



# Intermediate Word Study Differentiation Guide

## Tools for Individual and Small Group Instruction in Phonemic Awareness, Phonics, Sight Words, and Fluency

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## INTRODUCTION

### Purpose of this Guide

While we hope that most students have mastered basic decoding skills by grade three, some students will need additional support. The purpose of this guide is to provide resources for you to assess and differentiate for students' needs in phonics, sight word recognition, fluency, and phonemic awareness. This will help students to meet the foundational standards in the Common Core, to meet reading standard 10 (independently read complex text at grade level), and most importantly, to become successful readers and scholars. The primary goal of the instructional activities in this guide is to support students in developing proficiency and automaticity with decoding skills. Decoding (reading) and encoding (writing) are closely related skills, and the activities in this guide address both. Because of the pivotal and primary role reading plays in academic success, you will want to pay particularly close attention to students' proficiency with decoding and fluency.

As a teacher of students in third grade or beyond, you won't want to provide whole-class phonics instruction – though more advanced word study such as word analysis should be a part of your curriculum. Rather, you'll want to identify the needs of individual students and meet those needs through small group and individual instruction. This is because many of your students will already have mastered the phonics skills they need.

### Why Word Study?

Before considering the organization of this document and the techniques herein, it's important to understand what it is intended to do and why it exists. First, should we teach phonics at all? For some, the very idea of phonics instruction evokes dry instruction in classrooms devoted to endless drill. For others, phonics instruction is the rigorous and research-based opposite of whole language classrooms. In reality, though, the evidence from the phonics versus whole language debate is in, and it is clear that both phonics and authentic reading and writing experiences matter a great deal.

We reach the greatest number of children with the greatest diversity of literacy backgrounds when we intentionally teach phonemic awareness and phonics – and when we provide rich, authentic opportunities to listen to read-alouds, to enjoy shared reading experiences, to receive effective and intentional instruction, to have guided practice opportunities with a teacher, to write, and to explore text independently. We call this model, in which children receive the foundational skills instruction they need, in which they cultivate a lifelong love of reading and writing, and in which they receive intentional instruction in reading comprehension, vocabulary, and writing, “Balanced Literacy.” The body of research supporting these elements of literacy instruction is robust and convincing ([National Reading Panel, 2000](#); [Common Core State Standards Initiative, 2012](#)).

### Reading Development

In order to make the most of the materials in this document, you will need a basic understanding of the way most children learn to read and write. One building block is concepts of print. Concepts of print are key understandings necessary to reading and writing, which children normally learn by watching a proficient reader model them. They include the understandings that we read and write from left to right, that we proceed from the top line of a page through each line toward the bottom of the page

sequentially, that groups of letters represent words, and even which side of a book is the front. Students should have concepts of print in place by the end of kindergarten. If you observe that a student is missing elements of this key building block of literacy, it will be important to begin immediately developing a plan to support that student with your school's administration and instructional team.

Phonological awareness is another critical building block of reading and writing. In order to learn phonics skills, a person typically begins by developing phonological and phonemic awareness skills. While some students will develop phonological awareness and phonics skills without explicit instruction, many will not ([Kilpatrick, 2015](#)). Phonological awareness is the ability to hear and manipulate sounds in words. Rhyming, clapping, and counting syllables in a word are examples of phonological awareness tasks. Phonemic awareness, a more advanced form of phonological awareness, is when students pay attention to phonemes, the smallest unit of sound in language. The /k/ sound in "cat" is an example. Hearing individual sounds within a word is an important skill for being able to decode (read) and encode (spell) words.

Phonemic awareness is auditory, not written. For example, when you ask a child, "If you change the /m/ sound in 'mat' to a /k/ sound, what word do you have?" you are asking the child to perform a phonemic awareness task. If the child quickly responds, "cat," you know he or she has identified that /m/ was the initial sound in the word 'mat' and has replaced it with the /k/ sound. Students should have basic phonological awareness in place midway through first grade. Being able to identify and manipulate sounds orally sets the stage for students to develop phonics skills.

Phonics refers to decoding and encoding sounds with letters. When a child reads, "/k/, /ă/, /t/, cat," she or he is using phonics skills to recognize the sounds that correspond to the letters "c," "a," and "t" and blend them together to make the word, "cat." Students who have not yet developed phonemic awareness may not be successful in phonics, decoding, fluent reading, and spelling ([Kilpatrick, 2015](#)). Different languages include different phonemes, some of which are the same as in English, and some of which are not. Language learners may need particular attention when working with phonemes that do not exist in their home language. Professionals at your school and in the district's language learning department will be able to provide further guidance in supporting language learners.

Where do "sight words" fit? Though phonics is the primary mode by which skilled readers read words, it can be helpful to teach students the most common words they will need in reading and writing by memory, especially when those words have irregular spellings.

Reading fluency is the next building block in the structure of literacy development. Liben and Paige (2017) explain the importance of fluent reading: "It is important at the outset to make clear that fluent reading in itself does not guarantee comprehension. Disfluent reading, however, nearly always guarantees lack of comprehension, especially...with the more complex text called for by the Common Core State Standards. Thus, an effective foundational skills program is necessary but not sufficient for reading success." Students develop reading fluency by building upon phonological awareness and phonics skills to develop the ability to read accurately, with appropriate rate, and with prosody (appropriate phrasing, intonation, and expression). This skill is developed through listening to and observing a more proficient reader, through repeated readings of the same text, and through wide reading. One important way to build students' fluency, solidify students' phonics skills, and help students learn to read independently is to support students in reading text that is connected to phonics patterns and sight words that have been studied.

Reading and writing skills are closely linked, but reading often develops first. Because children often learn to apply phonics skills to decode words before they are able to apply the same skills for spelling, you will note the following recommendation in the “Segmenting to Spelling” component of the weekly lessons: “Provide scaffolds when there are multiple ways to spell a sound.” A scaffold might be, “Think about the vowel sound you are hearing and the rules we have learned about short and long vowels. This long vowel could be written with a “silent-e” or with a vowel team. Try both. Which looks right? Yes, it’s a silent-e word.”

**Assessment** - Refer to the [flowchart](#) on page 10 for recommendations regarding the use of assessments and appropriate sequence. You may wish to print a copy of the flowchart to follow along as you read this section of the introduction.

To determine whether a student needs additional work in decoding skills, begin by using Fountas and Pinnell running records and review the student’s ability to read with fluency. Fluency is determined by reviewing a students’ accuracy, rate of reading and prosody (expression, intonation and attention to punctuation). **Students at benchmark in fluency will read grade-level text at grade-level benchmarks for ACCURACY, RATE, and PROSODY (expression, intonation and attention to punctuation).** Fountas and Pinnell assessment materials describe grade level benchmarks for accuracy and prosody, but it is also important to assess reading rate. To determine whether your students are reading at grade level benchmark for reading rate, use the [Oral Reading Fluency Norms](#) from Hasbrouck and Tindal, included in this document. When assessing oral fluency, it’s important that students read at their normal rate rather than try to read fast. If a student’s fluency is below benchmark, then administer the [Informal Decoding Inventory](#) and a sight word assessment to investigate areas needing further support.

Spelling skills are related to decoding skills, but tend to develop later. Nevertheless, students’ results on the a spelling inventory may give you a sense of students to whom you wish to administer a phonics assessment. For example, if a child has a hard time spelling consonant blends like “str-” and “bl-,” you’ll want to investigate the child’s reading skills to see whether or not she has a hard time reading words that include consonant blends – she may be able to read the words but not yet be able to spell them.

If you administer a phonics assessment and discover that a student has difficulty accurately decoding words in Part I, it is important to investigate his or her phonemic awareness. You can use a phonemic awareness assessment to identify strengths and needs in phonemic awareness. Your school’s MTSS team may decide that students in third grade and beyond who need such assessment will always receive tier II or tier III intervention. In addition to assessing a student’s decoding skills, you will also want to assess his/her sight words.

To assess sight words, have the student read through the [K-2 High Frequency Word List](#). Any words the student cannot read or that take longer than three seconds to decode should be taught and practiced. For students with strong sight word recognition, you might be able to get through the whole list in a brief sitting. For a student with weaker sight word recognition, stop after encountering eight to ten words that the student cannot decode.

For students who are new to written language or who are reading at a Fountas and Pinnell level A or B, you will also need to assess concepts of print, phonemic awareness, and letter-sound correspondence. If you are an intermediate teacher who has students who need assessment in these areas, you will want

to collaborate with your administration, interventionists, and/or instructional specialists, as these students will need additional support.

## Navigating this Guide

Once you've assessed students whose fluency scores were below benchmark and determined the phonics skills needed, your next step will be to match the need you've identified with a phonics assessment to the appropriate phonics lesson in the lesson library. (The lessons are also hyperlinked from the Informal Decoding Inventory). You'll go to that lesson, where you'll find a weekly lesson plan which includes a variety of components to introduce and practice the lesson's phonic skill. **Remember, the goal is to provide targeted differentiated instruction based on assessment, not to proceed through the lessons in order. Intermediate students who need to learn skills at a more basic level than those you can teach using this guide will need additional assessment, support, and a plan that involves the teacher, administrators, and other professionals.**

Immediately following this introduction, you will find a [flowchart](#) that summarizes suggested assessment practices for fluency and decoding in one simple visual. Following the flowchart, you'll find [instructional routines](#). These can be used for individual or small group instruction. After the routines, you'll find a [list of common sight words](#). Finally, you'll find the [lesson library](#).

## Teaching the Lessons

Each lesson focuses on one new phonics pattern and includes various components to introduce and practice each phonics skill. There are five days of ten-to-fifteen-minute sessions for you to use with small groups or individual students. The daily components include numbered instructional routines. The number refers to an explanation and "how to" for each instructional routine. You will note clear and intentional language that you can repeat multiple times during a lesson, both in modeling and in guided practice, which will help your students understand the skill and promote retention and transfer. Language to support application and transfer of new skills in other components of balanced literacy is also included and begins with.... "When reading" or "When writing."

To teach a lesson, find the instructional routines that go with the day's components. For some instructional routines, you will need small white boards, markers, and erasers.

One critical purpose of practicing phonological skills, phonics skills, and sight words is transfer to independent reading, and ultimately to reading text fluently with enjoyment and comprehension. Another critical purpose is application into independent writing, and ultimately to writing effective argumentative, informative and narrative pieces with proficiency, confidence and passion. For many children, this will not happen by itself.

The connected text in this guide, as well as the practice identifying target patterns and reading words, will begin the process of transfer to independence. You can monitor and teach into this process through formative assessment. One recommended formative assessment routine in this document (Routine 33) requires students to write words and sentences that contain previously taught phonics patterns and sight words. This routine will provide a window into their development of writing skills, which are closely linked to reading. In interpreting your formative assessment results, remember that most students develop the ability to decode particular phonics patterns before they develop the ability to write the same patterns. When reviewing formative assessment, pay attention to errors students make. Take note of words spelled correctly and words spelled phonetically versus words spelled without regard to

phonics patterns learned. Although the ultimate goal is correct spelling, be aware there may be multiple ways a word could be written using phonics rules learned. Please keep in mind, formative assessment is not intended to be graded. The purpose of formative assessment is to inform instructional decision-making.

The “Identifying Patterns and Reading Words” routine (Routine 32) will provide useful formative assessment information about decoding. Your careful listening to students’ reading and attention to the patterns students circle will help assess whether students are internalizing new patterns for decoding. For each lesson, the first four lines are real words and the last line contains nonsense words. The nonsense words serve two purposes: ensuring students have a working knowledge of the targeted phonics pattern and preparing students to read multisyllabic words (which often contain syllables that are not real words on their own). In addition, some lessons come with a second practice page for you to use when your assessment suggests students need more opportunities to build automaticity with a particular phonics pattern. You can also address some of the needs identified through formative assessment by revisiting skills in guided reading.

Many units and lessons in the Units of Study for reading and writing will help your students transfer skills to independence. You will also want to remind students to use word study skills in other structures of balanced literacy – conferences, small groups, shared reading, guided reading, independent reading, independent writing, and interactive writing, to name a few – and in reading and writing activities in other content areas.

One final thing to consider is the oral language and vocabulary learning needs of English learners. As with any other student, not every ELL student will need this intervention. For those who do, it will be helpful to connect some words to meanings. As this is a phonics intervention resource, it would be too cumbersome to provide picture support or have a conversation about every word a student decodes. What you can do to support language learners’ development of vocabulary and oral language, though, is to have a conversation or draw a quick sketch of what is going on in the stories and sentences students are asked to decode or to write during instruction.

## Conclusion

Current research reveals the importance of a systematic, sequential, intentional program of phonemic awareness, phonics, and fluency instruction as a critical foundation for a student’s success in reading and writing. The researchers and educators leading the conversation in the field have made clear instructional recommendations. The following is a list of their recommendations which have been included in the creation and revisions of Highline’s Intermediate Word Study Differentiation Guide.

- Explicit phonics instruction with an intentional scope and sequence is a must. The scope and sequence in this document has been carefully constructed to align with the Common Core State Standards and with the research on stages of literacy development.
- It is important that teachers use intentional language to explain phonics patterns and help students transfer their learning to independent reading and writing. Sample instructional language describing the visual pattern and the associated phonic sound is provided in the gray box in each lesson.
- Attending closely to patterns and interacting with words helps students transfer their learning. Students do this work in the “Identifying Patterns and Reading Words” routine.

- Phonemic awareness activities are most powerful when connected to targeted phonics patterns. The phonemic manipulation routines in the first fourteen lessons include the phonics patterns previously taught and practiced.
- Reading text that includes target phonics patterns helps students transfer their learning to independent reading and writing. Also, repeated oral readings of a text build fluency. The weekly connected text in this guide provides daily practice reading passages with the focus phonics patterns and previously taught sight words, helping students transfer newly learned skills to independence and build fluency.
- Formative assessment is critical to ensure that students receive the instruction they need. This guide has many opportunities for formative assessment (see Routine 33, especially), providing teachers with current information about a student's ability to apply phonics for decoding and spelling and enabling teachers to match instruction to a student's needs.

An effective balanced literacy program attends to students' need for explicit instruction in phonemic awareness, phonics and fluency. It also addresses students' need for rich authentic experiences with text, comprehension instruction, exposure to high-level vocabulary, and writing instruction. Your efforts in phonics instruction within the context of a robust balanced literacy program will help students become fluent readers and writers.



