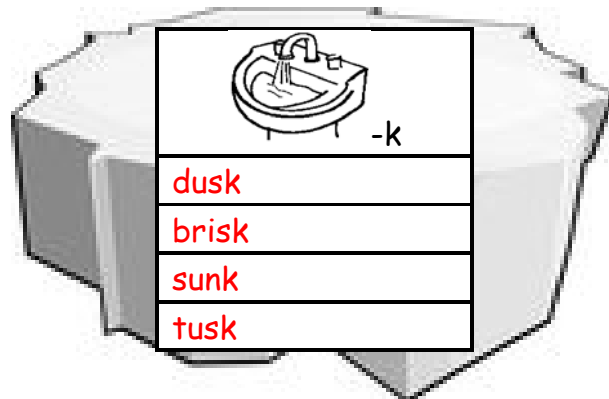
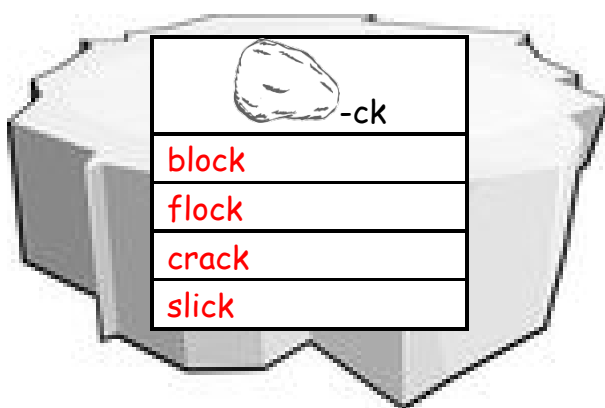
ck is found after a short vowel sound, ke is found after a long vowel sound, k is found after a consonant or vowel digraph, and c is found at the end of a two (or more) syllable word.

Section A: Ice Floe- Have students read the words below (your choice).




Row 1:	lake	Atlantic	block	dusk
Row 2:	brisk	arctic	snowflake	flock
Row 3:	crack	earthquake	smoke	sunk
Row 4:	cosmic	tusk	slick	plastic

Section B: Have students write the words from above, in the correct column below, according to how the ending /k/ sound is spelled. Encourage best penmanship.



~Teacher Instructions~



lake
snowflake
earthquake
smoke



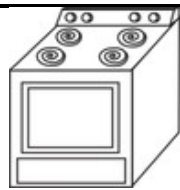



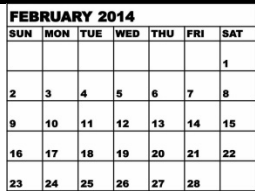

Atlantic
arctic
cosmic
plastic

Lesson 99: Scribal o

Section A: Dictate the following words for students to spell, using the concept taught in the lesson. Go over the correct answers when completed.

- | | |
|-------------|-----------|
| 1. discover | 4. front |
| 2. wonder | 5. cover |
| 3. comfort | 6. shovel |

Section B: Have students name each picture below. Then write the missing letters using best penmanship, to complete each word. Then read the word.

<div>7</div>  <div>oven</div>	<div>8</div>  <div>shovel</div>	<div>9</div>  <div>compass</div>
<div>10</div>  <div>sponge</div>	<div>11</div>  <div>month</div>	<div>12</div>  <div>dove</div>

Lesson 100: Assessment 10

Section A:

Ask the students: "What are the three letters that make the letter 'c' make the /s/ sound and the letter 'g' make the /j/ sound? Write those three letters on the lines." (Each correct response is worth 2 pts. for a total of 6 pts. possible.)

Section B: Isolated Sounds (3 points each)

Have students read each sound to you. Mark boxes with an x if read incorrectly.

- | | | | | | |
|-----------------------------|-----------------------------|--------------------------------|--|------------------------------|-----------------------------|
| <input type="checkbox"/> oy | <input type="checkbox"/> āī | <input type="checkbox"/> [tion | <input type="checkbox"/> t ch | <input type="checkbox"/> oi | <input type="checkbox"/> ōw |
| <input type="checkbox"/> øū | <input type="checkbox"/> āy | <input type="checkbox"/> igh | <input type="checkbox"/> ow | <input type="checkbox"/> dge | <input type="checkbox"/> ou |

Section C: Suffixes

Have the students read each word to themselves and box the suffixes. (Each correct answer is worth 2 pts. each).

Optional: Listen to any student you feel would benefit from reading some or all of the words to you or another adult.

restful

splotchy

brightness

wristlet

graceful

gentleness

~Teacher Instructions~

hotness

shameful

urgently

Lesson 100: Assessment 10 **Answer Key**

A

e i y

/6

B

Isolated Sounds (3 points each)

/36

**mark sounds read incorrectly with an x on student*

See following page for students to read from if needed.

☐ oy

☐ āī

☐ [tion

☐ ~~f~~ch

☐ oi

☐ ōw

☐ ōū

☐ āy

☐ igh

☐ ow

☐ dge

☐ ou

C

Suffixes: Read the following words and box the suffix (2 points each)

/18

restful

splotchy

brightness

wristlet

graceful

gentleness

hotness

shameful

urgently

Students may use this sheet to read sounds and words from. Mark an x on the student sheet next to sounds/words read incorrectly.

Section B: Isolated Sounds (3 points each)

- | | | | | | |
|-------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> oy | <input type="checkbox"/> <u>ā</u> i | <input type="checkbox"/> [t]ion | <input type="checkbox"/> t <u>ch</u> | <input type="checkbox"/> oi | <input type="checkbox"/> <u>ō</u> w |
| <input type="checkbox"/> o <u>ū</u> | <input type="checkbox"/> <u>ā</u> y | <input type="checkbox"/> i <u>gh</u> | <input type="checkbox"/> ow | <input type="checkbox"/> d <u>ge</u> | <input type="checkbox"/> ou |
-

Section D: Sight Words Assessment (2 pts. each)

- | | |
|--|--|
| <input type="checkbox"/> listen | <input type="checkbox"/> early |
| <input type="checkbox"/> change | <input type="checkbox"/> several |
| <input type="checkbox"/> whose | <input type="checkbox"/> animal |
| <input type="checkbox"/> country | <input type="checkbox"/> eye |
| <input type="checkbox"/> finally | <input type="checkbox"/> usually |
| <input type="checkbox"/> strange | <input type="checkbox"/> danger |
| <input type="checkbox"/> government | <input type="checkbox"/> heard |
| <input type="checkbox"/> island | <input type="checkbox"/> America |
| <input type="checkbox"/> earth | <input type="checkbox"/> once |
| <input type="checkbox"/> learn | <input type="checkbox"/> stranger |

~Teacher Instructions~

Lesson 101: Final, Stable Syllable [sion]



Section A: Read the following words as follows: You read the word as the students follow along with his/her finger. Then the students echo read the words. Have students read the words with a partner next. Explain any unknown words.

Row 1: television version invasion expression illusion

Row 2: explosion tension mansion division session

Row 3: permission vision confusion decision mission

Section B: Review Sight words, Digraphs -oe, -oa

Have students read and count the syllables in each word. Have them write the word in the correct column, according to how many syllables are in the word.

inversion hoe discussion fusion rowboat doe
roaming talk impression daughter overboard groan

1-Syllable	2-Syllable	3-Syllable
hoe	fusion	inversion
doe	rowboat	discussion
talk	roaming	impression
groan	daughter	overboard

*Send home Spelling Week #21 with students. You may want to review the three sounds of suffix -ed.

Lesson 102: Digraph ew

Section A: Put your students in groups of three. Choose a student to be the first "teacher". The "teacher" reads the sentence, while the others "echo" the sentence, tracking as they read. The second and third "teacher" will do the same process. This continues until the timer goes off. Assign who is the second and third teacher prior to starting. Time for 6 minutes. If the group finishes the sentence reading before the timer goes off, they should begin again, and rotate the number of teacher they are, so they don't read the same sentences.

1. Newel's daughter made a decision and bought a small jewel.
2. Lewis wants a few cashews to chew while watching television.
3. My father's nephew found some mildew on his new sweater.
4. Stewart brought a wonderful stew for the occasion.
5. Andrew laughed when he threw his plastic wallet at the wasp.
6. The frigid wind blew all night in the high mountains.

Section B: Review Digraphs -aw, -au

Have the students read the following words together as a class on your signal. Read them as many times as you'd like. Students should write the words in alphabetical order using best penmanship.

launder	scrawl	auction	awful	pause
sauce	haunt	yawn	lawyer	outlaw

- | | |
|--------------------|-------------------|
| 7. <u>auction</u> | 12. <u>outlaw</u> |
| 8. <u>awful</u> | 13. <u>pause</u> |
| 9. <u>haunt</u> | 14. <u>sauce</u> |
| 10. <u>launder</u> | 15. <u>scrawl</u> |
| 11. <u>lawyer</u> | 16. <u>yawn</u> |

Lesson 103: Doubling Rule, Part 1

Doubling Rule: If the final syllable of the word is accented and ends with one vowel and one consonant, then double the final consonant before adding a vowel suffix.

*NOTE: Instead of using checkmarks and boxes like the lesson directs when you teach the concept, use colored dry erase markers as indicated below. Then what you do to teach the lesson will match this worksheet.

Section A: DOUBLE DUTY- Do the first three together as a class, the next three with a partner, and the last four alone. Encourage best penmanship.















□ If the root word has 1 vowel and 1 consonant at the end of the word, circle the root word

in  .

□ If the suffix is a vowel suffix, circle it in  .

□ If you have circled in  AND  , then DOUBLE the final consonant in the root word before adding the suffix.

□ If you have only circled in **ONE** color or **NO** colors, just add the suffix.

- | | |
|---|---|
| 1.  snap +  -ing = snapping | 6.  slop +  -y = sloppy |
| 2.  fog +  -y = foggy | 7. help + -less = helpless |
| 3. look +  -ing = looking | 8.  brag +  -ed = bragged |
| 4. rest + -less = restless | 9.  run +  -er = runner |
| 5.  beg +  -ed = begged | 10.  bag + -ful = bagful |

~Teacher Instructions~

Lesson 104: Sight Words, Part 8














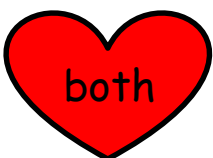






Section A: Have the students read the sight words below on your signal (e.g. snap, clap, thumbs up, etc.)

Row 1: become both busy measure rough

Row 2: sure through tough woman women

Section B: "Smart Hearts"

Have students read the words below with a partner, taking turns on each row of words. Read it a second time, changing the rows to read so students don't read the same row of words a second time. Then find the words that are the sight words introduced in the lesson today and color them. Refer to the words above.

Row 3:	 also	 fall	 cover	 become
Row 4:	 water	 sure	 rough	 measure
Row 5:	 busy	 tough	 palm	 woman
Row 6:	 ball	 both	 comfort	 through
Row 7:	 women	 squash	 small	 mountain

*Some of the words were taken from the Reading Street stories, "Life Cycle of a Pumpkin" and "Soil".

~Teacher Instructions~

Lesson 105: Review 'w before a' and 'qu before a' words;

Digraphs -oa, -oe, - au, - aw

Section A: Timed Reading Practice

Read the following words together as a class. Students should be tracking with their finger as words are read. Explain any unknown words. Next have students work with a partner to do a timed reading. When you say, "Begin", partner 1 reads the list while partner 2 makes a tally mark on paper or whiteboard for each word read correctly. When 1 minute is up, say, "Stop". Partner 2 shows partner 1 the number of words read correctly. Then the partners switch roles.

Row 1:	drawn	squad	moaned	woeful	laundry
Row 2:	walnut	quality	pausing	toenail	swallowing
Row 3:	faulty	squabble	boastful	backhoe	hauling
Row 4:	waltz	quantity	crawled	soaring	wandered

Section B: Review Sight Words

Have students Read-Spell-Read the sight words below with a partner. Students take turns reading, spelling, and reading the word again. Have partners mark the boxes with a check when the student completes each word.

<i>Read, Spell, Read</i>		<i>Read, Spell, Read</i>	
bought	<input type="checkbox"/>	fought	<input type="checkbox"/>
father	<input type="checkbox"/>	talk	<input type="checkbox"/>
mountain	<input type="checkbox"/>	daughter	<input type="checkbox"/>
walk	<input type="checkbox"/>	laugh	<input type="checkbox"/>
brought	<input type="checkbox"/>	thought	<input type="checkbox"/>

C "Sticky Paws"

Game directions: Help the bear get to the honey pot.

1. Roll the die (marked with 1,2,3) and move your marker that many spaces.
2. Say the sound of the digraph, then say a word with that digraph in it. If you say the sound and word correctly for that digraph, you can stay on the paw. If the sound or word is incorrect, go back to where you were on before rolling the die.
3. If you land on a honey blob, you lose a turn.
4. The first person to the honey pot is the winner. Play the game again if you finish early.

~Teacher Instructions~



~Teacher Instructions~

Lesson 106: Digraph ēy

Section A: Read the words below as follows: Girls read Row 1, Boys read Row 2, Girls and Boys read Row 3. Explain any unknown words. Read the words below as your teacher instructs.

Row 1:	volley	money	hockey	key
Row 2:	turkey	chimney	trolley	monkey
Row 3:	alley	parsley	barley	kidney

Section B: Dictate the following sentences. Students will write them using best penmanship. After dictating, have students find and circle the two digraph -ey words in each sentence.

4. The woman from the valley played rough hockey.
5. It was tough for the donkey to get through the honey.

Section C: Have students complete the riddles below by using some of the words from Section A.

6. This meat is usually eaten at Thanksgiving. turkey
7. You need this to open a locked door. key
8. Smoke travels up this from your fireplace. chimney
9. This is a form of transportation many people can ride on. trolley
10. It is smart to save this in a bank. money

Section D: Nonsense words- Have students practice these words alone when finished with Section C. When you see students finished with Section C and practicing, you can pair two students together to read them to each other. (Optional: Have students share the words with the class.)

- | | | |
|--------------|----------------|----------------|
| 11. quabless | 13. zooblith | 15. wrightroav |
| 12. cevautly | 14. sleemfroid | 16. chingsloy |

*Send home Spelling List Week #22 with the students. They may write the words at school or at home. A homework tip is provided to parents.

Lesson 107: Suffix -es

Sibilant Sound: Whenever a word ends with one of the following sounds /s/, /z/, /ks/, /ch/, /sh/, or /j/, add suffix -es. Add suffix -s to everything else.

Section A: Do the following together with your class. Explain any unknown words.

- ☐ Find the root word.
- ☐ Underline it in both choices.
- ☐ Decide AND circle which one of the two choices has the correct suffix.

- | | | | |
|---------------------|-------------------|-------------------|----------------|
| 1. <u>roaches</u> | <u>roachs</u> | 5. <u>frizzs</u> | <u>frizzes</u> |
| 2. <u>sixs</u> | <u>sixes</u> | 6. <u>washes</u> | <u>washs</u> |
| 3. <u>pheasants</u> | <u>pheasantes</u> | 7. <u>swarmes</u> | <u>swarms</u> |
| 4. <u>walruss</u> | <u>walruses</u> | 8. <u>flashes</u> | <u>flashs</u> |

Section B: Have students read the root word and decide whether to add **suffix -s** or **suffix -es**. Then write the word with the suffix, using best penmanship. Remind students to look for the sibilant sounds at the end of the word.