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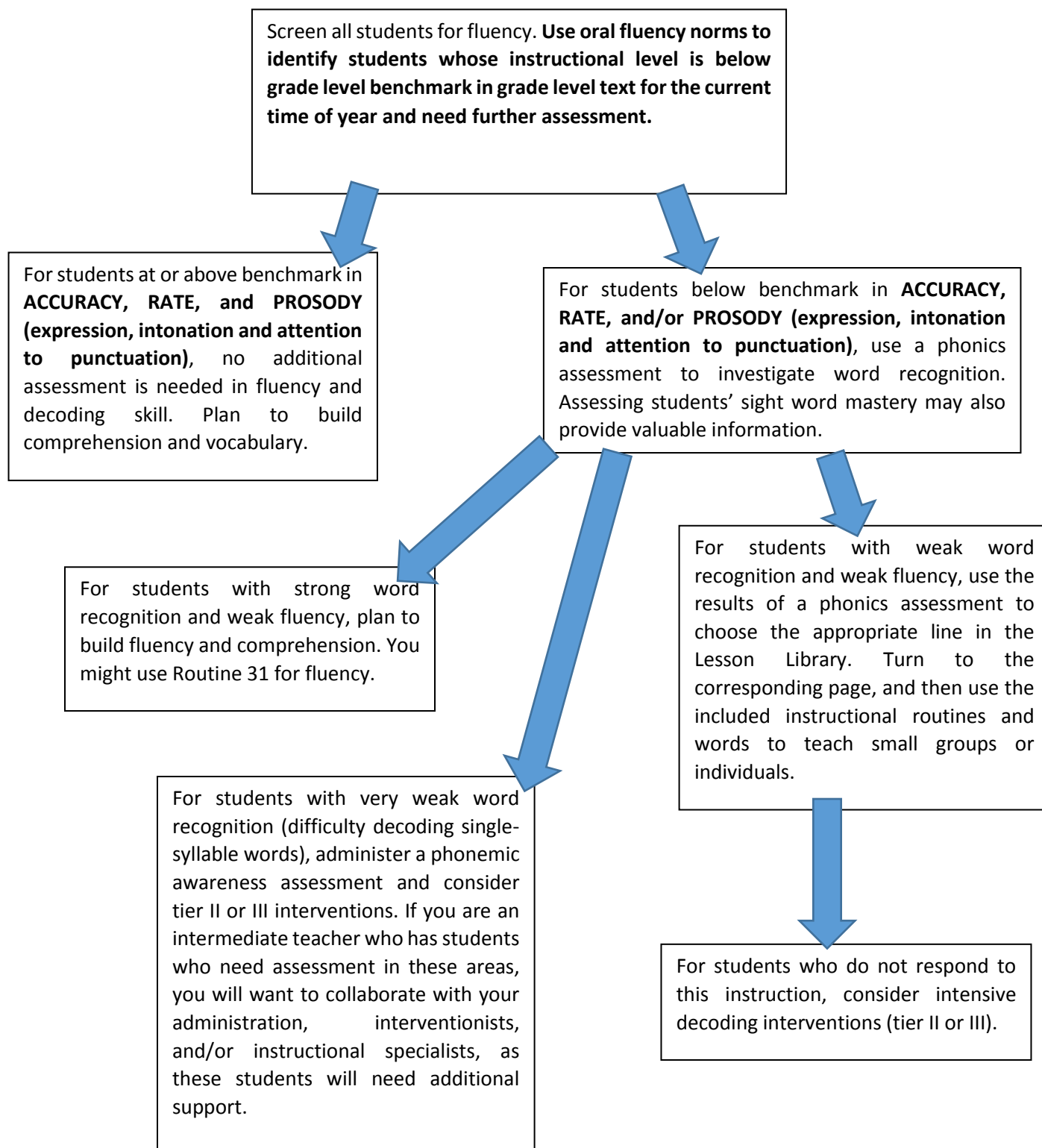
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## FLOWCHART FOR ASSESSING INTERMEDIATE READERS IN FLUENCY AND DECODING

(ADAPTED FROM *DIFFERENTIATED READING INSTRUCTION IN GRADES 4 AND 5* BY SHARON WALPOLE, MICHAEL C. MCKENNA, AND ZOI PHILIPPAKOS. COPYRIGHT 2011 BY THE GUILFORD PRESS.)



## INSTRUCTIONAL ROUTINES

Phonemic Awareness Routines
<p><b>Routine 1: Deleting Sounds</b></p> <p>Teacher models and provides guided practice deleting a sound from a word by saying:</p> <p>“Words are made up of different sounds. We’re going to listen really carefully to a word so we are able to take away a sound from a word and say the remaining part of the word. This practice will help you in decoding and spelling words.” Teacher models by saying, “My turn. I’m going to say ‘spend’ (say the word slowly) without the /sp/. Spend without /sp/ is /ënd/. I’ll do another example. I’m going to say ‘truck’ (say the word slowly) without the sound /ck/. Truck without the /ck/ is /trũ/.” Teacher provides guided practice with preplanned words. (Refer to words on the weekly plan.)</p>
<p><b>Routine 2: Adding Sounds</b></p> <p>Teacher models and provides guided practice adding a sound to a word by saying:</p> <p>“Words are made up of different sounds. We’re going to practice adding a sound to a word. We’re going to blend the new sound with the rest of the word to make a new word. This practice will help you in decoding and spelling words.” Teacher models by saying, “My turn. I’m going to add /st/ to ‘and’. The new word is ‘stand’. I’ll do another example, one which requires a little more concentration. I’m going to add /l/ in between the /s/ and the /ẽ/ in the word ‘said’. Listen, ‘said’ (say the word slowly). When I add /l/ in between the /s/ and the /ẽ/ in the word ‘said,’ the new word is ‘sled’.” Teacher provides guided practice with preplanned words. (Refer to words on the weekly plan.)</p>
<p><b>Routine 3: Substituting Sounds</b></p> <p>Teacher models and provides guided practice substituting a sound in a word to make a new word by saying:</p> <p>“Words are made up of different sounds. We’re going to listen really carefully to a word so we are able to replace a sound in a word and say a new word. This practice will help you in decoding and spelling words. Teacher models by saying, My turn. I’m going to replace the /sh/ in the word ‘ship’ (say the word slowly) with the sound /ch/. When I change the /sh/ in ‘ship’ to /ch/, the new word is ‘chip.’ I’ll do another example. I’m going to replace the /l/ in the word ‘slip’ (say the word slowly) with the sound /n/. When I change the /l/ in ‘slip’ to /n/, the new word is ‘snip.’” Teacher provides guided practice with preplanned words.</p> <p>If students need additional scaffolding to succeed with substitution activities, you might say, “I need to change the /l/ in ‘slip’ to /n/. That feels tricky, so I’m going to say the sounds in ‘slip’: /s/, /l/, /ĩ/, /p/. Now I’m going to try it with /n/. /s/, /n/, /ĩ/, /p/, ‘snip.’ The word is ‘snip.’” As your students gain proficiency in this skill, encourage them to perform it without the scaffold of segmenting sounds.” (Refer to words on the weekly plan.)</p>
Phonics Routines – Introducing Skills
<p><b>Routine 4: Word Family Introduction</b></p> <p>Teacher systematically introduces key word families to help students build fluency. Teacher writes key word from the word family on the board, and could sketch/display a large picture of that word. Teacher says:</p> <p>“Words that have the same letters and sounds at the end are called a word family.” Teacher underlines the rime of the word family, and leads students in blending the rime. “Today we’re studying the word family _____. Let’s read the first word in this family by blending the initial sound with the _____ rime/chunk/word family.” Students and teacher blend the initial sound and rime. “Now, I will say words which rhyme with _____. Repeat them after me.” Teacher orally states words from the list of preplanned words in the word family, having students echo the words (phonemic awareness). “Now, let’s look at the first word again. You can change the first letter and sound to make another word in this word family.” Teacher changes the first letter to make a new word from the word family. Teacher and students read the new word. Students and teacher then generate additional real words in the word family. If students generate nonsense words, acknowledge the word as “fitting the pattern” of the word family, but record the word elsewhere.</p>

**Routine 5: Introduction to Blends/Digraphs/Trigraphs/Common Vowel Patterns/R-controlled Vowels**

Teacher models and provides guided practice connecting spellings to sounds. Teacher says:

"Today, we will be learning the sound \_\_\_\_\_. Let me hear you make the sound \_\_\_\_\_. I want you to notice how it feels in your mouth when you make the sound \_\_\_\_\_." (Teacher explains how sound is produced.)

"We spell the sound \_\_\_\_\_ like this: \_\_\_\_\_." (Teacher refers to the guidance/language offered in the weekly lesson plan and shares the information with students.)

"The words \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ all begin with (or contain) the sound \_\_\_\_\_." (Teacher states three words with the targeted sound in the initial [or medial or final] position.)

"What words can you think of which contain this sound?" (Teacher writes three words that use this sound on the board, in initial position where possible).

**Routine 6: Introduction to Irregular Vowel or Letter Patterns**

Teacher models and provides guided practice connecting spellings to sounds. Teacher says:

"Today, we will be learning a 'rule-breaker', that is a set of letters which are irregular. The letter combination \_\_\_\_\_ makes the sound \_\_\_\_\_. Let me hear you make the sound \_\_\_\_\_." (Teacher refers to the guidance/language offered in the weekly lesson plan and shares the information with students.)

"The words \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ all begin with (or contain) the letter pattern \_\_\_\_\_." (Teacher states and displays three words with the targeted sound in the initial [or medial or final] position.)

"Let's practice reading a few words with this pattern. Remember, the letters \_\_\_\_\_ make the sound \_\_\_\_\_." Teacher dictates a word containing the targeted pattern from a predetermined list. Refer to Routine #10 (Whole-Word Blending) to provide scaffolds as needed.

"Let's try writing a few words with this pattern. Listen to each word I say. Each word contains the letter pattern \_\_\_\_\_." Teacher dictates a word containing the targeted pattern from a predetermined list. Refer to Routine #12 (Segmenting and Spelling Words/Dictation) to provide scaffolds as needed.

**Routine 7: Introducing Decoding Words by Blending Word Parts (Prefixes, Roots, Suffixes, Endings)**

Teacher models and provides guided practice reading and determining the meaning of word parts. Teacher says:

"Words are often made up of parts. There is the main part of the word, called the root word. It carries the main meaning of the word and can stand on its own. There are other word parts – prefixes, roots, suffixes and endings – which could be added to a root word. Sometimes the addition of a word part slightly changes the meaning of the root word. Sometimes the addition of a word part completely changes the meaning of the root word. Today, we are going to learn how to read words with the (prefix, suffix or ending) \_\_\_\_\_." (Refer to the guidance/language within the weekly lesson. Share this information with students.)

"Let me show you what I mean." Write the word \_\_\_\_\_ on the board. "To read this word, I begin by looking for the root word, the main part of the word." Model underlining the root word. I then look for the word part that was added. The root word means \_\_\_\_\_. In this word, the (prefix, suffix or ending) \_\_\_\_\_ was added to this root word. I put the word parts together to read the whole word. Remember, \_\_\_\_\_ means \_\_\_\_\_. When the (prefix, suffix or ending) \_\_\_\_\_ was added, the meaning of the entire word was changed to \_\_\_\_\_. The new word means \_\_\_\_\_. Teacher should model several and then provide guided practice with a predetermined list of words.

**Routine 8: Introducing Spelling/Adding Word Parts (Prefixes, Roots, Suffixes, Endings)**

Teacher models and provides guided practice adding word parts to words. Teacher says:

"Words are often made up of parts. There is the main part of the word, called the root word. It carries the main meaning of the word and can stand on its own. There are other word parts (prefixes, roots, suffixes and endings) which could be added

to a root word. Sometimes the addition of a word part slightly changes the meaning of the root word. Sometimes the addition of a word part completely changes the meaning of the root word. Today, we are going to learn how the (prefix, suffix or ending) \_\_\_\_ can be added to a root word.” (Refer to the guidance/language within the weekly lesson. Share this information with students.) “Let me show you what I mean: Here is the root word \_\_\_\_\_. It means \_\_\_\_\_. I can add the (prefix, suffix or ending) \_\_\_\_ to this root word. This word part means \_\_\_\_\_. By adding it to the root word, the meaning of the new word changes to \_\_\_\_\_. When I add this word part, I need to follow the rules for spelling.” (Share the guidance/language in the weekly lesson for specific conventions.) Teacher should model several and then provide guided practice with a predetermined list of words.

### **Routine 9: Introducing Homographs, Homonyms and Homophones**

Teacher models and provides guided practice reading, writing and learning the meaning of a predetermined list of homographs, homonyms and homophones.

“There are some ‘tricky’ words in our language. Some words:

- Sound the same as another word and are spelled the same, but have a different meaning.
- Sound the same, are spelled differently and have different meanings.

When we are reading and writing these words, you need to rely on your memory with homographs, homonyms and homophones. By creating a visual image in your mind, you will be more likely to remember the spelling and meaning of these special words. Let me show you what I mean.” Teacher writes the words “bat-bat” on the board. “I can read these words quickly. (Use Routine #10 [Whole Word Blending] if needed.) These words are homographs – the words are spelled the same way, but have different meanings.” (Refer to the guidance/language in the weekly lesson. Share this information with students.) “The word ‘bat’ can refer to the nocturnal animal. The word ‘bat’ can also mean the wooden stick-like instrument used in a baseball game. The word ‘bat’ can also be a verb, an action, meaning something is being hit. I can QUICKLY draw a sketch to help me remember each of those definitions of the word ‘bat.’ Teacher may wish to consider making available a classroom resource with visuals as a reference (e.g. anchor chart, student-created personal dictionaries, word rings, etc.). Teacher should model at least 1-2 additional homographs, homonyms and/or homophones. Provide guided practice as students are reading, writing and QUICKLY sketching a visual to remember the meaning of the words. (Refer to the weekly lesson plan for suggestions of words. Teacher should feel free to add to and/or substitute words.)

### **Phonics Routines – Practicing Skills**

#### **Routine 10: Whole-Word Blending**

Teacher models and provides guided practice blending sounds together to decode a word. Teacher writes a word on the board and provides guided practice.

Teacher points to the first letter (or letter combination) and says, “Sound?” Students chorally respond. Teacher points to next letter (or letter combination) and says, “Sound?” Students chorally respond. Teacher repeats process for each sound in the word. Teacher points to the first letter (or letter combination) and says, “As I move my finger across the word, blend the sounds in your mind, readying yourself to say the word.” Teacher makes a blending motion from left to right as students blend the sounds to themselves. After pausing for 1-2 seconds, teacher says, “Word?” Students chorally respond.

Repeat the process for the remaining predetermined words.

Once all words in the list have been blended, return to the top of the list and have students reread the words quickly.

(Please Note: Once students are comfortable with the routine, drop the verbal cues, point to the spellings, and have students give the sounds.)

#### **Routine 11: Blending Sentences**

Blending sentences is the logical extension of blending words. Blending sentences helps students develop fluency, which is critical to comprehension. Teacher writes the sentence on the board/chart, underlining any high-frequency sight words. Sight words should not be blended but read as whole words. Teacher supports students in blending the remaining words as needed. Encourage students to reread sentences with phrasing and natural intonation.

Teacher begins by modeling the routine, saying:

"When reading a sentence, a reader fluently reads words to better understand the author's message. A careful reader does not stop to sound out every word. If the reader knows the word, the reader says it without blending. The reader should blend the sounds in unknown words. Let me show you what I mean. Look at the sentence I wrote on the board. When I look at this sentence, I notice the sight words \_\_\_\_ and \_\_\_\_\_. I do not need to blend the sounds in those words, I can just read those words from memory. I then will blend the sounds in unknown words. After I know each word, I will reread the whole sentence so I am sure I understand what the author is telling me." Teacher models with one sentence and then guides students in the preplanned sentence in the weekly lesson plan.

### **Routine 12: Segmenting and Spelling Words/Dictation**

Teacher models and provides guided practice stretching words to encode/spell words. Please note: Each child should have a white board, marker and eraser for this section. Teacher begins by modeling the routine:

"Now, we're going to practice spelling words. We do this by listening carefully to the sounds in words and using the rules/patterns we have learned." (Refer to the guidance/language within the weekly lesson plan for specific rules/patterns.) "Watch and listen as I show you how I do this. I first segment the word into each sound. As I say a word, I am going to listen really carefully for each sound. 'mush' – (Teacher puts up one finger and says...) /m/. (Teacher puts up a second finger and says...) /ü/. (Teacher puts up another finger and says...) /sh/. This time as I say each sound I am going to think of the letter(s) that makes that sound and write the letter(s) on my white board. The word is 'mush.' The first sound is /m/. I'm going to write the letter that makes that sound – an 'm.' The word is 'mush.' Now, I'm going to say the next sound, /m/--/ü/. I'm going to write the letter that makes that sound – a 'u.' The word is – 'mush.' Now, I'm going to say the last sound /m/--/ü/--/sh/. I know two letters come together to make the /sh/ sound, so I'm going to write the two letters that makes that sound – 'sh.'. Lastly, I'm going to read the word I wrote. I do this by blending the sound of each letter together to make a whole word." Teacher provides guided practice using the preplanned words on the weekly plan by orally segmenting the word and then segmenting and spelling each sound in the word. Teacher segments and writes the letter of each sound along with the students.