- | | | | |
|------------|-----------------|------------|-----------------|
| 9. launch | <u>launches</u> | 13. fizz | <u>fizzes</u> |
| 10. swamp | <u>swamps</u> | 14. mix | <u>mixes</u> |
| 11. guess | <u>guesses</u> | 15. stitch | <u>stitches</u> |
| 12. island | <u>islands</u> | 16. blush | <u>blushes</u> |

~Teacher Instructions~

Lesson 108: Digraph ue

Section A: Read the words below as follows: Even numbered students read Row 1, odd numbered students read Row 2, and everyone reads Row 3. Read it another time. This time everyone reads Row 1, even numbered students read Row 2, and the odd numbered students read Row 3. Explain any unknown words.

Row 1: value pursue glue blue

Row 2: statue continue fondue cue

Row 3: true argue rescue clue

Section B: "True Clue"

Have students choose eight of the words from Section A to write in any space of the bingo activity (one word/space). If students finish before others, have them write a sentence using one or more of the words above, on the back of this paper. (Optional: Have students share sentence later.) When students are ready to do the activity, read a **clue** as students use markers (beans, smarties, unifix cubes, etc.) to cover the word. Everyone can cover the "free space". "True Clue" is made by covering three words in a row horizontally, vertically, or diagonally. Play this as many times as you desire, changing the order of the clues.

CLUES:

value: the worth of something

blue: a color

true: the antonym of false

cue: a signal

pursue: to go after someone or something

clue: a hint

glue: a substance used to join or fix

argue: to quarrel

continue: to carry on

rescue: to save

statue: a work of art made with wood, metal, clay, snow, etc.

fondue: a dish of hot liquid for dipping small pieces of food

~Teacher Instructions~

Lesson 109: Suffix **ous**

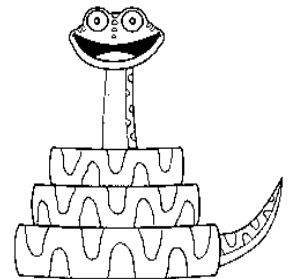
Section A: Have students read the words below as follows: You read a word and the students "echo" the word. Students should track with a finger while reading. Explain any unknown words. Read the words again as follows: Roll a die and read the row of words that many times (e.g. if you roll a three, students read the row of words three times, etc.). Suggestion: Use a die with one, two, and three on it only. Next, have students box the suffix on each word.

Row 1: thunder**ous** rigorous**ous** glamorous**ous** venom**ous**

Row 2: prosper**ous** marvel**ous** humor**ous** vigor**ous**

Row 3: hazard**ous** poison**ous** mountain**ous** danger**ous**

Section B: Have students partner read the story below. Then complete the last sentence AND write at least two more sentences to finish the story. Remind them to write complete sentences, correct punctuation, capitalization, and best penmanship.



"The Ridiculous Tail"

Once there was a woman rattlesnake named Scaley. She would sing with a marvelous voice and a vigorous shake of her rattle. The poisonous reptile spent her busy days trying to become a prosperous performer. The other women snakes would laugh when she sang. Scaley had a sure impression they were jealous of her hopeful talent. The humorous truth was that they thought it was a ridiculous medley. This would make Scaley nervous because ...

s e n t e n c e s w i l l v a r y

~Teacher Instructions~

Lesson 110: Assessment 11

Section A: w or qu before a; a before l; digraphs -oa, -oe

Dictate the following words: Say the word, use it in a sentence, and then repeat the word. Students will write the word on the line. Each answer is worth 1-4 points, depending on the correct letters in each word.

- | | |
|-----------|-----------|
| 1. swan | 8. scald |
| 2. croak | 9. coach |
| 3. wasp | 10. wand |
| 4. throat | 11. malt |
| 5. watch | 12. swat |
| 6. foe | 13. calm |
| 7. squad | 14. boast |

Section B: Digraph -aw, -au

Have students complete the word with either digraph -aw or -au. Each correct answer is worth 2 points.

- | | |
|----------------------|--------------------|
| 15. h <u>aw</u> nt | 19. str <u>aw</u> |
| 16. g <u>au</u> ze | 20. outl <u>aw</u> |
| 17. fl <u>aw</u> | 21. h <u>au</u> l |
| 18. l <u>au</u> nder | 22. dr <u>aw</u> |

Sections C & D: Have students practice the isolated sounds and sight words in Sections C and D. You will listen to them after they've practiced. Words read incorrectly will be marked with an X in the box. Each correct response is worth 2 points.

*The sight words in Section D will be assessed again on Lesson 120.

~Teacher Instructions~

Assessment 11 (Lesson 110): Students may read from this page. Mark incorrect responses on the student tests.

C

Isolated Sounds

23. ō~~æ~~

25. au

24. ōe

26. aw

D

Sight Words

27. bought

32. walk

28. mountain

33. thought

29. talk

34. daughter

30. laugh

35. father

31. brought

36. fought

~Teacher Instructions~

Lesson 111: The v|cv' Pattern & Letters e, o, and u

Section A: Dictate the following sentence. Remind students to use best penmanship, correct punctuation, and capitalization.

1. I am sure the mountain will erupt tomorrow.

Section B: Have students read the sentences and write the correct word that completes it, using best penmanship.

2. It was rough to direct traffic through the busy city.
humane, superb, direct

3. Please report the lost money.
report, erupt, remind

4. He will rescue the monkey from the dangerous explosion.
reduce, rescue, below

5. The women deserve a marvelous trip to the Atlantic Ocean.
release, because, deserve

6. The men will divide the lunches into boxes beside the table.
divide, elect, depend

*This lesson also reviews sight words, digraph -ey, suffix -ous, and -es.

*Send Spelling List Week #23 home with students. They may write the words at school or at home. A homework tip is provided to parents.

~Teacher Instructions~

Lesson 112: The v|cv' Pattern & Letters a and i

Section A: Have the students read the following words with a partner. Time them for two minutes. If they finish the list of words before the two minutes are up, have them read it again and again until the time is up. Explain any unknown words.

Row 1:	ago	salute	amount	about	parade
Row 2:	baton	avoid	adapt	alike	banana
Row 3:	around	aloud	ahead	away	aboard

B Sentence Sleuth

Have students use the words provided to write a complete sentence, using best penmanship, correct punctuation, and capitalization. Students may choose any words from Section A to write on #6. Encourage students to use adjectives in sentences.



Sentences will vary.

salute, parade

4.

aboard, away

5.

Choose words from Section A

6.

~Teacher Instructions~

Lesson 113: Final, Stable Syllables [cious, [tious

Section A: Have students read the following words (your choice). Explain any unknown words. Read the description in the first column and write the word in the second column. Then write the number of syllables in the third column. Do the first two together.

delicious nutritious ferocious spacious gracious
suspicious cautious vicious fictitious ambitious

Description	Word	# Syllables
Synonym for false	fictitious	3
Something that tastes good	delicious	3
Synonym for careful	cautious	2
A large space	spacious	2
Healthy food	nutritious	3
Antonym for nice	vicious	2
Very polite	gracious	2
Antonym for lazy	ambitious	3

B Read-Spell-Read the following sight words with a partner. Students take turns reading, spelling, and reading the word again. Have partners mark the boxes with a check when the student completes each word.

Read, Spell, Read		Read, Spell, Read	
walk	<input type="checkbox"/>	become	<input type="checkbox"/>
thought	<input type="checkbox"/>	sure	<input type="checkbox"/>
mountain	<input type="checkbox"/>	woman	<input type="checkbox"/>
talk	<input type="checkbox"/>	both	<input type="checkbox"/>
father	<input type="checkbox"/>	measure	<input type="checkbox"/>
brought	<input type="checkbox"/>	daughter	<input type="checkbox"/>
through	<input type="checkbox"/>	rough	<input type="checkbox"/>
fought	<input type="checkbox"/>	laugh	<input type="checkbox"/>
women	<input type="checkbox"/>	bought	<input type="checkbox"/>
tough	<input type="checkbox"/>	busy	<input type="checkbox"/>

Lesson 114: Sight Words, Part 9

Section A:

Echo read the sight words below as follows: Boys read a word, and girls echo it until list is completely read. Next the girls will read a word, and the boys echo it.

poor	often	move	live	certain
give	floor	door	climb	beautiful

Section B:

Students change one letter in each word below to make a word from Section A. Next, they write the word on the line. Do the first one together.

1. like live

2. gave give



Write two words from Section A that rhyme with

3. floor

4. poor

Write the sight words from Section A in alphabetical order.

5. beautiful

10. give

6. certain

11. live

7. climb

12. move

8. door

13. often

9. floor

14. poor

Lesson 115: Review

Section A: Review the final /k/ sound options before doing this section. Refer to Spelling Rule Wall Card 2. Dictate the following words. Students will select ck, k, ke, or c to complete the final /k/ sound.

1. garlic

6. spike

2. flick

7. shook

3. brake

8. frantic

4. pluck

9. risk

5. traffic

10. hawk

Section B: Giraffe Graph

Have students read the words below with a partner for two minutes, taking turns on each word. On the first time, Partner A starts. Partner B begins reading on the second time through the list. Explain any unknown words.

Row 1: value money govern sewer valley

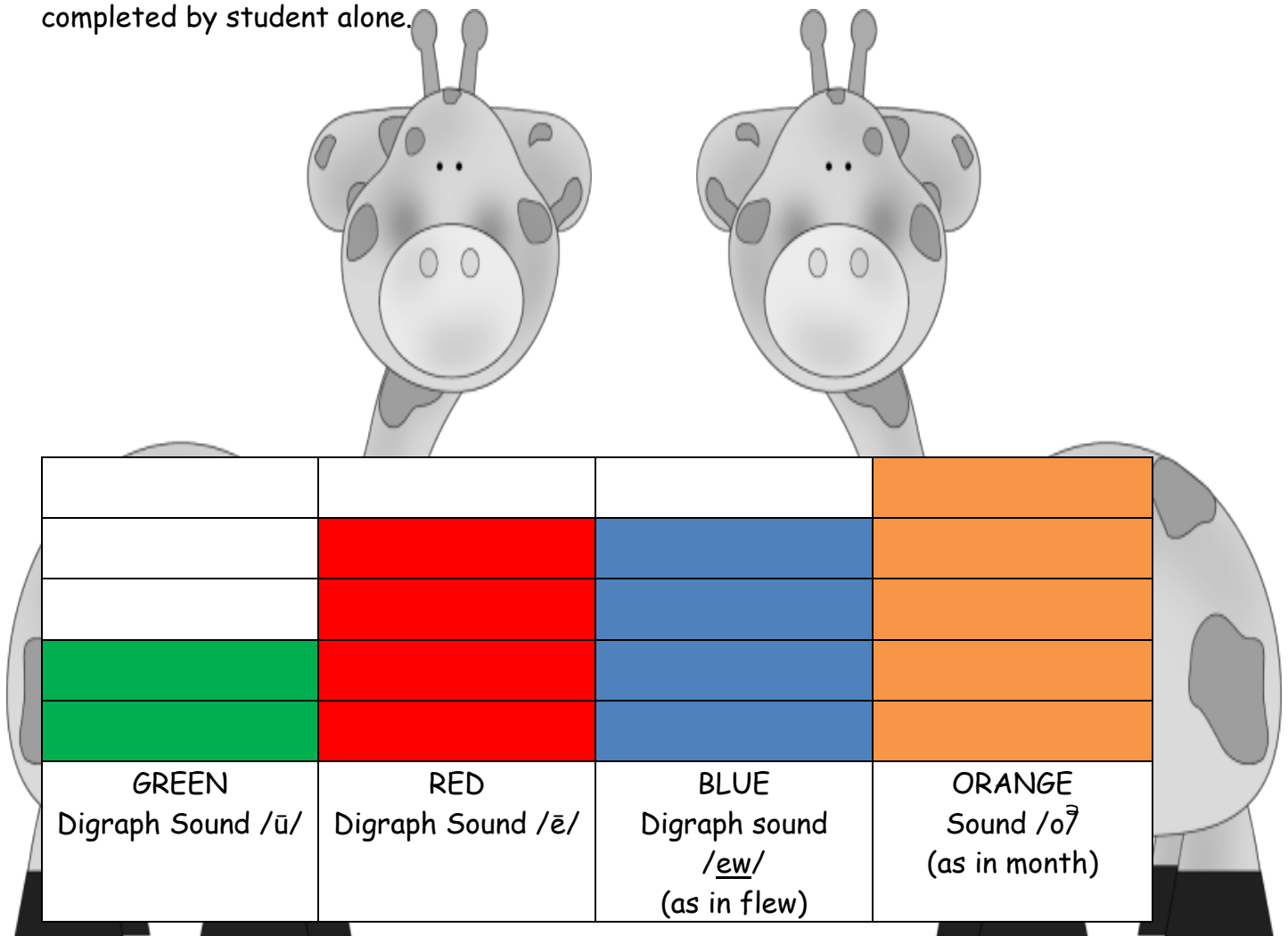
Row 2: mildew jockey wonder knew kingdom

Row 3: parsley Monday rescue brew control

Giraffe Graph

Row 1:	value	money	govern	sewer	valley
Row 2:	mildew	jockey	wonder	kingdom	knew
Row 3:	parsley	Monday	rescue	control	brew

Students will read the word and decide which column it should be graphed in, according to the target sound it has. Look at the target sound at the bottom of the graph and the color that goes with it. Students will circle the word above with that color and then fill in one section of the graph with the same color. (e.g. target sound /ue/ has green underneath it, so the word 'value' will be circled in green and then one section of the graph above the /ue/ sound will be filled in green.) Do the first row together, the second row with a partner, and the third row will be completed by student alone.



~Teacher Instructions~

Lesson 116: Final, Stable Syllables that Begin with ci, si, ti

Section A: Have students read the following words; you read the word first and they echo it back. Explain any unknown words.

Row 1:	crucial	Martian	physician	efficient
Row 2:	social	partial	magician	electrician
Row 3:	patient	initial	musician	optician

Section B: Choose a word from above to complete the sentence, using best penmanship. Optional: Have students work with a partner.

4. Another word for a doctor is a physician.
5. An optician is an eye doctor.
6. Write the initials of your name: will vary
7. A magician can do magic tricks.
8. A person who works with electricity is called an electrician.
9. To wait for your turn is to be patient.

C Magician Memory Match:

Students should cut apart the word cards. They will play with a partner. Each student will have his/her own set of cards. Each student will place his/her cards facing down, on the floor in three rows of four (in front of them). *Note: Students may be able to see through paper when word cards are turned over. If you prefer, you could run the word cards on construction paper for students. Students may want to initial their cards before playing.*

Challenge: Place all 24 cards face down on the floor in front of both students.

Play the game according to the rules..



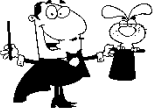






*See rules and cards on next page.

~Teacher Instructions~

Lesson 116 Continued

RULES

- *Decide who goes first.
- *Student will take one of his/her cards and one of his/her partner's cards to try to make a match.
- *The student should READ both cards and if a match is made, place both cards in a pile to the side and take another turn.
- * If a match isn't made, the other person will take his/her turn.
- *The game is over when all the cards have been matched. The person with the most cards wins.

 crucial	 Martian	 physicia n
 efficien +	 social	 partial
 magician	 electricia n	 patient

*Send Spelling List Week #24 home today. They may write the words at school or at home. A homework tip is provided to parents.