### **Routine 13: Segmenting Sentences**

Segmenting sentences is the logical extension of spelling individual words. When dictating a sentence, teacher reads the whole sentence aloud first, then counts words in sentence, and dictates each word, using the Segmenting Words Routine for unknown words. Students should be encouraged to write sight words from memory or by referring to the word wall.

For example, for the sentence *My mother and Pam planted a lovely garden of colorful flowers.*, the teacher reads the entire sentence aloud and says:

"Say the sentence with me." Teacher and students repeat the sentence. "Let's count how many words are in this sentence." Teacher models as students write. "First word, 'My.' That is a word you should know from memory. Write the word 'my.' Remember, it's the first word in a sentence, so remember what you need to do. When students are ready, teacher says, "My mother." Remind students the word 'mother' is a sight word and could be written from memory or located on the word wall. When students are ready, teacher says, "My mother and." Provide scaffolds as needed. When students are ready, say, "My mother and Pam. Pam is a name of a person, it's a proper noun. Don't forget to do something special with the first letter in Pam." When students are ready, teacher says, "My mother and Pam planted. Segment the word 'planted' and listen closely to the sounds. Write the letter(s) for each sound you hear. Remind yourself of the rules for adding the ending." Teacher follows this procedure for each word in the sentence listed on the weekly lesson plan.

### **Routine 14: Reviewing Isolating Short and Long Vowel Sounds**

Teacher models and provides guided practice connecting letters and sounds. Teacher says:

"Today, we will be reviewing the sounds vowels make." (Teacher points to an anchor chart which lists the vowels. If possible, the anchor chart should contain a visual for each vowel sound and the word for each picture.)

"Remember, we learned vowels are special because they can make at least two sounds. All vowels make a short sound and a long sound. Let's review the vowel sound(s) \_\_\_\_:

- Short \_\_\_\_ says \_\_\_\_." (Teacher should point to each letter and the visual on the anchor chart as the targeted sound is reviewed. Have students echo each sound.) "Many words contain this sound." (Teacher displays three pictures with the targeted short vowel sound. The word should be written under the visual with the letter for the short sound underlined.)
- "Long \_\_\_\_ says \_\_\_\_." (Teacher should point to each letter and the visual on the anchor chart as the targeted sound is reviewed. Have students echo each sound.) "Many words contain this sound." (Teacher displays three pictures with the targeted long vowel sound. The pictures should represent words which are spelled with a silent final -e and/or common vowel teams. The word should be written under the visual with the letters for the long sound underlined.)

"Listen for the vowel sound heard in each word I say aloud. As I say a word, please show the signal for the vowel sound you hear." (Students could show a predetermined signal, point to the vowel on the anchor chart or write the letter for the vowel sound on paper/white board.)

#### **Routine 15: Reviewing Blending Short and Long Vowel Sounds Rules (silent -e and common vowel teams)**

Teacher models and provides guided practice connecting letters and sounds. Teacher says:

"Today, we will be reviewing the rules we have learned about vowel sounds." (Teacher points to an anchor chart which lists the vowels. If possible, the anchor chart should contain a visual for each vowel sound and the word for each picture.)

"Remember, we learned vowels are special because they can make at least two sounds. All vowels make a short sound and a long sound. We have learned general rules about vowels:

- If there is only one vowel in a word/syllable, that vowel usually says its short sound. Short \_\_\_\_ says \_\_\_\_." (Teacher should point to each letter and the visual on the anchor chart as the targeted sound is reviewed. Have students echo each sound.)
- "Vowels often make the long sound when there is a silent final -e at the end of the word/syllable. Long \_\_\_\_ says \_\_\_\_." (Teacher should point to each letter and the visual on the anchor chart as the sound is reviewed. Have students echo each sound.)
- "If two vowels are side-by-side, the first vowel is usually long and the second vowel is typically silent."

"Using the rules, let's look at some words to determine the vowel sound for each." (Teacher should display a word with a short or long vowel team.) "Let me remind you how we use these rules to determine the vowel sound." (Teacher models by displaying a word and thinking aloud the following: counting the number of vowels in the word; if needed, crossing out the silent -e or second vowel; circling the remaining vowel; marking the vowel with the symbol for the short or long vowel sound; saying the vowel sound and then reading the word.) "Now it is your turn to try a few. Look at the word. With your fingers show the number of vowels you see in this word." (All students should respond.) "Now, think about the vowel rule and be ready to tell me the vowel sound in this word." (Students should chorally respond when signaled.) "Now, take a moment and blend the sounds in your mind. Everyone, read the word." (Students should chorally read the word. If needed, have students do the blending of the sounds in the word out loud.)

(Repeat with additional predetermined words which target the vowel sound being reviewed.)

#### **Routine 16: What Sounds Right? (Blending and reading words which could have multiple pronunciations)**

"We know many words contain letters that could be pronounced in different ways. Sometimes it is difficult to know which sound to use for these letters. As a reader, it is important to consider all the possible pronunciations for the word." (Refer to the guidance/language from the weekly lesson plan. Share this information with the students.) "Let me show you what I mean. If I come to a word that has a letter/letter combination which could be pronounced in more than one way, I need to tell myself all the ways the word could be pronounced. Then, I need to ask myself, 'Which one makes sense? Which one sounds right?'" Teacher should model 2-3 examples, thinking aloud the process. Teacher should then engage students in guided practice with the predetermined word list.



**Routine 17: What Looks Right? (Segmenting and spelling words which could be spelled in multiple ways)**

Teacher models and provides guided practice applying phonics rules and using visual cues to spell words that contain sounds that could be spelled in multiple ways. Teacher says:

"We know many words contain sounds which could be spelled in a variety of ways. Sometimes it is difficult to know which letter/letter combination should be used. As a writer, it is important to think about the phonics rules we have been learning and consider all the possible spellings for the sound." (Refer to the guidance/language from the weekly lesson plan. Share this information with the students.) "Let me show you what I mean. If I want to write the word \_\_\_\_\_, I begin by stretching the word and listening for the individual sounds within the word." Stretch the word slowly, raising one finger for each sound heard. "Now, I will listen for the first sound in the word. The word is \_\_\_\_\_. The first sound is \_\_\_\_\_. I will write the letter(s) that makes that sound." Write the letter(s) which makes that sound. "The word is \_\_\_\_\_. I will listen for the next sound." Say the first two sounds. "I heard the sound \_\_\_\_\_. I will write the letter(s) which make that sound." Continue in the same manner. When a sound is present which could be spelled in more than one way, remind students to write all possible spellings which apply. (e.g. The word "sway" could be written as "s-w-a-y," or "s-w-a-i," or "s-w-a-e," or "s-w-e-i-g-h.") Once all reasonable spellings are written, say, "Now, I need to look closely and ask myself, 'What looks right? Which spelling looks correct, as if it's written in a book?'" Model by thinking aloud making a decision. Remind students to consult a dictionary or other resource if needed. Provide guided practice with the predetermined word list. (Refer to the words listed in the weekly lesson plan.)

**Routine 18: Practicing Blending Long Vowels (silent e)**

Teacher models and provides guided practice blending sounds together to decode a word. Please note: Teacher is the only one writing for this section. Teacher writes a silent "e" long vowel word and circles the first vowel, draws a line through the "e" while saying:

"We're now going to practice saying the sounds of consonants and vowels. We will then blend the sounds together to read the word. This is a strategy readers use to read unfamiliar words. Watch and listen as I show you what I am doing." Teacher points to the first consonant and says, "Sound?" Teacher says the sound. Teacher then points to the first vowel circled and then points to the "e" with a line through it and says "The 'e' is silent- it doesn't make a sound, BUT it makes the other vowel say its name. Sound?" Teacher says the long vowel sound. Teacher then says, "Blend." Teacher blends the consonant and long vowel sounds together. Teacher repeats this process until all of the sounds and blending of the sounds in the word have been completed. Teacher sweeps finger underneath the word and says, "Word." Teacher then reads the complete word. Teacher provides guided practice with predetermined words. (Refer to words used throughout all components on the weekly plan. Feel free to add/substitute other words fitting the skill. When reading a sentence, teacher supports students blending the sounds in a word as needed.)

**Routine 19: Practicing Segmenting Long Vowels (silent e)**

Teacher models and provides guided practice stretching words to encode/spell words. (Please note: Each child should have a white board, marker and eraser for this section.) Teacher says:

"Now, we're going to practice spelling words. We do this by listening carefully to the sounds in words. Watch and listen as I show you how I do this. I first segment the word into each sound. As I say a word, I am going to listening really carefully for each sound. "lake" – (Teacher puts up one finger and says...) /l/. (Teacher puts up a second finger and says...) /a/. (Teacher puts up another finger and says...) /k/. This time as I say each sound I am going to think of the letter that makes that sound and write that letter on my white board. The word is – lake. The first sound is /l/. I'm going to write the letter that makes that sound – 'l'. The word is – 'lake.' Now, I'm going to say the next sound /l--/a/. I hear the long vowel sound of 'a.' I know I can make the long vowel sound with the vowel and then a silent 'e' at the end of the word. I am going to write an 'a,' leave a space and then write a silent 'e.' The word is – 'lake.' Now, I'm going to say the last sound /l--/A/--/k/. I'm going to write the letter that makes that sound – a 'k' in between the 'a' and the silent 'e.' I'm going to read the word I wrote. I do this by blending the sounds together." Teacher provides guided practice orally segmenting the word and then segmenting and spelling each sound in the word. As students segment and write the letter for each sound, the teacher also writes the letter for each sound, providing support as needed. Teacher provides guided practice for more words, reducing the level of



scaffolding as students demonstrate readiness to take on more of the work. (Refer to words used throughout all components on the weekly plan. Feel free to add/substitute with other words fitting the skill.)

### **Routine 20: Practicing-Blending Long Vowel Patterns**

Teacher models and provides guided practice blending sounds together to decode a word. Please note: The teacher is the only one writing. Teacher writes a word on the board, underlines the two vowels together, and says:

"We're now going to practice saying the sounds of consonants and vowels. We will then blend the sounds together to read the word. This is a strategy readers use to read unfamiliar words. Watch and listen as I show you what I am doing." Teacher points to the first consonant and says, "Sound?" Teacher says the sound. Teacher then points to the two vowels underlined and says "Two vowels together, the first one says its long sound, its name, and the second one is silent. (OR 'When two vowels go walking, the first one does the talking.') Sound?" Teacher says the sound. Teacher then says, "Blend." Teacher blends the consonant and long vowel sounds together. Teacher repeats this process until all of the sounds and blending of the sounds in the word have been completed. Teacher sweeps finger underneath the word and says, "Word." Teacher then reads the complete word. Teacher provides guided practice with several more preplanned words, gradually releasing the work to students as they demonstrate readiness. (Refer to words used throughout all components on the weekly plan. Feel free to add/substitute with other words fitting the skill.)

### **Routine 21: Practicing-Segmenting Long Vowel Patterns**

Teacher models and provides guided practice stretching words to encode/spell words. Please note: Each child should have a white board, marker, and eraser. Teacher says:

"Now, we're going to practice spelling words. We do this by listening carefully to the sounds in words. Watch and listen as I show you how I do this.

- I first segment the word into each sound. As I say a word, I am going to listen really carefully for each sound. "feet" – (Teacher puts up one finger and says...). "/f/". (Teacher puts up a second finger and says...) "/ē/". (Teacher puts up another finger and says...) "/t/".
- This time as I say each sound I am going to think of the letter that makes that sound and write that letter on my white board. The word is "feet." The first sound is /f/. I'm going to write the letter that makes that sound: "f." The word is "feet." Now, I'm going to say the next sound /f/-/ē/. I hear the long vowel sound /ē/. I know I can make the long vowel sound with two vowels together. The first vowel says its long sound, its name, and the second vowel is silent. If I am not sure how to spell the word, I need to begin by thinking of one of the ways it could be spelled by using a rule I have learned. I remember long e sound can be made by the vowel team 'ee'. I will write 'ee'. The word is "feet." Now, I'm going to say the last sound: /f/-/ē/-/t/. I'm going to write the letter that makes that sound, a 't.' I'm going to read the word I wrote. I do this by blending the sounds together. The word could be spelled 'f-ee-t.'
- When spelling long vowels, I need to remember other ways the long e sound could be spelled. I remember the long e sound can be made with a letter e plus a silent final -e. It would look like this: 'fete.'
- I also remember the long e sound can be made with the combination 'ea'. Then it could look like this: 'feat.'
- Those are the three possibilities I have learned. Now, I will look at both choices and ask myself, 'Which one looks right?' I think the vowel team of 'ee' looks correct. 'Feet' – 'f-ee-t.'
- If I am still not sure, I could consult a dictionary or other resource to check the spelling.

Teacher provides guided practice orally segmenting the word and then segmenting and spelling each sound in the word. Teacher segments and writes the letter of each sound along with the students. Teacher provides guided practice with preplanned words. (Refer to words used throughout all components on the weekly plan. Feel free to add/substitute with other words fitting the skill.)

### **Routine 22: Sorting Words by Sounds/Patterns/Word Families (Blends, Consonant Combinations, Digraphs/Trigraphs, Vowels/Vowel Patterns, Word Families)**

Teacher intentionally chooses 2-3 sounds/patterns/word families to review. Teacher creates columns with the letter(s) for the sounds/patterns/word family at the top of each column. Teacher gathers 4-5 pictures of words which contain each targeted sound/pattern/word family. Teacher shows picture cards one at a time and says the name of the picture. Teacher says:

"Now it is your turn. As you say the name of the picture, tell yourself which of these sounds/patterns/word family rimes you hear. Does this picture contain the letters for the sound/pattern/word family \_\_\_, \_\_\_ or \_\_\_? Be ready to point to the correct column." Students repeat the name of the picture and point to the correct column when signaled. (All students should point at the same time.) Teacher places picture under appropriate column. (Refer to words used throughout all components on the weekly plan. Feel free to substitute with other words fitting the skill. Please Note: This routine could also be used by orally stating the word and then writing/posting the word under the correct column.)

### **Routine 23: Writing Words by Sounds/Patterns/Word Families**

Teacher intentionally chooses 2-3 sounds/patterns/word families to practice and preplans word list.

(Please note: Each child should have a white board, marker and eraser for this section.)

Teacher writes the letters for a sound/pattern/word family on the board. Teacher has students copy the letter(s) for the sound/pattern/word family rime onto their boards. Teacher and students chorally read the sound/pattern/word family. Teacher says:

"Remembering the letter(s) used to represent a sound/pattern/word family rime will help you spell many other words. Let me show you what I mean. If I wanted to spell the word \_\_\_\_\_. I would add a \_\_\_ to the letters \_\_\_\_." Teacher models adding the appropriate letter(s) to the targeted sound/pattern/word family. "Now I am going to read the word to make sure I wrote \_\_\_\_\_. Now it's your turn." Teacher dictates a word (or shows a picture) and tells students to use the sound/pattern/word family and write the word. Teacher waits and then writes the correct letter(s) in front of the letters for the sound/pattern/word family for students to use, if needed, as a model. Teacher says, "Now we are going to read the word to make sure it says \_\_\_\_\_." Teacher reads the word with the students. (This routine could be adapted to review initial and/or medial sounds. "Remembering the letter(s) \_\_\_ makes the sound \_\_\_, spell the word \_\_\_\_.")

### **Routine 24: Manipulating Sounds and Letters in Words - Word Ladder**

Teacher provides and writes a word on the board. (Refer to the words on the weekly lesson plan.) Teacher says:

"We have learned a lot about words. You can use what you know about words to write (or read) new words by changing, adding, or removing one, two, or three letters to make a new word. Let's practice writing words to form a word ladder. On your paper, write the first word, *ship*, just as I did on the board. You will write the next word underneath the word *ship*." (Words will be written underneath each other like a ladder.) "If you know how to spell *ship*, then you know how to spell the next word, *shop*. Change only one letter in the word *ship* to make the new word *shop*. Decide what letter needs to change. Tell yourself if you will change the beginning, middle, or end part of the word. When you're done, hold your pen (marker) up." When students are ready, ask, "How do you spell *shop*?" Students chorally spell *shop*. Teacher writes *shop* on the board and reminds students to check their work. What's the one letter you changed?" Repeat for the rest of the words.

Examples:

ship	cap
shop (change one letter)	cape (add one letter)
stop (change one letter)	cave (change one letter)
step (change one letter)	grave (change one letter for two letters)
steep (add one letter)	gave (change two letters for one letter)

(Please Note: This routine can be altered slightly to complete a ladder with word parts rather than individual letters.)

### **Routine 25: Decoding compound words**

Teacher writes a compound word on the board (e.g. 'toothpaste'). Teacher begins by modeling and says:

"There are times when we are reading when we come across a longer word which is really made up of two smaller words. These are called, 'compound words.' Compound words are words which are made up of two or more words put together to form a new word with a new meaning. When reading, if you come across a long word, look for smaller words within it to help you read the word. Let's look at the word I just wrote on the board (e.g. 'toothpaste'). When I look at this longer word, I begin by looking to see if I can find smaller words inside of it. This will help me read the longer word. When I look at this word, I

see a word I recognize - 'tooth.' As I look closer, I see another smaller word inside this longer word – 'paste.' Now I can read the whole word by putting the two smaller words together – 'toothpaste.'

The two smaller words often give clues to the compound word's meaning. In this case, the words 'tooth' and 'paste' help me with the meaning of the compound word, 'toothpaste.' Although toothpaste is not exactly paste or glue, toothpaste is a paste-like substance which I use to clean my teeth. I will use the mint toothpaste. Now, let's try a few together..."

Teacher then provides guided practice reading compound words. (Refer to words used throughout all components on the weekly plan. Feel free to add/substitute with other words fitting the skill.)

### **Routine 26: Spelling compound words**

Teacher says a compound word (e.g. 'snowball'). Teacher begins by modeling and says:

"There are times when we are writing when we want to use a longer word which is really made up of two smaller words. These are called, 'compound words.' Compound words are made up of two or more words put together to form a new word with a new meaning. When writing, if you want to spell a long word which is a compound word, ask yourself if there are smaller words inside it. If so, spelling the smaller words and putting them together will help you spell the compound word. When I think about spelling a longer word, like 'snowball,' I begin by listening to hear if there are smaller words inside of it. This will help me write the longer compound word. When I say the word 'snowball,' I hear two smaller words – 'snow' and 'ball.' I can spell 'snow' by segmenting it - /s/-/n/-/ō/. I will write the letter(s) for each of those sounds – s-n-ow." If needed, think aloud the variations for the /ō/, using Routine # 17 (What Looks Right). Model spelling the word 'ball' in a similar manner. "By spelling the two smaller words, I was able to write the compound word. Now, let's try a few together..."

Teacher then provides guided practice spelling compound words. (Refer to words used throughout all components on the weekly plan. Feel free to add/substitute with other words fitting the skill. Be sure to use compound words which include spelling patterns which have been previously taught.)

### **Routine 27: Using Syllables to Decode Words**

(Teacher may engage children in listening to and separating words into syllables auditorily prior to dividing written words into syllables, if needed.) Teacher writes a two-syllable word on the board. Teacher states the rule for dividing the word into syllables for decoding. "When reading, we often come across long words which we do not know how to decode. Let me show you how we can divide those long words into syllables, smaller chunks. By dividing the word into syllables, we can more easily decode the whole word. Let me show you what I mean." (See specific language for the targeted syllabication rule in weekly lesson.) "Remember this rule, \_\_\_\_ (e.g. If a word has twin consonants, divide the word into syllables in between the twin letters.)" Teacher then shows how the word may be divided into syllables and how each syllable can be decoded. Teacher provides guided practice with preplanned words. (Refer to words used throughout all components on the weekly plan. Feel free to add/substitute with other words fitting the skill.)

### **Routine 28: Using Syllables to Spell Words**

"Breaking a word into syllables makes a long word more manageable to spell. You can hear the syllables in words. Break the word into the syllables you hear. Spell each syllable. Combine the syllables to spell the whole word. If you are unsure of the correct spelling of a word containing a sound which could be spelled in multiple ways, it is best to write the word with all the possible letter combinations first. Then use visual cues to help determine the appropriate letter combination by asking yourself, "What looks right? Which spelling looks correct, as it's written in a book?" If still unsure, consult a dictionary or other resource. Teacher provides guided practice with preplanned words. (Refer to words used throughout all components on the weekly plan. Feel free to add/substitute with other words fitting the skill.)

## **Sight Word Routines**

### **Routine 29: Introducing Sight Words**

Teacher systematically introduces new sight words (high frequency words). Teacher displays the target word and tells students what the word says; students repeat. Teacher, then students, spell the sight word. Teacher uses the sight word in

a sentence. Students create additional sentences using the sight word. Students write the sight word with a finger on the carpet. (Please note: Sight words could be sent home with suggestions for practice.)

### **Routine 30: Practicing Sight Words**

Teacher identifies sight words to intentionally review and chooses one of the following practice routines:

**Body Spelling:** Tall letters you reach up for the sky, belt line letter touch your waist, letters that go into the basement touch the ground.

#### **Song spelling:**

2 letter words: tune, If "You're Happy and You Know it"

If you want to spell is, say i – s

If you want to spell is, say i – s

It's as easy as can be

When you sing and spell with me

If you want to spell is, say i – s

3 letter words: tune, "Three Blind Mice"

T –h- e, t –h – e; that spells the, that spells the

t-h-e spells the, t-h-e spells the

t-h-e

4 letter words: tune, "Clementine" (O my darling...)

L-i-k-e, l-i-k-e, l-i-k-e spells like

L-i-k-e, l-i-k-e, l-i-k-e spells like

5 letter words: tune, BINGO

There was a word and it was where

And this is how you spell it

w-h-e-r-e, w-h-e-r-e, w-h-e-r-e

and the word is where

**Read it, Spell it, Read it:** say the word, say each letter (can clap/stomp/jump/etc. out the letters), say the word (teacher shows the word to the students)

The word is "the", the word is "the", t –h- e , the word is the

#### **Word Wall Activities:**

Read the word wall quickly.

Read the word wall quickly backwards from z to a. (All go at the same speed!)

Choose one letter and read all the words for that letter quickly.

Choose one letter and read all the words for that letter quickly, backwards from z-a.

Find the words with 2 letters, read it, say it, write it.

Find the words with 3 letters, read it, say it, write it.

Find the words with 4 letters, read it, say it, write it.

Take a picture of the word with your invisible camera and put it in your head.

### **Fluency, Transfer, and Formative Assessment Routines**

#### **Routine 31: Reading Decodable Text**

**Important note:** you will need to print copies of the weekly decodable text and the "Identifying Patterns and Reading Words" worksheet for your students. You may decide to print these back-to-back. These instructional routines will require practicing procedures for passing out and collecting papers and for treating the papers well enough to use all week.

Teacher helps students to transfer decoding skills to independence and to build reading fluency by guiding them in decodable text. Teacher may choose to ask a few text-dependent questions during or after the reading to support students' understanding of the text and reinforce the point that comprehension is the purpose of fluency.

**Day One:** echo reading (children echo the teacher's reading in phrases or sentences)

**Day Two:** choral reading (the class reads aloud together)

**Day Three:** partner reading (one student reads as the other follows along, then they switch)

**Day Four:** independent reading

Sometimes, the passage will include spelling patterns that are introduced later in the week. In such cases, echo reading, choral reading, and partner reading will help students decode these new words successfully.

### **Routine 32: Identifying Patterns and Reading Words**

***Important note: you will need to print copies of the decodable text and the "Identifying Patterns and Reading Words" worksheet for your students. You may decide to print these back-to-back. These instructional routines will require practicing procedures for getting pencils and a hard surface to write on, for passing out and collecting papers, and for treating the papers well enough to use all week.***

Teacher provides practice attending to the target phonics pattern and reading/decoding words by having students do one line of the week's decoding worksheet each day. The decoding worksheet follows the decodable text in each lesson. Highlighting is one option, and seeing the target pattern pop out in color may help students attend to the symbol and sound. However, circling the target pattern with a pencil will also work. Teacher says,

"Now, we're going to circle the letters representing the sounds we have been learning. Then, we will say the sound and read each word. This will help us to remember the sounds letters make and read words containing these patterns in our own books."

Please note: When a word may be unfamiliar to your students, quickly offer a short definition in order to grow students' vocabulary.

To provide extra practice in decoding with the targeted phonics pattern, a row of nonsense words has been included in each lesson. The teacher should feel free to substitute the nonsense words for another row. The teacher may also wish to include additional nonsense words as needed.

### **Routine 33: Formative Assessment (Encoding)**

Teacher reads words and sentences to students. Students spell the words and sentences with pencil and paper for teacher to collect as a formative assessment. Decoding (reading) and encoding (writing) skills develop at different rates – decoding skills develop more rapidly. Nevertheless, this assessment practice can give the teacher information about which students have internalized a new phonics skill. Teacher says,

"This activity will help you to practice the spelling patterns you have been learning and will help me to know how to support you. Write "1" for your first word. Your first word is..." (Teacher may choose to use the word in a sentence and might remind students to segment the word.)

When students write the sentence, teacher should repeat words and phrases enough times for students to write them down – this is an assessment of phonics skills, not of memory.

When reviewing formative assessment, pay attention to errors students make. Take note of words spelled correctly and words spelled phonetically versus words spelled without regard to phonics patterns learned. Although the ultimate goal is correct spelling, be aware there may be multiple ways a word could be written using phonics rules learned. Please keep in mind, formative assessment is not intended to be graded. The purpose of formative assessment is to inform instructional decision-making.

## HIGH FREQUENCY WORD LIST K-2 (IN ORDER TO BE INTRODUCED)

Kindergarten	
the	an
a	do
I	at
to	he
and	she
you	like
it	no
said	of
in	so
for	was
up	that
look	on
is	are
go	as
we	with
little	they
down	this
can	have
see	not
my	or
me	by
come	of
where	what
here	were
find	but

First Grade		
first	too	should
away	pretty	from
help	saw	any
play	well	thing
word	one	how
great	eat	know
other	who	put
than	new	every
each	must	old
all	soon	which
there	our	after
out	say	think
be	under	two
am	child	going
work	please	walk
will	his	again
yes	children	may
small	her	fly
now	some	would
friend	why	round
animal	could	give
into	when	once
good	these	open
more	ask	has
want	over	live

Second Grade		
because	keep	far
if	gave	call
about	use	sleep
mother	got	wash
father	together	tell
your	very	another
its	always	write
their	both	show
those	world	buy
different	better	pull
myself	only	sit
around	much	read
before	never	found
way	many	sing
upon	right	wish
today	off	carry
day	cold	own
don't	fast	try
people	long	laugh
water	warm	bring
answer	full	drink
been	done	hold
does	light	hurt
goes	kind	fall
made	study	draw

## HIGH FREQUENCY WORD LIST K-2 (IN ALPHABETICAL ORDER)

Kindergarten	
a	me
an	my
and	no
are	not
as	of
at	on
but	or
by	said
can	see
come	she
do	so
down	that
find	the
for	they
go	this
have	to
he	up
here	was
I	we
in	were
is	what
it	where
like	with
little	you
look	

First Grade		
after	his	should
again	how	small
all	into	some
am	know	soon
animal	live	than
any	may	there
ask	more	these
away	must	thing
be	new	think
child	now	too
children	old	two
could	once	under
each	one	walk
eat	open	want
every	other	well
first	our	when
fly	out	which
friend	over	who
from	play	why
give	please	will
going	pretty	word
good	put	work
great	round	would
has	saw	yes
help	say	may

Second Grade		
about	father	pull
always	found	read
another	full	right
answer	gave	show
around	goes	sing
because	got	sit
been	hold	sleep
before	hurt	study
better	if	tell
both	its	their
bring	keep	those
buy	kind	today
call	laugh	together
carry	light	try
cold	long	upon
day	made	use
different	many	very
does	mother	warm
don't	much	wash
done	myself	water
draw	never	way
drink	off	wish
fall	only	world
far	own	write
fast	people	your

## LESSON LIBRARY

Lesson	Skill
1	<a href="#">Short vowels: a, o, u</a>
2	<a href="#">Short vowels: i, e</a>
3	<a href="#">Initial and final blends</a>
4	<a href="#">Initial and final digraphs</a>
5	<a href="#">Long a, i: final -e</a>
6	<a href="#">Long o, u, e: final -e</a>
7	<a href="#">Short and long vowels (with final -e) review</a>
8	<a href="#">R-controlled vowels: ar, or, ur, ir, er</a>
9	<a href="#">Vowel teams: Long e (ea), long o (oa), long a (ai/ay)</a>
10	<a href="#">Irregular vowel patterns: al, igh(t)</a>
11	<a href="#">Irregular vowel patterns: ie, ew</a>
12	<a href="#">Irregular vowel teams: oo, oo</a>
13	<a href="#">Soft c and g; Digraphs/Trigraphs: -ck, -ch -tch, _dge</a>
14	<a href="#">Irregular vowel teams: oi/oy, ou/ow, au/aw</a>
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16	<a href="#">One-, two-, and three-syllable words, double consonants</a>
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18	<a href="#">Inflectional endings: -s, -es, -ed, -ing</a>
19	<a href="#">Comparative endings: -er, -est</a>
20	<a href="#">Contractions: <i>am, is, will, are, not</i></a>
21	<a href="#">Compound words</a>
22	<a href="#">Irregular vowel patterns: wa, wor- and nasal digraphs: -nk, -ng</a>
23	<a href="#">Homographs, homonyms, and homophones</a>
24	<a href="#">Flipping vowel sounds</a>
25	<a href="#">Prefixes: re-, un-, dis-, mis-, pre-</a>
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27	<a href="#">Final syllable -le</a>
28	<a href="#">Root words, prefixes and suffixes</a>
29	<a href="#">Silent consonants: kn-, wr-, gn-, -mb</a>
30	<a href="#">Contractions: <i>is/has, have, would/had, us</i></a>
31	<a href="#">Closed &amp; open syllables</a>
32	<a href="#">Vowel-consonant-e syllables</a>
33	<a href="#">Plural endings -s, -es; plurals ending with y; irregular plural nouns</a>
34	<a href="#">Past tense -ed, irregular past tense verbs</a>
35	<a href="#">Triple blends: scr-, str-, spr-, thr-, shr-, squ-</a>
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38	<a href="#">Vowel team syllables</a>
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40	<a href="#">Multisyllabic words review</a>



## Lesson 1: Short vowels: a, o, u

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Manipulating Sounds in Words</b>	sub – s cap – c <b>Routine 1</b>  d + og p + an <b>Routine 2</b>		rat/fat (r to f) fog/jog (f to j) Pam/jam (P to j) <b>Routine 3</b>		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill: Short Vowel Review</b>	<i>When reading, if a word has only one vowel, the vowel usually makes its short sound. When spelling, if a word has a short vowel sound, it normally has only one vowel in it.</i>				
	Review short a <b>Routine 14</b>	Review short o <b>Routine 14</b>	Review short a, o <b>Routine 14</b>	Review short u <b>Routine 14</b>	Review short a, o, u <b>Routine 14</b>
<b>Blending Sounds to Decoding</b>	tab wag hot <b>Routine 10</b>		man rod bun <b>Routine 10</b>		
<b>Segmenting to Spelling</b>		nut van <b>Routine 12</b>		tub jot <b>Routine 12</b>	
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. dog 2. hut 3. pan 4. nod 5. mat 6. My hat is so big. <b>Routine 33 – Takes place on Friday</b>				

# The Red Hot Rod

A big man had a hot rod.