~Teacher Instructions~



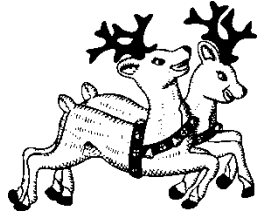
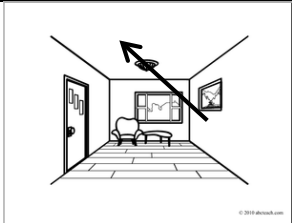

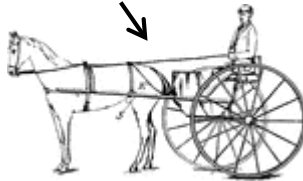
 initial	 musician	 optician
--	---	---

Lesson 117: Digraphs ei, ie

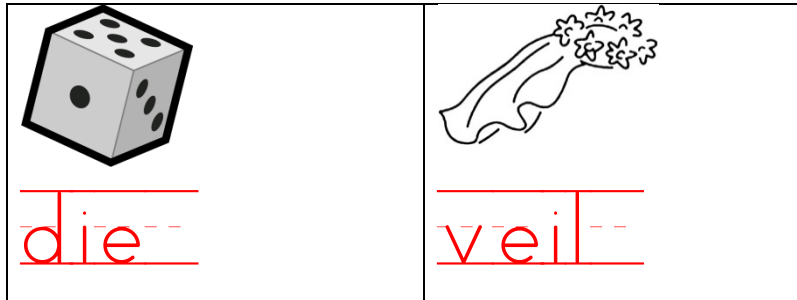
Section A: Have students read the words below as follows: Girls read row 1, boys read row 2, then all read row 3. Have students read the list to self quietly, while tracking with finger. They should continue to read until you give the signal to stop. Explain any unknown words.

Row 1:	veil	seize	pie	rein	receive
Row 2:	chief	tie	vein	ceiling	neither
Row 3:	lie	niece	thief	die	reindeer

Section B: Have students find a word above to match each picture below. Next, they need to write each word using best penmanship on the lines below.

 _____ pie	 _____ chief	 _____ reindeer
 _____ ceiling	 _____ thief	 _____ rein

~Teacher Instructions~



Lesson 118: Quadrigraph ei



Section A: Have students read the words in the box on your signal (snap, clap, tap, etc.). Read as many times as you feel necessary. Working with a partner, students will compose a sentence, using any of the words below. Sentence needs to have at least five words, at least one adjective, correct punctuation, capitalization, and written neatly. Allow five minutes. Those who finish early can compose another sentence on the back. Then have partners share their sentence with another partnership.

eight weight freight neighbor sleigh eighteen

sentences will vary

Section B: Review digraphs ey, ew

Have the student say the name of the picture. Circle the words in the box that have the same ending sound as the picture.

	knee	play	country	only
	enjoy	Monday	buy	three
	nephew	two	seesaw	your
	cube	swoop	drool	walk

Section C: Have students unscramble the sentence below and write it correctly on the line, using best penmanship.

attic hear Did a in Eric's phantom the father?

~Teacher Instructions~

Did Eric's father hear a phantom in the attic?

Section D: Have students draw an illustration for the unscrambled sentence in the box.

Lesson 119: The v/ccv Pattern, Part 2

Section A: Have students read the words below with a partner for one minute. If students finish reading all three rows before the time is up, they should read it over again. Then put the vowel pattern and divide the words as follows: Do Row 1 as a class; Row 2 with a partner; and Row 3 alone. Give the students 4-5 minutes to complete the second and third rows. At the end of the time, go over answers together.

Row 1:	pa trol'	ma' cron	vi' brate	a float'
	v ccv	v ccv	v ccv	v ccv
Row 2:	co' bra	a cross'	se' cret	de clare'
	v ccv	v ccv	v ccv	v ccv
Row 3:	a gree'	mi' grate	ze' bra	go' pher
	v ccv	v ccv	v ccv	v ccv

Section B: "Letters in Hiding"

Have students read the word in the shape on the left. Outline the letters that spell the word using a colored pencil or crayon. The letters could be together or split apart. Do the first two together and the students can do the remainder alone.

compass	y	r	c	b	o	t	z	m	p	a	y	s	s
pursue	p	w	x	u	r	v	s	c	d	u	y	e	z
woman	f	h	w	g	o	i	k	m	c	x	a	n	r
kingdom													
clue													

This is a review of digraph ue, digraph ew, scribal o, and sight words.

~Teacher Instructions~

p	s	l	k	u	e	i	n	g	d	o	n	m
---	---	---	---	---	---	---	---	---	---	---	---	---

c	q	r	l	s	t	z	u	y	w	v	e	b
---	---	---	---	---	---	---	---	---	---	---	---	---

i	m	r	n	p	o	c	e	u	f	g	j	h
---	---	---	---	---	---	---	---	---	---	---	---	---

n	d	s	t	a	z	x	t	b	h	u	e	i
---	---	---	---	---	---	---	---	---	---	---	---	---

Lesson 119 Continued



x	m	z	i	a	s	l	w	n	d	e	w
---	---	---	---	---	---	---	---	---	---	---	---

b	e	h	n	c	k	n	d	o	m	e	p	w
---	---	---	---	---	---	---	---	---	---	---	---	---

x	a	t	d	h	s	r	o	e	u	g	q	h
---	---	---	---	---	---	---	---	---	---	---	---	---

e	p	v	o	q	x	r	j	a	l	y	u	e
---	---	---	---	---	---	---	---	---	---	---	---	---

r	s	z	m	l	t	o	u	n	a	g	h	i
---	---	---	---	---	---	---	---	---	---	---	---	---

m	x	a	c	n	e	p	q	i	h	t	e	w
---	---	---	---	---	---	---	---	---	---	---	---	---

f	r	e	b	a	n	t	z	e	d	o	c	m
---	---	---	---	---	---	---	---	---	---	---	---	---

~Teacher Instructions~

a	c	x	s	y	b	o	t	z	k	l	h	e
---	---	---	---	---	---	---	---	---	---	---	---	---

become

g	l	n	b	a	c	u	x	t	v	s	y
---	---	---	---	---	---	---	---	---	---	---	---

through

c	y	z	o	m	n	b	t	r	e	o	l
---	---	---	---	---	---	---	---	---	---	---	---

value

e	z	b	t	a	s	o	u	j	r	k	e
---	---	---	---	---	---	---	---	---	---	---	---

tough

l	f	g	a	w	o	m	u	b	e	n	a
---	---	---	---	---	---	---	---	---	---	---	---

nephew

a	k	g	h	u	q	t	d	r	v	w	e
---	---	---	---	---	---	---	---	---	---	---	---

freedom

both

busy

control

measure

women

sure

~Teacher Instructions~

Lesson 120: Assessment 20

Section A: Dictate the following words. Students will select ck, k, ke, or c to complete the final /k/ sound. Each correct answer is worth 2 points.

- | | |
|------------------|-------------------|
| 1. magi <u>c</u> | 6. po <u>ke</u> |
| 2. flo <u>ck</u> | 7. prank <u>k</u> |
| 3. topi <u>c</u> | 8. basi <u>c</u> |
| 4. wi <u>ck</u> | 9. win <u>k</u> |
| 5. musi <u>c</u> | 10. tri <u>ke</u> |

***Note:** Students should practice sections B, C, and D prior to you listening to them. You will listen to them after they've practiced. Words read incorrectly will be marked with an X in the box on the student sheet. Students can read off of the teacher copy (next page).

Section B: Isolated Sounds (2 points each)

- | | | |
|---------------|---------------|---------------|
| 11. <u>ew</u> | 12. <u>ue</u> | 13. <u>ey</u> |
|---------------|---------------|---------------|

Section C: Scribal o, digraphs ew, ue, and ey words (each correct response is worth 2 points each)

- | | | |
|---------------|--------------|-------------|
| 14. corkscrew | 17. barbecue | 20. confess |
| 15. avenue | 18. consume | |
| 16. kidney | 19. London | |

Section D: Sight Words (3 points each)

- | | | | |
|--------------|--------------|-------------|-------------|
| 21. fought | 27. talk | 33. woman | 39. become |
| 22. daughter | 28. mountain | 34. both | 40. through |
| 23. laugh | 29. thought | 35. rough | |
| 24. father | 30. brought | 36. women | |
| 25. walk | 31. sure | 37. measure | |
| 26. bought | 32. busy | 38. tough | |

Assessment 20 Teacher Copy

*Students may read sounds and words off of this copy. Mark incorrect answers on student sheet with an x in the box.

B Isolated Sounds

11. ☐ ew

12. ☐ ū~~ē~~

13. ☐ ē~~y~~

C 14. ☐ corkscrew 17. ☐ barbecue 20. ☐ confess

15. ☐ avenue

18. ☐ consume

16. ☐ kidney

19. ☐ London

D Sight Words

21. ☐ fought

31. ☐ sure

22. ☐ daughter

32. ☐ busy

23. ☐ laugh

33. ☐ woman

24. ☐ father

34. ☐ both

25. ☐ walk

35. ☐ rough

26. ☐ bought

36. ☐ women

27. ☐ talk

37. ☐ measure

28. ☐ mountain

38. ☐ tough

29. ☐ thought

39. ☐ become

30. ☐ brought

40. ☐ through





Lesson 121: Dropping Rule












*NOTE: Instead of using checkmarks and boxes like the lesson directs when you teach the concept, use colored dry erase markers as indicated below. Then what you do to teach the lesson will match this worksheet.





Dropping Rule: If a word ends with a silent e, drop the e before adding the vowel suffix.

Section A: "Good-bye E"

Do the first three together as a class, the next three with a partner, and the last four alone. Encourage students to use best penmanship.

- If the root word ends with a silent e, circle the root word in  **BLUE**
- If the suffix is a vowel suffix, circle the suffix in  **ORANGE**
- If you have circled in  **BLUE** **AND**  **ORANGE** then drop the silent e before adding the suffix.
- If you have circled only **ONE** color or **NO COLORS**, just add the suffix.

1.  **measure** +  **-ed** =  **measured**
2. tough + -ness =  **toughness**
3. catch +  **-er** =  **catcher**
4.  **ripe** + -ness =  **ripeness**
5.  **wave** +  **-y** =  **wavy**

- a. If the root word ends with a silent e, circle the root word in  **BLUE**
- b. If the suffix is a vowel suffix, circle the suffix in  **ORANGE**
- c. If you have circled in  **BLUE** AND  **ORANGE** then drop the silent e before adding the suffix.
- d. If you have circled only **ONE** color or **NO COLORS**, just add the suffix.

6. **strange** + **-est** =

strangest

7. **flame** + **-ing** =

flaming

8. soap + **-y** =

soapy

9. **live** + **-ing** =

living

10. **rope** + **-ed** =

roped

11. **wise** + **-est** =

wisest

12. **fade** + **-ing** =

fading

13. climb + **-er** =

climber

*Send Spelling List Week #25 home with the students today. They may write the words at school or at home. A homework tip is provided to parents.

~Teacher Instructions~

Lesson 122: Long Multi-Syllable Words; Words with More Than One Affix

Section A: Read the words below together one word at a time as follows: Give students a few seconds to look at the first word and decode (think time); on your signal (snap, clap, etc.) have the class say the word; and verify the word by repeating the correct word. Prompt students to find the "root" word and underline it (give students a few seconds for each one). Discuss the answers. Continue this pattern with each word. Explain any unknown words.

Row 1:	<u>vacationers</u>	<u>provided</u>	<u>conceived</u>
Row 2:	<u>performances</u>	<u>enormously</u>	<u>entertainment</u>
Row 3:	<u>circumstances</u>	<u>unexpected</u>	<u>destruction</u>

Section B: "Melinda's Miracle"

Read the story to the students as they follow along with their finger. Carefully select one or two words in each sentence that **you** don't read and students provide (cloze reading). Students should read the story a second time with a partner. Students will finish the story's ending using complete sentences, correct punctuation, capitalization, and best penmanship. Encourage them to use adjectives to make sentences "smarter". Illustrate the story when finished. (Optional: share endings with class at a later time.)

~Teacher Instructions~

“Melinda’s Miracle”

Once on the beautiful island of Bermuda, lived a fabulous acrobat named Melinda. Her acrobatic performances became enormously popular. She provided fantastic entertainment for the people of the tropical community and the traveling vacationers. One foggy September morning, a fierce hurricane suddenly smashed into the fragile island. Within a few hours, the hazardous weather caused considerable damage. The noise of a siren raged in the distance. The unexpected destruction caused much fear and grief. Without hesitation, Melinda conceived and organized a plan to help the circumstances. She

She

(words and illustrations will vary)

*Some words were taken from the Reading Street story, “Fire Fighter!”

Lesson 123: Final, Stable Syllable [ture

Section A: Dictation

Dictate the following words to the students. Have them write the missing letter(s) on the lines using best penmanship. You may want to use the words in a sentence.

- | | |
|-----------------------|-----------------------|
| 1. sign <u>a</u> ture | 6. advent <u>u</u> re |
| 2. te <u>x</u> ture | 7. <u>v</u> ulture |
| 3. fu <u>r</u> niture | 8. mo <u>i</u> sture |
| 4. pi <u>c</u> ture | 9. cr <u>ea</u> ture |
| 5. s <u>c</u> ulpture | 10. <u>g</u> esture |

Section B: Sentence Sleuth

Have students use the words provided to write a complete sentence, using best penmanship, correct punctuation, and capitalization. Encourage students to use adjectives to make "smarter" sentences.

**sentences will vary*

11. (both, mixture)
12. (hibernate, nature)
13. (alphabet)

~Teacher Instructions~

Lesson 124: Sight Words, Part 10

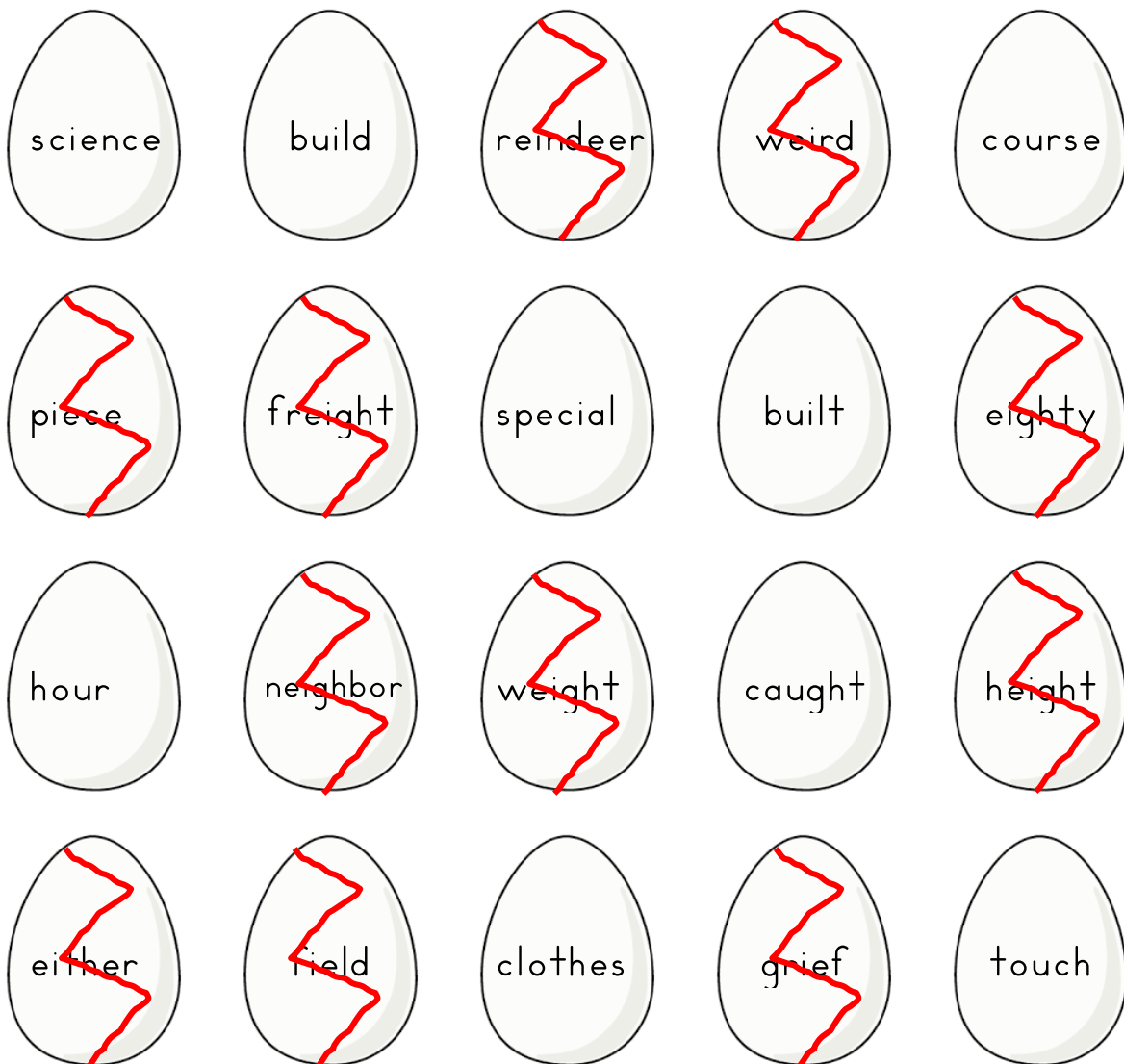
Section A: Have students read the sight words below on your signal (e.g. snap, clap, thumbs up, etc.). You may need to explain the meaning of any unknown words.