The hot rod was red.

“Can I get a hot rod?” said a kid.

“You are little,” said Dad.

“A hot rod is big. Get big and you can get a hot rod.”

Circle the vowel, say the short vowel sound, and read the word.

cap	pot	bun	sad
-----	-----	-----	-----

dot	ad	nut	not
-----	----	-----	-----

cup	tot	tan	pop
-----	-----	-----	-----

bus	pad	pun	dot
-----	-----	-----	-----

<i>nok</i>	<i>tep</i>	<i>lum</i>	<i>bix</i>
------------	------------	------------	------------

**Lesson 2: Short vowels: i, e**

<b>Phonological Awareness</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Manipulating Sounds in Words</b>	beg – b quit – qu <b>Routine 1</b>  w + et s + it <b>Routine 2</b>		tan/man (t to m) nag/wag (n to w) pig/jig (p to j) <b>Routine 3</b>		
<b>Phonics</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Phonics Skill: Short Vowel Review</b>	<i>When reading, if a word has only one vowel, the vowel usually makes its short sound. When spelling, if a word has a short vowel sound, it normally has only one vowel in it.</i>				
	Review short i <b>Routine 14</b>	Review short a, i, o, u <b>Routine 14</b>	Review short e <b>Routine 14</b>	Review all short vowels <b>Routine 14</b>	Review all short vowels <b>Routine 14</b>
<b>Blending Sounds to Decoding</b>	pit den rod <b>Routine 10</b>		big met hog <b>Routine 10</b>		
<b>Segmenting to Spelling</b>		net leg hum <b>Routine 12</b>		bin set nut <b>Routine 12</b>	
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. sun 2. den 3. tin 4. cod 5. had 6. The cat sat in a pot and got wet. <b>Routine 33 – Takes place on Friday</b>				

# My Big Run

I like to run.

I run a lot.

I can run and run and run.

Kat and Tim run.

Kat, Tim, and I run.

We do a big, big run.

Kat and Tim can do it.

I can do it.

We run and run.

Circle the vowel, say the short vowel sound, and read the word.

pet	dim	can	top
-----	-----	-----	-----

cut	set	nap	din
-----	-----	-----	-----

ten	wit	pan	sun
-----	-----	-----	-----

net	dad	tin	man
-----	-----	-----	-----

<i>gub</i>	<i>lod</i>	<i>dev</i>	<i>nim</i>
------------	------------	------------	------------

**Lesson 3: Initial and Final Blends**

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Manipulating Sounds in Words</b>	blab – bl stud – st <b>Routine 1</b>  cl + ub br + ag <b>Routine 2</b>		flog/blog (fl to bl) spin/grin (sp to gr) snap/flap (sn to fl) <b>Routine 3</b>		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill: Initial and Final Blends</b>	<p><i>A consonant blend is a combination of consonants that are placed together without being separated by a vowel. The letters in a blend work together to make one sound, but each of the sounds of the individual letters can still be heard.</i></p> <p><i>When reading, if a word has a blend, remember to say the sound of each letter.</i></p> <p><i>When writing, segment the word slowly so you hear each sound in the blend. Be sure to write each letter for the sounds in the blend.</i></p>				
	Initial bl-, br- and final-ft blends <b>See below And Routine 22</b>	Initial cl-, cr- and final -ld blends <b>See below And Routine 23</b>	Initial sn-, dr- and final -mp blends <b>See below And Routine 22</b>	Initial fl-, tr- and final -lp blends <b>See below And Routine 23</b>	Initial pl-, tw- and final -nt blends <b>See below And Routine 22</b>
	<p>“A consonant blend is a combination of 2-3 consonants which are commonly placed together without being separated by a vowel. The letters in a blend work together to make one sound, but each of the sounds of the individual letters can still be heard. The sounds in a blend are pronounced together quickly. Today, we will be learning about the consonant blend ____ (e.g. /bl/, /tr/, /rst/, /mp/). Let me hear you make the sound _____. I want you to notice how it feels in your mouth when you make the sound _____. (Teacher explains how the sound is produced.) Notice how you hear each individual sound, but the sounds are blended together quickly.”</p> <p>“We spell the sound of the blend ____ like this: _____.”</p> <p>“Here are examples of words which have this sound.” (Teacher displays three pictures with the targeted blend. The word should be written under the visual with the blend underlined.)</p>				
<b>Blending Sounds to Decoding</b>	stop, rest, spin <b>Routine 10</b>		The mask is on top of the lamp. <b>Routine 11</b>		
<b>Segmenting to Spelling</b>		skit, grip, mask <b>Routine 12</b>		Can you grab the glass on the desk? <b>Routine 13</b>	
<b>Manipulating Sounds and Letters in Words</b>		step, stem, stamp, lamp <b>Routine 24</b>		snip, snit, spit, spot <b>Routine 24</b>	
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. flap 2. bond 3. best 4. slip 5. clamp 6. The last bit of the drink will drip. <b>Routine 33 – Takes place on Friday</b>				

# A Big Task

We have a big job.

The desk is a mess.

We can set the pens in the mug.

We can set the bits of junk in the bin.

We can get the last bit.

That is it!



Circle the blend, say the sounds in the blend, and read the word.

blast	snob	clam	lend
-------	------	------	------

lisp	spend	lid	gasp
------	-------	-----	------

spun	grab	crisp	bed
------	------	-------	-----

bat	brat	spot	clip
-----	------	------	------

<i>spak</i>	<i>kisp</i>	<i>blum</i>	<i>glomp</i>
-------------	-------------	-------------	--------------

**Note to teacher:** this additional practice page is provided to support students who need more support in noticing patterns and decoding words. Not every student in differentiated lessons will need this additional practice. Use formative assessment to make this decision.

Circle the blend, say the sounds in the blend, and read the word.

clasp	spun	clomp	brag
-------	------	-------	------

bask	spat	snag	glum
------	------	------	------

brat	bond	brand	slot
------	------	-------	------

blend	scam	stop	end
-------	------	------	-----

**Lesson 4: Initial and Final Digraphs**

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Manipulating Sounds in Words</b>	check – ch shack – sh <b>Routine 1</b>  th + ud wh + en <b>Routine 2</b>		chick/thick (ch to th) then/when (th to wh) shin/chin (sh to ch) <b>Routine 3</b>		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill: Initial and Final Digraphs</b>	<p><i>A digraph is two letters that make one sound. The sounds of the individual letters are not heard, just the new sound.</i></p> <p><i>When reading, remember ch says /ch/, sh says /sh/, th says /th/ and wh says /wh/.</i></p> <p><i>When writing, if you hear sound /ch/, write the letters ch. If you hear the sound /sh/, write the letters /sh/. If you hear the sound /wh/, write the letters wh. If you hear the sound /th/, write the letters th.</i></p>				
	Initial and final sh digraph <b>See Below</b>	Initial and final ch digraph <b>See Below</b>	Review initial and final sh, ch <b>Routine 22</b>	Initial and final wh and th digraph <b>See Below</b>	Initial and final digraph review <b>Routine 12</b>
	<p>“Today, we will be learning about the sound ____ (e.g. /ch/, /th/, /wh/, /sh/). Let me hear you make the sound _____. I want you to notice how it feels in your mouth when you make the sound ____ (Teacher explains how sound is produced). This sound is special, because we have to use more than one letter to spell it. We spell the sound ____ like this: _____. Here are examples of words that have this sound.” (Teacher displays three pictures with the targeted digraph. The word should be written under the visual with the digraph underlined.) (This routine may also be adapted for r-controlled vowels.)</p>				
<b>Blending Sounds to Decoding</b>	ship, rasp, fish <b>Routine 10</b>		Chad pushed the door shut. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		chip, rash, task <b>Routine 12</b>		The other branch is thin. <b>Routine 13</b>	
<b>Manipulating Sounds and Letters in Words</b>		hush, rush, brush, brash <b>Routine 24</b>		whip, whop, shop, ship <b>Routine 24</b>	
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. shops   2. chimp   3. crust   4. chat   5. shed   6. I grasp the chips in my hand. <b>Routine 33 – Takes place on Friday</b>				

# Hush!

Can you hush?

When you chat, I can not think.

You have to chat?

Must you chat here? Can you go?

You can?

Thank you!

Circle the digraph, say the sounds in the digraph, and read the word.

whip	chum	shed	dish
------	------	------	------

lost	bash	sloth	gash
------	------	-------	------

shut	math	that	when
------	------	------	------

brush	thud	wish	bath
-------	------	------	------

<i>chish</i>	<i>whesp</i>	<i>gath</i>	<i>shoth</i>
--------------	--------------	-------------	--------------

**Note to teacher:** this additional practice page is provided to support students who need more support in noticing patterns and decoding words. Not every student in differentiated lessons will need this additional practice. Use formative assessment to make this decision.

Circle the digraph, say the sounds in the digraph, and read the word.

chump	shop	wish	chop
-------	------	------	------

fish	that	moth	bath
------	------	------	------

fish	this	with	whip
------	------	------	------

whim	thud	which	cloth
------	------	-------	-------

**Lesson 5: Long a, i: final -e**

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Manipulating Sounds in Words</b>	cane – c frame – fr <b>Routine 1</b>  t + ime pl + ate <b>Routine 2</b>		shape/tape (sh to t) wipe/swipe (w to sw) dime/chime (d to ch) <b>Routine 3</b>		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill: Long a, i: final -e</b>	<i>When reading, if a word has a vowel and a final -e, the first vowel usually makes its long sound. The long sound says the vowel's name.</i> <i>When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound and a silent -e at the end of the word.</i>				
	Long vowel a + final -e <b>Routine 18</b>	Long vowel i + final -e <b>Routine 19</b>	Review long vowel a and i + final -e <b>Routine 22</b>	Review long vowel a and i + final -e <b>Routine 23</b>	Review long vowel a and i + final -e <b>Routine 19</b>
<b>Blending Sounds to Decoding</b>	cake wag tape scrape <b>Routine 10</b>		I ride my big bike on the white line. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		bit line pride white <b>Routine 12</b>		Mike made five cakes for Pat and he ate all of them! <b>Routine 13</b>	
<b>Manipulating Sounds and Letters in Words</b>		cave cape drape drake <b>Routine 24</b>		side bride stride stripe <b>Routine 24</b>	
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. shine 2. mane 3. take 4. pile 5. chime 6. Can we take the nine lamps that are mine with us? <b>Routine 33 – Takes place on Friday</b>				

# **We Bake a Cake**

“I like cake,” Josh said to me.

“Then you like cake and I like cake,” I said.

“Let us bake a cake,” Josh said.

We got a mix to make a cake.

We ate the cake we made.

Yum!!!



Circle the “i” or “a,” cross out the silent e, say the long vowel, and read the word.

fine	tale	shame	while
------	------	-------	-------

sale	file	shape	hate
------	------	-------	------

like	time	mate	whale
------	------	------	-------

fate	tile	whine	late
------	------	-------	------

<i>shafe</i>	<i>blipe</i>	<i>mide</i>	<i>clade</i>
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**Lesson 6: Long o, u, e: final -e**

<b>Phonological Awareness</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Manipulating Sounds in Words</b>	rope – r tune – t <b>Routine 1</b>  P + ete sh + one <b>Routine 2</b>		shine/whine (sh to wh) flute/mute (fl to m) stone/bone (st to b) <b>Routine 3</b>		
<b>Phonics</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Phonics Skill:</b> <b>Long o, u, e:</b> <b>final e</b>	<i>When reading, if a word has a vowel and a final -e, the first vowel usually makes its long sound. The long sound says the vowel's name. "Long u" can say its own name or the sound /oo/.            When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound and a silent -e at the end of the word.</i>				
	Long vowel o + final -e <b>Routine 18</b>	Long vowel o, u, e + final -e <b>Routine 19</b>	Review long vowel a, i, o, u, e + final e <b>Routine 22</b>	Review long vowel a, i, o, u, e + final -e <b>Routine 23</b>	Review long vowel a, i, o, u, e + final e <b>Routine 19</b>
<b>Blending Sounds to Decoding</b>	note, rope, con, choke <b>Routine 10</b>		He takes the note home. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		tub, prune, rule, blue <b>Routine 12</b>		Pete and I ate the whole cake! <b>Routine 13</b>	
<b>Manipulating Sounds and Letters in Words</b>		tone, stone, cone, cope, scope <b>Routine 24</b>		rude, rule, mule, mute, brute <b>Routine 24</b>	
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. tune 2. choke 3. shone 4. shape 5. flute 6. I broke the code, dude! <b>Routine 33 – Takes place on Friday</b>				

# The Ship and the Rope

We have a rope on the ship.

We come to the land.

The rope helps us stop the ship.

A ship with no rope can get lost.

A lost ship can get help.

Other ships can help.

We tell lost ships, “Get a rope!”

Circle the long vowel. Cross out the silent e. Say the long vowel. Read the word.

tone	lake	crane	plume
------	------	-------	-------

plate	bone	globe	dine
-------	------	-------	------

tune	tote	pale	file
------	------	------	------

stole	stale	late	smile
-------	-------	------	-------

<i>plote</i>	<i>lipe</i>	<i>pruke</i>	<i>keke</i>
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**Lesson 7: Short and long vowels (with final -e) review**

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Manipulating Sounds in Words</b>	made-/d/; may snap-/s/; nap <b>Routine 1</b>  said+/l/; sled sad + /n/; sand <b>Routine 2</b>		bad-tad (/b/-t/) tad-tap (/d/-p/) slap-snap (/l/-n/) snap-snip (/ă/-ñ/) <b>Routine 3</b>		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill: Short Vowel Review</b>	<i>Vowels can make at least two sounds: short and long. Remember, short a says /a/; short e says /e/; short i says /i/; short o says /o/; and short u says /u/. The long vowels say their names: /A/, /E/, /I/, /O/ and /U/. When reading, if a word has only one vowel, the vowel usually makes its short sound. If a single syllable word contains a vowel plus a silent final -e, the first vowel typically makes the long sound. When spelling, if a word has a short vowel sound, it normally has only one vowel in it. If a single syllable word has a long vowel sound, the word usually contains two vowels. The long vowel could be spelled with the letter for the vowel sound and a silent final -e.</i>				
	Review short and long a (final -e) <b>Routine 14, 15</b>	Review short and long o and e (final -e) <b>Routine 14, 15</b>	Review short and long i and u (final -e) <b>Routine 14, 15</b>	Review short and long vowels (final -e) <b>Routine 15</b>	
<b>Whole Word Blending</b>	cap → cape mad → made tap → tape rat → rate <b>Routine 10, 18</b>		bit → bite cut → cute not → note rid → ride <b>Routine 10, 18</b>		
<b>Blending Sentences</b>	Tad will make a hat with tape. <b>Routine 11</b>		The cubes will melt in the tub. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		rod → rode hop → hope fin → fine them → theme <b>Routine 12, 19</b>		kit → kite man → mane rot → rote tub → tube <b>Routine 12, 19</b>	
<b>Sentence Dictation</b> - <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		Pete got a note from Rose. <b>Routine 13</b>		The cube will melt in the white tub. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _ap and _at <b>Routine 4, 22</b>
<b>Manipulating Sounds and Letters in Words</b>					Lake, late, mate, mat, map, mop, mope, nope <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. tap 2. bit 3. tape 4. swipe 5. pun 6. I hope you are on my side. <b>Routine 33 – Takes place on Friday</b>				

## Pig in a Cape

The pig saw a bad thing.

A cat hit a little dog!

The pig got a cape.

“I will save you, little dog,” said the pig.

The pig said, “I will fly!”

The pig did a big jump.

Splat!

Circle all vowels. Remember, a silent -e changes the vowel sound. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

same	vine	net	pine
------	------	-----	------

tune	cut	can	cute
------	-----	-----	------

like	pit	tap	tape
------	-----	-----	------

case	bat	rode	cab
------	-----	------	-----

<i>skob</i>	<i>loke</i>	<i>pame</i>	<i>dasp</i>
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**Note to teacher:** this additional practice page is provided to support students who need more support in noticing patterns and decoding words. Not every student in differentiated lessons will need this additional practice. Use formative assessment to make this decision.

Circle all vowels. Remember, a silent -e changes the vowel sound. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

rat	rate	bit	bite
-----	------	-----	------

rob	robe	con	cone
-----	------	-----	------

tub	tube	pet	Pete
-----	------	-----	------

span	spoke	crab	crane
------	-------	------	-------



**Lesson 8: R-controlled vowels: ar, or, ur, ir, er**

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Manipulating Sounds in Words</b>	bark-/k/; bar perk-/p/; erk <b>Routine 1</b>  par+/k/; park sore+/t/; sort <b>Routine 2</b>		slip-slop (/i/-/ɔ/) slip-snip (/l/-/n/) cart-part (/k/-/p/) court-cork (/t/-/k/) <b>Routine 3</b>		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill: R-controlled vowels: ar, or, ur, ir, er</b>	<p><i>We learned vowels can have two sounds, short and long. When a vowel is followed by an r, the r changes the sound the vowel makes. The vowel is called an r-controlled vowel. The letters “ar” say /ar/, as in “car” and the letters “or” says /or/, as in “corn.” The “ir”, “ur” and “er” all make the sound /er/ as in the words “bird”, “fur” and “her”. (“Bossy r”) When reading, if the letters -ar are together, you know the sound is /ar/. If the letters -or are together, you know the sound is /or/. If the letters -er, -ir, or -ur are together, you know the sound is /er/. When writing, if a word has the /ar/ sound, the sound is spelled with the letters -ar. If a word has the /or/ sound, it is spelled with the letters -or. If a word has the /er/ sound, the sound could be spelled with the letters -er, -ir, or -ur. When unsure of the correct spelling of a word which contains the /er/ sound, it is best to write the word with all three letter combinations first. Then use visual cues to help determine the appropriate letter combination by asking yourself, “What looks right? Which spelling looks correct, as it’s written in a book?” If still unsure, consult a dictionary or other resource.</i></p>				
	Review ar <b>Routine 5</b>	Review ar and or <b>Routine 5</b>	Review er, ir, ur <b>Routine 5</b>	Review r-controlled vowels <b>Routine 22</b>	
<b>Whole Word Blending</b>	star, barn, plate, scarf <b>Routine 10</b>		hurt, bird, first, curl <b>Routine 10</b>		
<b>Blending Sentences</b>	Dave will not park the red car in the dark spot. <b>Routine 11</b>		The girl will not surf if there is a bad storm. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		cork, torn, smart, tone <b>Routine 12</b>		fur, swirl, fork, fun <b>Routine 17</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		Jane gave the fox corn in a jar on a cart. <b>Routine 13</b>		The hurt bird sat in the barn on the farm. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _am and _ame <b>Routine 4, 23</b>
<b>Manipulating Sounds and Letters in Words</b>					Corn, horn, born, burn, turn <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. park 2. bird 3. cord 4. burn 5. chirp 6. The corn is sort of hard. <b>Routine 33 – Takes place on Friday</b>				

## **The Bird and the Cord**

A cord hung on the side of the barn.

“That cord is pretty and I want it,” said the bird.

The bird got the cord.

“The cord will not come off the barn!” The bird said.

The cord was too hard to get.

“Next time I will cut the cord off,” said the bird.

Circle all vowels. Remember, a silent -e or an r after the vowel change the vowel sound. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

card	Ford	bird	line
------	------	------	------

cord	dude	harsh	curt
------	------	-------	------

sort	herd	wide	born
------	------	------	------

hurt	stir	start	torn
------	------	-------	------

<i>gler</i>	<i>bir</i>	<i>stort</i>	<i>larm</i>
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**Note to teacher:** this additional practice page is provided to support students who need more support in noticing patterns and decoding words. Not every student in differentiated lessons will need this additional practice. Use formative assessment to make this decision.

Circle all vowels. Remember, a silent -e or an r after the vowel change the vowel sound. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

chart	tune	bird	born
-------	------	------	------

spot	turn	cork	slope
------	------	------	-------

spark	perk	tar	best
-------	------	-----	------

<i>burp</i>	<i>pork</i>	<i>mane</i>	<i>spat</i>
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**Lesson 9: Vowel teams: long e (ea), long o (oa), long a (ai/ay)**

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Manipulating Sounds in Words</b>	car-/k/; ar height-/t/; hi <b>Routine 1</b>  shy+/n/; shine fry+/d/; fried <b>Routine 2</b>		mat-mitt (/ă/-f/) court-cart (/or/-ar/) pile-pale (/i/-ă/) plow-prow (/l/-r/) <b>Routine 3</b>		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Vowel teams:</b> <b>long e (ea), long o (oa), long a (ai/ay)</b>	<p><i>We learned a silent -e at the end of a word often makes the first vowel say its long sound. There is another way a vowel can make its long sound. When two vowels are side-by-side, the first vowel usually makes its long sound and the second vowel is quiet. For example: often the letters -ea make the long e sound; the letters -oa usually make the long o sound; and the letters -ai and -ay commonly may the long a sound.</i></p> <p><i>When reading, if a word has two vowels side-by-side, the first vowel usually makes its long sound and the second vowel is silent. The long sound says the vowel's name.</i></p> <p><i>When spelling, if a word has a long vowel sound, it may have the letter for the vowel sound, followed by another vowel. ("If two vowels go walking, the first one does the talking.") Remember, a silent final -e can also make the first vowel make its long sound in a single-syllable word. When unsure of the correct spelling of a word containing a long vowel sound, it is best to write the word with all the possible letter combinations first. Then use visual cues to help determine the appropriate letter combination by asking yourself, "What looks right? Which spelling looks correct, as it's written in a book?" If still unsure, consult a dictionary or other resource.</i></p>				
	Review long e sound, spelled -ea <b>Routine 5</b>	Review long o sound, spelled -oa <b>Routine 5</b>	Review long a, spelled -ai or -ay <b>Routine 5, 17</b>	Review vowel teams: long e (ea), long o (oa), long a (ai/ay) <b>Routine 22</b>	
<b>Whole Word Blending</b>	read, eat, take, teach <b>Routine 20</b>		aid, play, fray, treat <b>Routine 20</b>		
<b>Blending Sentences</b>	Kane will not speak when his teacher reads. <b>Routine 11</b>		The mail must stay on the tray. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		float, meat, bone, reach <b>Routine 21</b>		say, boat, brain, soap <b>Routine 21</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		The toad ate oats on the boat. <b>Routine 13</b>		The snail will read and play on the train. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _ing and _ine <b>Routine 4, 22</b>
<b>Manipulating Sounds and Letters in Words</b>					pail, snail, rail, rain, drain <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. treat 2. shears 3. coat 4. stain 5. stray 6. The team eats scones from the stove. <b>Routine 33 – Takes place on Friday</b>				

## The Stain

Lane has new jeans.

She likes the pants a lot.

Lane is on a team.

The team plays.

A drink gets hit and it lands on Lane's jeans. It makes a stain.

Lane feels sad.

"Do not be upset, Lane," say the kids on her team.

"We will clean the jeans."

Lane grins a wide smile.

Circle all vowels. Remember, a vowel team can make the first letter of the team say its name. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

beat	lean	cheek	speak
------	------	-------	-------

groan	leap	boat	teen
-------	------	------	------

play	Spain	gloat	brain
------	-------	-------	-------

moat	gray	sneak	bait
------	------	-------	------

<i>bleaf</i>	<i>moak</i>	<i>raib</i>	<i>leez</i>
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**Note to teacher:** this additional practice page is provided to support students who need more support in noticing patterns and decoding words. Not every student in differentiated lessons will need this additional practice. Use formative assessment to make this decision.

Circle all vowels. Remember, a silent -e or an r after the vowel change the vowel sound. Remind yourself of the vowel sound. Say the vowel sound. Read the word.

jeans	save	clean	loan
-------	------	-------	------

stain	seen	moan	art
-------	------	------	-----

tray	corn	plain	plane
------	------	-------	-------

float	clay	lead	fern
-------	------	------	------



**Lesson 10: Irregular vowel patterns: al, igh(t)**

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Manipulating Sounds in Words</b>	tone-/n/; toe hint-/n/; hit <b>Routine 1</b>  shoe+/t/; shoot sale+/n/; snail <b>Routine 2</b>		play-pray (/l/-/r/) finch-filch (/n/-/l/) snitch-switch (/n/-/w/) fail-foil (/ā/-/oi/) <b>Routine 3</b>		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill: Irregular vowel patterns: al, igh(t)</b>	<p><i>We learned vowels often make their short sound if there is only one vowel in the word. In addition, we learned a long vowel sound can be made with two vowels side-by-side or a combination of a vowel and a silent final -e. There are times when vowel sounds do not follow these “rules.” For example, when the letter combination of -al is in a word, it makes the sound /a/; The pattern -igh is also a “rule-breaker” and makes the sound of long i.</i></p> <p><i>When reading, if a word contains the letter pattern -al (or -all), it will make the sound /a/. The words “walk” and “talk” are exceptions. In our region, we pronounce those words “wock” and “tock.” If a word contains the letter pattern -igh, it will make the long i sound.</i></p> <p><i>When spelling, if a word has the sound /a/, the sound may be spelled with the letter pattern -al. (If the /a/ sound is the final sound, it may be spelled -all). If a word has the long i sound, the sound could possibly be spelled with the letter pattern -igh. Remember, the long i sound can also be spelled in other ways (e.g. i-e). When unsure of the correct spelling of a word containing the long i vowel sound, it is best to write the word with all the possible letter combinations first. Then use visual cues to help determine the appropriate letter combination by asking yourself, “What looks right? Which spelling looks correct, as it’s written in a book?” If still unsure, consult a dictionary or other resource.</i></p>				
	Introduce -al <b>Routine 6</b>	Introduce -igh <b>Routine 6</b>	Review -al and -igh <b>Routine 10</b>	Review -al and -igh <b>Routine 23</b>	
<b>Whole Word Blending</b>	all, ball, salt, late <b>Routine 10</b>		high, sight, call, life <b>Routine 10</b>		
<b>Blending Sentences</b>	Your father and Carl had a ball at the mall. <b>Routine 11</b>		At night, my mother might turn the lights on high. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		sigh, bright, sway, walk <b>Routine 17</b>		fright, hall, lame, tight <b>Routine 17</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		The small dog wags its tail. <b>Routine 13</b>		Is it right to walk and talk at the same time? <b>Routine 13</b>	
<b>Word Families</b>					Word Families _ay and _ake <b>Routine 4, 23</b>
<b>Manipulating Sounds and Letters in Words</b>					sigh, sight, fright, flight, light <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. call 2. high 3. stall 4. steal 5. rope 6. The ball might fall right on the track. <b>Routine 33 – Takes place on Friday</b>				

# My First Flight

They call my name.

Mother and Father are not here.

It is just me.

I sigh. I can do this!

A tall man takes my hand.

“Come on. I will help you get your seat.”

The plane is so big.

I walk to my seat.

I am not calm at all!

The plane turns on.

We go so high!

I like my first flight.

Circle the vowel pattern. Say the vowel sound.  
Read the word.

malt	lope	wall	right
------	------	------	-------

sight	thirst	light	call
-------	--------	-------	------

cart	hall	might	star
------	------	-------	------

bright	cord	all	first
--------	------	-----	-------

<i>zall</i>	<i>dright</i>	<i>balt</i>	<i>jigh</i>
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Circle the vowel pattern. Say the vowel sound.  
Read the word.

ball	right	high	bean
------	-------	------	------

bar	bald	sigh	beam
-----	------	------	------

stall	bark	bright	steam
-------	------	--------	-------

light	dark	bleed	late
-------	------	-------	------

**Lesson 11: Irregular vowel patterns: ie, ew**

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Manipulating Sounds in Words</b>	slate-/l/; sate pinch-/n/; pinch <b>Routine 1</b>  sap-/l/; slap sick-/l/; silk <b>Routine 2</b>		stream-strum (/ē/-/ū/) sweet-sleet (/w/-/l/) chirp-churn (/p/-/n/) snipe-swipe (/n/-/w/) <b>Routine 3</b>		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill: Irregular vowel patterns: al, igh(t)</b>	<p>We learned vowels often make their short sound if there is only one vowel in the word. In addition, we learned a long vowel sound can be made with two vowels side-by-side or a combination of a vowel and a silent final -e. There are times when vowel sounds do not follow these “rules.” For example, when vowel pattern -ie is in a word, it often makes a long e sound, as in the word “piece.” The vowel pattern -ew is also a “rule-breaker” and can make the sound of long u, as in the word “new.”</p> <p>When reading, if a word contains the vowel pattern -ie, it may make the long e sound. If a word contains the vowel pattern -ew, it may make the long u sound.</p> <p>When spelling, if a word has the long e sound, the sound may be spelled with the vowel pattern -ie. If a word has the long u sound, the sound could possibly be spelled with the vowel pattern -ew. Remember, these long vowel sounds can also be spelled in other ways (e.g. Long e can be spelled with -e-e. Long u could be spelled with -u-e.). When unsure of the correct spelling of a word containing a sound which could be spelled in multiple ways, it is best to write the word with all the possible letter combinations first. Then use visual cues to help determine the appropriate letter combination by asking yourself, “What looks right? Which spelling looks correct, as it’s written in a book?” If still unsure, consult a dictionary or other resource.</p>				
	Introduce long e, spelled -ie <b>Routine 6</b>	Introduce long u, spelled -ew <b>Routine 6</b>	Review -ie and -ew <b>Routine 22</b>	Review -ie and -ew <b>Routine 23</b>	
<b>Whole Word Blending</b>	piece, field, fine, brief <b>Routine 10</b>		new, crew, chief, thief <b>Routine 10</b>		
<b>Blending Sentences</b>	The thief ate a piece of cake. <b>Routine 11</b>		Drew grew a few beans and corn. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		dew, grief, brief, flew <b>Routine 17</b>		stew, pew, chief <b>Routine 17</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		The chief led the tribe into those fields. <b>Routine 13</b>		The bird flew to its nest in the new car. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _ore and _op <b>Routine 4, 23</b>
<b>Manipulating Sounds and Letters in Words</b>					dew, few, flew, grew, screw <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. stew 2. field 3. few 4. chart 5. chew 6. The thief stole the brand new car. <b>Routine 33 – Takes place on Friday</b>				

## The Thief Chews

The thief steals a few bites of cake.