Row 1: touch special build caught hour

Row 2: built science course clothes heart

Section B: "Crack the Eggs"

Have students Read-Spell-Read the words below with a partner. Then find the egg(s) that don't have a sight word written in them and draw a jagged line down the middle of the egg to "crack it". Students may need to refer to the sight words in Section A.



Optional Fun Activity: Instruct students to write a complete sentence on the back using as many sight words from above (e.g. It took me an hour to build a special heart in science class.)

*Section B also has words that review digraph ei, ie; and quadrigraph eigh.

~Teacher Instructions~

Lesson 125: Review Digraphs ei, ie; Quadrigraph eigh

Section A: Think-Pair-Share the following nonsense words. (Think and decode the nonsense word, share with a partner on your signal, say it out loud as a class on your signal.) This also reviews other sounds that have been learned.

- | | | |
|--------------|-----------------|-----------------|
| 1. pheightor | 3. slightmue | 5. trofectious |
| 2. shewkey | 4. dreighnoitly | 6. gnashroidous |

Section B: Dictation

Dictate the following sight words as students write them. You may use them in a sentence, if you choose. After dictating the words, go over the correct spelling of each word with the students, as this is only a review. Suggestion: Have students rewrite any word spelled incorrectly with a colored pencil. (Several of these words have been used in spelling lists, so this will be useful to see if students still remember how to spell them.)

7. thought

12. mountain

8. sure

13. walk

9. through

14. laugh

10. become

15. bought

11. father

16. measure

"Flower Power"

Have students color the flowers, according to the code. Suggestion: Remind students to color lightly, so the word can still be read after it has been colored.

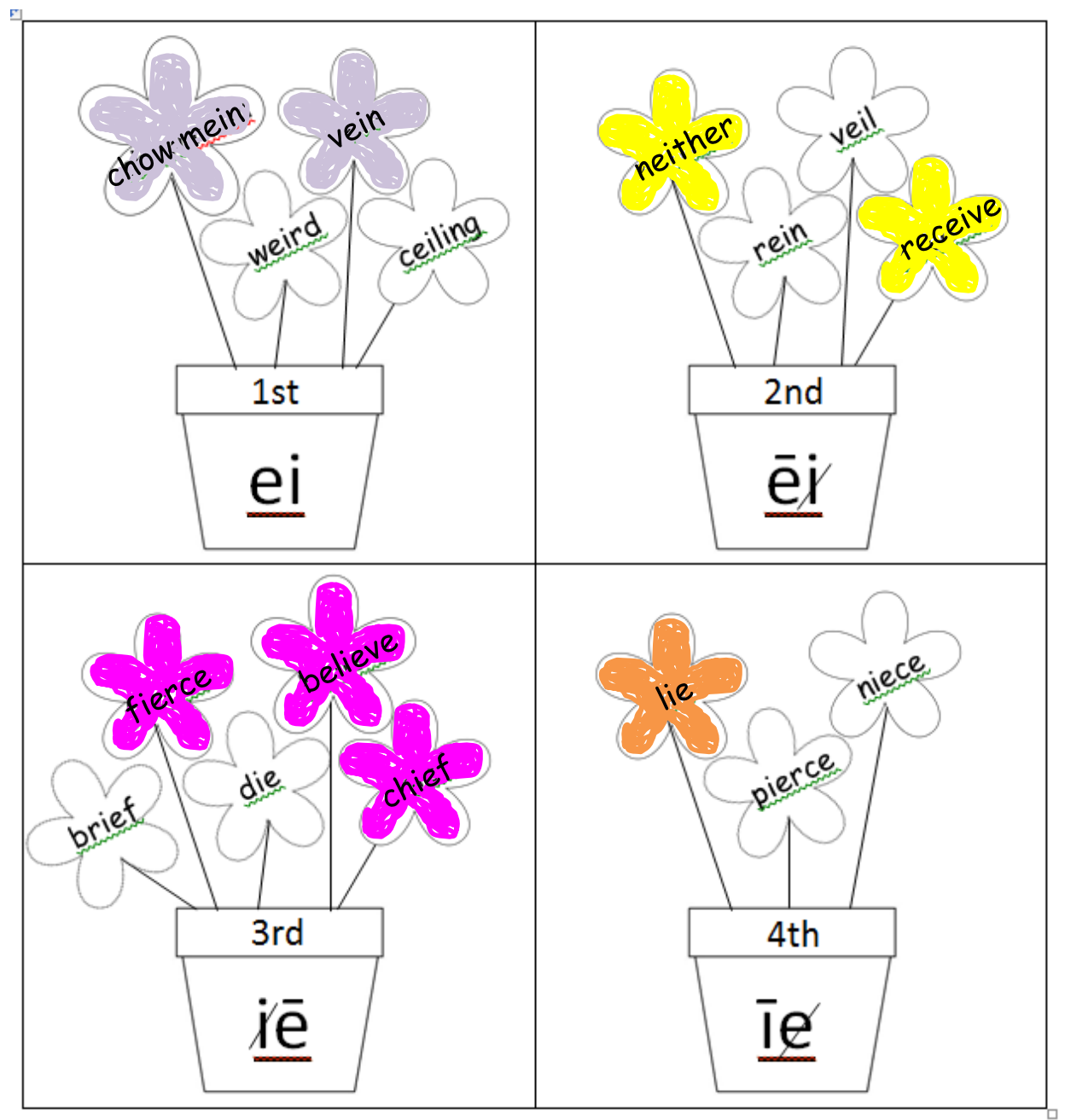
Color Code:

1st pot: Purple- words where digraph ei says /ā/

2nd pot: Yellow- words where digraph ēj says /ē/

3rd pot: Pink- words where digraph iē says /ē/

4th pot: Orange- words where digraph īe says /ī/



~Teacher Instructions~

Lesson 126: Prefixes over-, pre-, under-

Section A: "Be a Prefix Pro"

Combine the prefix with the root word to make a new word. Encourage students to use best penmanship. Then read the new word. Do the first two together; the next two with a partner; and the remainder alone.