The thief chews. Yum!

Then, the thief steals some small treats.

The thief chews. Yum!

Next, the thief steals a plate of kale.

The thief chews. Yum!

Last, the thief takes a piece of wheat  
toast.

The thief chews. Yum!

You should not steal, thief!

Circle the vowel pattern. Say the vowel sound.

Read the word.

few	coal	grief	teal
-----	------	-------	------

dark	choke	steam	chief
------	-------	-------	-------

brief	dew	pews	greet
-------	-----	------	-------

state	blew	piece	dorm
-------	------	-------	------

<i>vew</i>	<i>shiem</i>	<i>lew</i>	<i>hiel</i>
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Circle the vowel pattern. Say the vowel sound.  
Read the word.

fiend	blew	seal	shriek
-------	------	------	--------

mean	field	chief	brew
------	-------	-------	------

shield	hard	grew	high
--------	------	------	------

new	chew	priest	flew
-----	------	--------	------



**Lesson 12: Irregular vowel patterns: oo, oo**

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Manipulating Sounds in Words</b>	slump-/p/; slum snip-/n/; sip <b>Routine 1</b>  spoil-/d/; spoiled shock-/t/; shocked <b>Routine 2</b>		vile-file (/v/-ff/) slope-sleep (/ō/-ē/) skill-spill (/k/-p/) shocked-shopped (/k/-p/) <b>Routine 3</b>		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill: Irregular vowel patterns: oo, oo</b>	<p><i>We learned vowels often make their short sound if there is only one vowel in the word. In addition, we learned a long vowel sound can be made with two vowels side-by-side or a combination of a vowel and a silent final -e. There are times when vowel sounds do not follow these "rules." For example, the vowel team -oo can make two different sounds. The vowel team -oo could make a "short oo" sound, as in the word "foot." The vowel team -oo could make a "long oo" sound, as in the word "too."</i></p> <p><i>When reading, if a word contains the vowel team -oo, it may make the short oo sound, as in the word "foot." The vowel team -oo could also make the long oo sound, as in the word "too." As a reader, it is important to first tell yourself both sounds of the vowel team -oo. Next, think about the author's message, asking yourself, "What sounds right? Which -oo sound makes a word that fits the meaning in this sentence?"</i></p> <p><i>When spelling, if a word has the "short oo" sound, as in the word "foot," the sound could be spelled with the vowel pattern -oo. If a word has the "long oo" sound, as in the word "too," the sound could possibly be spelled with the vowel team -oo. When unsure of the correct spelling of a word containing a sound which could be spelled in multiple ways, it is best to write the word with all the possible letter combinations first. Then use visual cues to help determine the appropriate letter combination by asking yourself, "What looks right? Which spelling looks correct, as it's written in a book?" If still unsure, consult a dictionary or other resource.</i></p>				
	Introduce "short oo" <b>Routine 6</b>	Introduce "long oo" <b>Routine 6</b>	Review irregular vowel team -oo <b>Routine 16</b>	Review irregular vowel team -oo <b>Routine 22</b>	
<b>Whole Word Blending</b>	book, hoof, corn, shook <b>Routine 16</b>		too, cook, spoon, bone <b>Routine 16</b>		
<b>Blending Sentences</b>	The fish took the bait from the hook. <b>Routine 11</b>		The boy had a loose tooth that hurt. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		stood, zoo, tooth, room <b>Routine 12</b>		brook, fort, smooth, broom <b>Routine 12</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		I went to the brook at the zoo to take a look by myself. <b>Routine 13</b>		My father took me to school and then to the pool. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _ain and _an <b>Routine 4. 22</b>
<b>Manipulating Sounds and Letters in Words</b>					broom, room, roof, root, soot <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. foot 2. brain 3. book 4. storm 5. tooth 6. We took out the stool to stand on and reach the new treats. <b>Routine 33 – Takes place on Friday</b>				

## A Different Book

I sit by myself.

I like to read books.

I take a different sort of book this day.

I look at the new book.

I look at a page.

The book is not too hard. I can read it all.

The words take me to a new place.

I do not see what is around me.

I only see what the book puts in my brain.

Circle the vowel pattern. Say the vowel sound.  
Read the word.

cool	seat	grime	toot
------	------	-------	------

field	fort	doom	good
-------	------	------	------

too	fool	grief	cheat
-----	------	-------	-------

north	groan	boot	shook
-------	-------	------	-------

This lesson does not include a row of nonsense words because meaning is necessary to determine whether “oo” has a short or long sound.

**Lesson 13: Soft c and g; digraphs/trigraphs: -ck, -ch, -tch, -dge**

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Manipulating Sounds in Words</b>	ledge-/l/; edge witch-/w/; itch <b>Routine 1</b>  tap+/s/; taps judge+/d/; judged <b>Routine 2</b>		pup-pip (/û/-î/) judge-fudge (/j/-f/) witch-watch (/î/-ô/) slurp-slip (/ur/-î/) <b>Routine 3</b>		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill: Soft c and g; digraphs/trigraphs: -ck, -ch, -tch, -dge</b>	<p>We have learned the letters c and g can make both a hard and soft sound. Hard c says /k/. Soft c says /s/. Hard g says /g/. Soft g says /j/. Here's the general rule: When the letter c or g is followed by the vowel e, i, or y, its sound is soft. Otherwise, c and g make the hard sound. When reading, if a word contains a c or g, it is important to look at the letter following it. If the letter after the c or g is an e, i or y, the c or g makes the soft sound. When spelling, if a word has the sound /s/ or /j/, it is important to think about the different ways the sound could be spelled. When unsure of the correct spelling of a word containing a sound which could be spelled in multiple ways, it is best to write the word with all the possible letter combinations first. Then use visual cues to help determine the appropriate letter combination by asking yourself, "What looks right? Which spelling looks correct, as it's written in a book?" If still unsure, consult a dictionary or other resource.</p> <p>Some letter teams, called digraphs or trigraphs, come together to make one sound. The digraph -ck makes the sound /k/. The digraph -ch makes the sound /ch/. The trigraph -tch can also make the sound /ch/. The trigraph -dge makes the /j/ sound. The digraph ph- makes the sound /f/. When reading, it is important to recognize when a letter combination is a digraph or trigraph because the combination makes a new sound. When spelling, if unsure of the correct spelling of a word containing a sound which could be spelled in multiple ways, it is best to write the word with all the possible letter combinations first. Then use visual cues to help determine the appropriate letter combination by asking yourself, "What looks right? Which spelling looks correct, as it's written in a book?" If still unsure, consult a dictionary or other resource.</p>				
	Review soft c and g <b>Routine 6</b>	Introduce digraph -ck, -ch, ph- <b>Routine 5</b>	Review digraphs -tch, -dge <b>Routine 5</b>	Review soft c and g; digraphs/trigraphs: <b>Routine 10</b>	
<b>Whole Word Blending</b>	ice, cent, cart, gem <b>Routine 10</b>		switch, gust, wedge, dodge <b>Routine 10</b>		
<b>Blending Sentences</b>	I saw the rage on his face! <b>Routine 11</b>		The witch will snatch the fudge on the huge dish. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		back, phone, shock, pinch <b>Routine 12</b>		phase, bunch, cage, blotch <b>Routine 12</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		Will you teach me the way to check the lock before you go? <b>Routine 13</b>		The nice dog will fetch the stick around the hedge. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _ight and _ill <b>Routine 4, 22</b>
<b>Manipulating Sounds and Letters in Words</b>					truck, luck, lack, latch, hatch <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. batch 2. phrase 3. age 4. lice 5. chick 6. The judge locks her truck. <b>Routine 33 – Takes place on Friday</b>				

## The Time I Got Lice

Lice are little bugs that live in your hair!  
A few children in our class got lice.  
I was at my desk when I had a big shock.  
I put my hand on my hair and gave a  
scratch.

A bug fell out.

Yuck!

I had to go home.

I had to brush and brush and clean and  
clean my hair.

The next day, I came back to school with  
no bugs!

Circle the soft c, the soft g, or the digraph/trigraph. Say the sound of the pattern you circled. Read the word.

lace	rage	mice	age
------	------	------	-----

hack	much	lice	cent
------	------	------	------

gem	switch	nudge	graph
-----	--------	-------	-------

chunk	range	glitch	slice
-------	-------	--------	-------

<i>glunk</i>	<i>blinge</i>	<i>motch</i>	<i>spaph</i>
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**Note to teacher:** this additional practice page is provided to support students who need more support in noticing patterns and decoding words. Not every student in differentiated lessons will need this additional practice. Use formative assessment to make this decision.

Circle the soft c, the soft g, or the digraph/trigraph. Say the sound of the pattern you circled. Read the word.

chuck	brace	mice	judge
-------	-------	------	-------

latch	ace	pudge	luck
-------	-----	-------	------

munch	wage	grace	badge
-------	------	-------	-------

muck	bridge	grinch	pace
------	--------	--------	------

**Lesson 14: Irregular vowel teams: oi/oy, ou/ow, au/aw**

Phonological Awareness					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Manipulating Sounds in Words</b>	bout-/t/; bow bout-/b/; ow <b>Routine 1</b>  laid+/-ē/; lady laid+/-b/; blade <b>Routine 2</b>		plank-prank (/l/-/r/) braid-blade (/r/-/l/) snipped-slipped (/n/-/l/) flipped-flopped (/f/-/d/) <b>Routine 3</b>		
Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill: Irregular vowel teams: oi/oy, ou/ow, au/aw</b>	<p><i>We learned vowels often make their short sound if there is only one vowel in the word. In addition, we learned a long vowel sound can be made with two vowels side-by-side or a combination of a vowel and a silent final -e. There are times when vowel sounds do not follow these "rules." For example, the /oy/ sound, as in the word "boy," can be spelled by either the vowel teams -oi or -oy. The sound /ow/, as in the word "cow," can be spelled by the vowel teams -ou or -ow. The /aw/ sound, as in the word "saw," may be spelled by the vowel team -au or -aw.</i></p> <p><i>When reading, if a word contains the vowel team -oi or -oy, it may make the sound /oy/. If a word contains the vowel team -ou or -ow, it may make the sound /ow/. If a word contains the vowel pattern -au or -aw, it may make the sound /aw/.</i></p> <p><i>When spelling, if a word has the /oy/ sound, the sound may be spelled with the vowel pattern -oi or -oy. If a word has the sound /ow/, the sound could possibly be spelled with the vowel team -ou or -ow. If a word contains the /aw/ sound, the sound might be spelled with the vowel team -au or -aw. When unsure of the correct spelling of a word containing a sound which could be spelled in multiple ways, it is best to write the word with all the possible letter combinations first. Then use visual cues to help determine the appropriate letter combination by asking yourself, "What looks right? Which spelling looks correct, as it's written in a book?" If still unsure, consult a dictionary or other resource.</i></p>				
	Introduce /oy/ sound, spelled -oi or -oy <b>Routine 6, 16</b>	Introduce /ow/ sound, spelled -ou or -ow <b>Routine 6, 16</b>	Introduce /aw/ sound, spelled -au or -aw <b>Routine 6, 16</b>	Review vowel teams: oi/oy, ou/ow, au/aw <b>Routine 22</b>	
<b>Whole Word Blending</b>	oil, toy, road, boy <b>Routine 10</b>		out, law, haul, coil <b>Routine 10</b>		
<b>Blending Sentences</b>	The boy did not get a new toy, so he cried. <b>Routine 11</b>		The owl and hawk flew around the barn. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		cow, plow, soil, joy <b>Routine 17</b>		pout, wow, went, loud <b>Routine 17</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		Did the boy pout out loud? <b>Routine 13</b>		The bird made a caw sound with its mouth. <b>Routine 13</b>	
<b>Manipulating Sounds and Letters in Words</b>					now, how, howl, owl, growl <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. crawl 2. pout 3. soil 4. joy 5. sound 6. The boy sits on the couch and starts to bawl. <b>Routine 33 – Takes place on Friday</b>				



# I Pout

I lost my new toy.

It fell in the street and a car drove on it.

I saw the toy, flat on the street.

First, I had to bawl. I cried out loud!

Now I just pout.

I wish I had my toy back.

Then, my friend sits with me.

“Do not be sad. You still have lots of friends  
and we like you.”

I do not pout any more.

Circle the vowel team. Say the sound that the letters you circled make. Read the word.

coin	ploy	soil	foil
------	------	------	------

cow	droid	stout	boil
-----	-------	-------	------

hawk	crawl	caw	maul
------	-------	-----	------

now	proud	sprawl	joy
-----	-------	--------	-----

<i>drow</i>	<i>loim</i>	<i>jawl</i>	<i>nout</i>
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**Note to teacher:** this additional practice page is provided to support students who need more support in noticing patterns and decoding words. Not every student in differentiated lessons will need this additional practice. Use formative assessment to make this decision.

Circle the vowel team. Say the sound that the letters you circled make. Read the word.

launch	spoil	bounce	hawk
--------	-------	--------	------

cow	toy	dawn	mound
-----	-----	------	-------

saw	brown	join	ploy
-----	-------	------	------

brawn	plow	pawn	shout
-------	------	------	-------

**Lesson 15: Final e following v, c, g**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Other silent e: have, change, mice</b>	<p><i>The silent final -e has many jobs. We already learned a silent final -e can help a vowel say its long sound, its name (e.g. same, ride, etc.). Silent e has other jobs as well:</i></p> <ul style="list-style-type: none"> <li><i>Very few words end in the letter v. A silent -e is usually added to a v at the end of a word. A final -e after the letter v can be an exception to the silent final -e rule. Often, but not always, when a single-syllable word ends in the letters -ve, the first vowel in the word is short.</i></li> <li><i>We have already learned a c followed by the letter -e makes the soft c sound. In other words, a silent -e can help 'c' say /s/, such as the word "lance."</i></li> <li><i>We also have already learned a g followed by the letter -e makes the soft g sound. In other words, a silent -e can help 'g' say /j/, as in the word "change."</i></li> </ul> <p><i>When reading, be aware of a silent final -e. Remember, a final -e can make the first vowel long, make the first vowel short if preceded by the letter -v, or make a c or g say its soft sound.</i></p> <p><i>When spelling, remember a silent final -e might be added to a word for multiple reasons. When unsure of the correct spelling of a word containing a sound which could be spelled in multiple ways, it is best to write the word with all the possible letter combinations first. Then use visual cues to help determine the appropriate letter combination by asking yourself, "What looks right? Which spelling looks correct, as it's written in a book?" If still unsure, consult a dictionary or other resource.</i></p>				
	Introduce -ve <b>Routine 6, 16</b>	Review final -e with soft c and g <b>Routine 12</b>	Review final -e <b>Routine 10</b>	Review final -e <b>Routine 12</b>	
<b>Whole Word Blending</b>	Have, give, hate, love <b>Routine 10</b>		Grace, age, love, price, <b>Routine 10</b>		
<b>Blending Sentences</b>	Dave will give the girl a glove. <b>Routine 11</b>		His mother and father live in a large place. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		change, mice, live (short i), place <b>Routine 12</b>		stage, spice, hinge, page <b>Routine 12</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		Don't get a huge cage for the mice. <b>Routine 13</b>		Did you eat a slice of the ham with spice? <b>Routine 13</b>	
<b>Word Families</b>					Word Families _ook and _ack <b>Routine 4, 23</b>
<b>Manipulating Sounds and Letters in Words</b>					race, trace, lace, lice, slice <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. live 2. sage 3. place 4. splice 5. stove 6. The mice love to race each day. <b>Routine 33 – Takes place on Friday</b>				

## **I Lost the Race Today**

Today, we had a huge race.