Prefix	Root Word	New Word
1. under	line	underline
2. over	do	overdo
3. pre	cook	precook
4. under	water	underwater
5. over	look	overlook
6. pre	school	preschool
7. under	arm	underarm
8. pre	fix	prefix
9. over	sleep	oversleep

Section B: Have students read the sight words on your signal (snap, clap, etc.) Then have students read the words with a partner, taking turns.

Row 10: touch beautiful caught certain hour

Row 11: clothes science build climb heart

Row 12: often move give special course

Section C: Have students write in the missing letters for the sight words below using the words from Section B as a guide.

13. spe cial 17. b eauti ful 21. certain

14. b uild 18. scienc e 22. h our

15. of ten 19. clo thes

16. clim b 20. h eart

~Teacher Instructions~

Sight Words:

touch	beautiful	caught	certain	hour
clothes	science	build	climb	heart
often	move	give	special	course

Section D: Sentence Sleuth

Have students write three complete sentences using the sight words from above. Encourage correct punctuation, capitalization, use of adjectives, and best penmanship.

**Sentences will vary*

23.

24.

25.

*Send Spelling List Week #26 home with the students. They may write the words at school or at home. A homework tip is provided to parents.

~Teacher Instructions~

Lesson 127: Prefixes dis-, im-, in-, ir-, un-

Section A: "Be a Prefix Pro"

Echo read the following sentences. Then have students read with a partner for 1-2 minutes, taking turns on each sentence. Continue reading the sentences again and again until the time is up.

1. The **unhappy** neighbors **overlooked** the **unsafe** government building.
2. It is **impolite** to argue with your father about **the incorrect** definition.
3. Eighteen **preschoolers** were **unable** to **unwrap** the special science equipment.

Section B: Circle the prefix in each word. Write the root word on the line using best penmanship. Do three together as a class; the next three with a partner; and the remainder alone. Give students 4-5 minutes to complete. When finished, go over the answers. Explain any unknown words.

Circle Prefix	Write Root
4. in direct	direct
5. im probable	probable
6. dis locate	locate
7. ir responsible	responsible
8. un scramble	scramble
9. dis infect	infect

Circle Prefix	Write Root
10. un common	common
11. ir regular	regular
12. im modest	modest
13. dis order	order
14. in complete	complete
15. un button	button

Section C: Circle the words with prefixes in the sentences from Section A. Can you find eight words?



~Teacher Instructions~

Lesson 128: French Endings -ice, -ile, -ine

Section A: Read the words below on your signal (students should track with finger as words are read): Boys read row 1; girls read row 2; boys read row 3; girls read row 4. Read the words a second time with the girls starting and rotate to the boys, etc. Note: Explain any unknown words, as needed.

Row 1:	routine	medicine	service	gasoline
Row 2:	hostile	justice	mobile	discipline
Row 3:	machine	office	agile	examine
Row 4:	marine	magazine	practice	determine

Section B: "Knick, Knack, Know"

Students will play this activity with a partner; one is Partner A and the other is Partner B.

1. Partner A chooses a word and reads it out loud. If the word is read correctly, partner A puts an "A" on that word. If the word is read incorrectly, no mark is made.
2. Partner B takes a turn and does the same process as described above, except if the word is read correctly, partner B puts a "B" on that word.
3. The first partner to get three A's or B's in a row, is the winner (across, down, or diagonally)!
4. Proceed to another word box. Partner "B" begins the next round. Rotate person starting rounds with each new word box.
5. When one paper is completed, use the other student's paper and continue.

Sample:

ploy A	finalist B	vocalist B
tourist B	oysters A	rarely A
starlets A	destroying B	avoiding A

Knick-Knack-
Know...

3 in a row!

Partner "A"
wins!



~Teacher Instructions~

Lesson 128 Continued

Bonjour!



pasture	receive	initial
delicious	around	education
clothes	touch	built

puncture	rein	facial
vicious	baton	organic
special	build	live

lecture	brief	social
cautious	awake	kangaroo
caught	hour	course

capture	shriek	partial
gracious	banana	general
science	heart	poor

~Teacher Instructions~

Lesson 129: The v/v Pattern

Section A: Read the words as a class on your signal (snap, clap, etc.). Roll a die and students will read each line as many times as the die was rolled (e.g. the die was rolled with a '2', so Row 1 is read two times).

Row 1:	meow	diet	cruel	boa
Row 2:	diary	Romeo	quiet	vacuum
Row 3:	museum	create	violin	rodeo

Section B: Alphabetize the words from Section A, using best penmanship. Do this together as several words will be alphabetized to the third letter.

- | | |
|------------------|-------------------|
| 4. boa | 10. museum |
| 5. create | 11. quiet |
| 6. cruel | 12. rodeo |
| 7. diary | 13. Romeo |
| 8. diet | 14. vacuum |
| 9. meow | 15. violin |

Section C: Read the sentences below and write the word from Section A that completes the sentence.






16. The busy musician will wear special clothes to play the **violin** at the rodeo.
17. Romeo and Violet will **create** an underwater sculpture for the educational museum.
18. The baby **boa** constrictor was caught by the rough and tough lion.
19. Deon quietly wrote in her **diary** for one hour while her daughter vacuumed.

~Teacher Instructions~

Lesson 130: Assessment 13

Section A: Digraph ay; Quadrigraph eigh

Direct students to look at the picture as it will give a clue to what the word is. Choose digraph ay or quadrigraph eigh to complete each word. Each answer is worth 1-3 points, depending on the amount of correct letters are written.




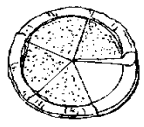
1.		<u>eight</u> ty
2.		spr <u>ay</u>
3.		pl <u>ay</u> ground
4.		w <u>ei</u> gh
5.		cl <u>ay</u>

Section B: Digraphs ei, ie

Have students read each word. Then write the word in the correct column according to the target sound, using best penmanship. Each correct answer is worth 3 points.

Row 6:	die	veins	leisure	thief	untie
Row 7:	yield	protein	lies	field	brief
Row 8:	weird	reins	either	retrieve	

~Teacher Instructions~

<u>ei</u> 	<u>ēī</u> 	<u>īē</u> 	<u>īē</u> 
veins	leisure	thief	die
reins	protein	yield	untie
	weird	field	lies
	either	brief	
		retrieve	

Section C: Isolated Sound Quadrigraph eigh

Have students practice the following quadrigraph and then tell you what sound it makes. An incorrect response will be marked with an X in the box on the student's sheet. A correct response is worth 3 points.

9. eigh

Section D: Sight Words

Have students read the following sight words to you after they have practiced them. (Note: The italicized words were introduced in lesson 124 and haven't been practiced as much. You can choose to assess them now or at a later date.) An incorrect response will be marked with an X in the box on the student's sheet. Each correct answer is worth 2 points.

- | | | | | |
|-------------|---------------|--------------------|-------------------|--------------------|
| 10. poor | 14. often | 18. floor | 22. <i>caught</i> | 26. <i>special</i> |
| 11. move | 15. door | 19. give | 23. <i>heart</i> | 27. <i>course</i> |
| 12. certain | 16. beautiful | 20. <i>touch</i> | 24. <i>hour</i> | 28. <i>clothes</i> |
| 13. live | 17. climb | 21. <i>science</i> | 25. <i>build</i> | 29. <i>built</i> |

C Isolated Sound

9. ☐ eigh

D Sight Words

10. ☐ poor

20. ☐ touch

11. ☐ move

21. ☐ science

12. ☐ certain

22. ☐ caught

13. ☐ live

23. ☐ heart

14. ☐ often

24. ☐ hour

15. ☐ door

25. ☐ build

16. ☐ beautiful

26. ☐ special

17. ☐ climb

27. ☐ course

18. ☐ floor

28. ☐ clothes

19. ☐ give

29. ☐ built