My friends and I ran from the shop to our home.

Grace, Tam, and Jax were fast.

I could not keep up.

It did not feel good to be last, but my friends were nice.

They said, “You will win on a different day.”

Circle the vowel, final consonant, and silent e. Say the sound that the letters you circled make. Read the word.

give	have	glove	live
------	------	-------	------

ace	rage	lace	stage
-----	------	------	-------

stone	love	nice	drudge
-------	------	------	--------

spice	slate	slice	greet
-------	-------	-------	-------

<i>broce</i>	<i>spage</i>	<i>rige</i>	<i>pluce</i>
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**Lesson 16: One-, two-, and three-syllable words: double consonants**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>One-, two-, and three-syllable words: double consonants</b>	<p><i>We know words are made up of parts, syllables. Each syllable has a vowel sound. When a word has two consonants in the middle, the word is usually divided in between the two consonants when determining syllables. (Please Note: The double consonants may be twin letters [as in puppy] or different double consonants [as in center].)</i></p> <p><i>When reading, breaking a word into syllables makes a long word more manageable to decode. Look for spots to break the word into syllables, decode each syllable, then blend the syllables together to read the whole word. Remember, when seeing two consonants in the middle of a word, the word can be divided into syllables in between the two consonants.</i></p> <p><i>When writing, breaking a word into syllables makes a long word more manageable to spell. Break the word into the syllables you hear. Spell each syllable. Combine the syllables to spell the whole word. Remember, often syllables are divided between two consonants in the middle of a word.</i></p>				
	Introduce syllables and dividing between double consonants <b>Routine 27</b>	Review syllables and dividing between double consonants <b>Routine 28</b>	Review syllables and dividing between double consonants <b>Routine 27</b>	Review syllables and dividing between double consonants <b>Routine 28</b>	
<b>Whole Word Blending</b>	bench, center, forgetful, spike <b>Routine 27</b>		third, hermit, hammer, basketball <b>Routine 27</b>		
<b>Blending Sentences</b>	Did you eat dinner outside by the water? <b>Routine 11</b>		The pepper is in the brown basket. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		Tapping, lettuce, change, puppy <b>Routine 28</b>		balloon, happen, important, sleep <b>Routine 28</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		The plastic bucket spilled on the carpet. <b>Routine 13</b>		People play with the green and yellow water balloons. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _ice and _ick <b>Routine 4, 23</b>
<b>Manipulating Sounds and Letters in Words</b>					bitter, batter, matter, shatter, shutter <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. lantern 2. mitten 3. random 4. pregnant 5. grabber 6. Our kittens do not like balloons. <b>Routine 33 – Takes place on Friday</b>				

## Grandmom's Button

I have a button.

My grandmom gave it to me.

It is my best thing.

My grandmom got the button from her mother.

The button is silver. There is a kitten on it.

Once upon a time, the button was part of a dress.

I like to hold the button and think about the past.

I think about how my grandmom's mother loved  
her just like my mom loves me.



Draw a line between syllables. Read each syllable. Read the word.

garbage	wreck	carpet	hammer
---------	-------	--------	--------

carving	ended	invite	bedside
---------	-------	--------	---------

thirst	trapper	standard	painted
--------	---------	----------	---------

hamster	combine	fantastic	carpenter
---------	---------	-----------	-----------

<i>skinter</i>	<i>boksen</i>	<i>timmen</i>	<i>boglut</i>
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**Lesson 17: Open/closed syllables**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Two- and three-syllable words</b>	<p><i>We know words are made up of parts, syllables. Each syllable has a vowel sound. Dividing words into syllables makes a longer word more manageable to read and/or write.</i></p> <p><i>We have learned one way to divide a longer word into syllables: divide between double consonants. Today we will continue to practice recognizing open and closed syllables to help us read and write. An open syllable ends in a vowel sound. An open syllable usually contains a long vowel. A closed syllable ends in a consonant sound. Typically, a closed syllable contains a short vowel sound.</i></p> <p><i>When reading, breaking a word into syllables makes a long word more manageable to decode. Look for spots to break the word into syllables, decode each syllable, then blend the syllables together to read the whole word. If you are unsure of the way the word is divided into syllables, try breaking it first into an open syllable by locating the first vowel/vowel team. Blend the sounds together in that part of the word, using a long vowel sound. Blend the rest of the word, asking yourself if it sounds right. If not, go back and try to make a closed syllable by stopping after the consonant sound after the first vowel. Since this is a closed syllable, the vowel sound would be short. Ask yourself if it sounds right. After sounding the word out in this manner, use context clues to confirm if you are correct.</i></p> <p><i>When writing, breaking a word into syllables makes a long word more manageable to spell. You can hear the syllables in words. Break the word into the syllables you hear. Spell each syllable. Combine the syllables to spell the whole word. If you are unsure of the correct spelling of a word containing a sound which could be spelled in multiple ways, it is best to write the word with all the possible letter combinations first. Then use visual cues to help determine the appropriate letter combination by asking yourself, "What looks right? Which spelling looks correct, as it's written in a book?" If still unsure, consult a dictionary or other resource.</i></p>				
	Introduce open syllables <b>Routine 27</b>	Introduce closed syllables <b>Routine 27</b>	Review open and closed syllables <b>Routine 27</b>	Review open and closed syllables <b>Routine 28</b>	
<b>Whole Word Blending</b>	baby, even, paper, bonus <b>Routine 27</b>		rabbit, recent, subject, robot <b>Routine 27</b>		
<b>Blending Sentences</b>	Remind me to open the item in the box. <b>Routine 11</b>		The visit to the beach has been wonderful. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		absent, contact, happen, mishap <b>Routine 28</b>		velvet, depend, began, hammer <b>Routine 28</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		Does the student understand the problem? <b>Routine 13</b>		We had been shopping all day yesterday. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _ow (as in low) and _ock <b>Routine 4, 22</b>
<b>Manipulating Sounds and Letters in Words</b>					crack, cracker, tracker, tracking, frackling <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. music 2. masking 3. label 4. jabber 5. padded 6. This paper is ripping. <b>Routine 33 – Takes place on Friday</b>				

## **The Hidden Rabbit**

Our pet is a rabbit.

She gets to jump around our home.

We open her cage and she hops out.

She hops over to a bedroom.

Where did she go?

Our rabbit had hidden herself.

We open the dresser.

We look under the bed.

We cannot see her.

We wonder if we will locate our rabbit.

Curtis found her!

The rabbit is under a blanket.

Draw a line between syllables. Read each syllable. Read the word.

candid	ransom	painter	label
--------	--------	---------	-------

insert	sender	restart	pancake
--------	--------	---------	---------

patted	strain	raining	began
--------	--------	---------	-------

meter	discomfort	sister	speller
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<i>slippen</i>	<i>bepoint</i>	<i>lamden</i>	<i>dobarge</i>
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**Lesson 18: Inflectional endings: -s, -es, -ed, -ing**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Inflectional endings: -s, -es, -ed, -ing</b>	<p><i>Note to the Teacher: An "inflectional ending" is a group of letters added to the end of a word that changes the meaning of a word.</i></p> <p><u><b>-s or -es endings:</b></u> Some nouns (words which name a person, place or thing) represent one person, place or thing. These nouns are called "singular," meaning a single, or one, person, place or thing. Some nouns refer to more than one person, place or thing. Nouns which refer to more than one person, place or thing are called "plural." In most cases, a plural noun ends with the letter -s. If, however, a noun ends with the letters ch, sh, s, x or z, -es is used to show its plural form. There are times when the /s/ sound is added to a verb, words which show action. The rule is similar. If a verb ends in ch, sh, s, x, z or o, add -es. If a verb ends in y, drop the y and add -ies. When reading, if a word ends in -s or -es, you know the final sound is /s/ or /z/. When writing, if a word ends in the sound /s/ or /z/, the sound could be written with the letters -s or -es, depending on the letter(s) prior to the ending.</p> <p><u><b>-ing endings:</b></u> When an action is happening right now, the verb often ends in the letters -ing. When reading, if a verb ends with the letters -ing, it could mean the action is happening in the present. When writing, if an action is happening in the present, you may need to add the letters -ing.</p> <p><u><b>-ed endings:</b></u> When an action happened in the past, the verb often ends in the letters -ed. When reading, if a verb ends with the letters -ed, it could mean the action happened in the past. When -ed is added to a word, it could make different sounds like /d/.../ed/.../t/. When writing, if an action happened in the past, you may need to add -ed.</p> <p>When an ending is added to a word, the following rules can be used:</p> <ul style="list-style-type: none"> <li>• If a word ends in a consonant and final -y, change the -y to i and add the ending.</li> <li>• If a word ends in a short vowel and a single consonant, double the final consonant and add -ed or -ing.</li> <li>• If a word ends in a silent final -e, drop the -e and add the ending.</li> </ul>				
	Review adding -s or -es <b>Routine 7</b>	Review adding -ing <b>Routine 7</b>	Review adding -ed (/d/, /t/, /ed/) <b>Routine 16</b>	Review endings -s, -es, -ing, -ed <b>Routine 23</b>	
<b>Whole Word Blending</b>	enjoy→enjoys coach→coaches pass→passes cry→cries <b>Routine 7</b>		twist→twisted reach→reached jot→jotted switch→switched <b>Routine 16</b>		
<b>Blending Sentences</b>	He made wishes to have a house full of pets. <b>Routine 11</b>		The girl shouted loudly as the crowd cheered. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		cheat→cheating dance→dancing hop→hopping snore→snoring hide→hiding <b>Routine 8</b>		stitch→stiches→stitched→stitching pet→pets→petted→petting hope→hopes→hoped→hoping <b>Routine 8</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		Are the birds sleeping in that tree? <b>Routine 13</b>		Mom gave me five new dresses and six shirts. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _ood (as in good) and _og <b>Routine 4, 22</b>
<b>Manipulating Sounds and Letters in Words</b>					cart, start, started, darted, darting <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. beaches 2. tried 3. taking 4. chatted 5. rocked 6. We locked the doors before running to the park. <b>Routine 33 – Takes place on Friday</b>				

## Shay Makes a Basket

Shay is small, so she cannot toss things too far.

She is just six years old.

One day, she decided to play with a ball and a tall hoop.

All day, she tried to get the ball in the hoop.

Her friend saw her playing.

Shay hurled the ball in the air again and again.

Once, it bonked her on the head.

Her friend said, “Bend your legs!”

Shay crouched way down. Then she pushed with her legs, tossing the ball up.

It did not go in, but it was close.

“Do it again!” said her friend.

Shay bent her legs and then she jumped. This time, the ball went in!

Circle the word's ending. Say the sound that the letters you circled make. Read the word.

foxes	couches	tries	coins
-------	---------	-------	-------

reaching	making	starting	hitting
----------	--------	----------	---------

capped	dented	teaching	carries
--------	--------	----------	---------

seeking	cranked	shaping	ranted
---------	---------	---------	--------

<i>smeeffing</i>	<i>lubbed</i>	<i>blaking</i>	<i>natted</i>
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**Lesson 19: Comparative endings: -er, -est**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Comparative endings: -er, -est</b>	<p>Add -er or -est to show how one thing compares with another. When an adjective is used to compare two nouns, the ending -er is often used (e.g. big→bigger). When an adjective is used to compare three nouns, the endings -er and -est are used (e.g. sad→sadder→saddest).</p> <p>When reading, pay attention to endings -er and -est to help you better understand how two or three things compare.</p> <p>When writing, if you want to compare two or three objects, people or places, adding an ending like -er or -est may be an option.</p> <p>When a comparative ending is added to a word, the following rules can be used:</p> <ul style="list-style-type: none"> <li>If a word ends in a consonant and final -y, change the -y to i and add the ending.</li> <li>If a word ends in a short vowel and a single consonant, double the final consonant and add the ending.</li> <li>If a word ends in a silent final -e, drop the -e and add the ending.</li> </ul>				
	Just add the comparative ending <b>Routine 7</b>	Double the consonant <b>Routine 8</b>	Change the final -y to -i <b>Routine 8</b>	Review comparative endings <b>Routine 8</b>	
<b>Whole Word Blending</b>	clean→cleaner→cleanest  old→older→oldest <b>Routine 7</b>	big→bigger→biggest  hot→hotter→hottest <b>Routine 7</b>	noisy→noisier→noisiest  angry→angrier→angriest <b>Routine 7</b>	bright→brighter→brightest  cold→colder→coldest <b>Routine 7</b>	
<b>Blending Sentences</b>	The fastest and slowest people in the race shook hands. <b>Routine 11</b>		The prettiest and silliest cats played together. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>	tight→tighter→tightest  tall→taller→tallest <b>Routine 8</b>	thin→thinner→thinnest  fat→fatter→fattest <b>Routine 8</b>	happy→happier→happiest  moody→moodier→moodiest <b>Routine 8</b>	sad→sadder→saddest  funny→funnier→funniest <b>Routine 8</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		It is a hotter and wetter day. <b>Routine 13</b>		The day is sunnier and warmer than last week. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _aw and _ew <b>Routine 4, 22</b>
<b>Manipulating Sounds and Letters in Words</b>					fat, fatter, fitter, fittest <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. sillier 2. fastest 3. larger 4. prettiest 5. darkest 6. This book is the scariest I have ever seen. <b>Routine 33 – Takes place on Friday</b>				



## The Stormy Day

Rav likes looking for shells on beaches.

It is sunny when the day starts, and Rav is looking for shells with his mother.

Clouds gather. It gets darker and darker.

Rav feels a drop of rain on his cheek.

He feels a drop on his arm.

Then, a little ball of hail hits him.

“Let’s go to the car,” Father calls.

Soon, it is the stormiest day ever.

Rain pounds. It rains harder and harder.

Hail falls. Thunder crashes. Lightning sparks.

Rav runs with his mother.

They jump in the car.

They are all wet.

They sit together in the warm car and look out at the storm.

Circle the word's ending. Say the sound that the letters you circled make. Notice any changes to the spelling of the root word. Read the word.

faster	happiest	hotter	hottest
--------	----------	--------	---------

choosy	choosier	choosiest	tallest
--------	----------	-----------	---------

funniest	funnier	slimier	slimiest
----------	---------	---------	----------

finest	sharper	sharpest	harder
--------	---------	----------	--------

<i>chammier</i>	<i>clobbest</i>	<i>mandest</i>	<i>glabber</i>
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**Lesson 20: Contractions: am, is, will, are, not**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Contractions: am, is, will, are, not</b>	<p>A word produced by combining two words together and leaving out some of the letters/sounds is called a contraction. A contraction is a short form of the two words. An apostrophe is used in contractions to show where letters/sounds have been left out.</p> <p>When reading, if a contraction contains 'm, you know the word stands for ___ am. If a contraction contains 's, you know the word stands for ___ is. If a contraction contains 'll, you know the word stands for ___ will. If a contraction contains 're, you know the word stands for ___ are. If a contraction contains n't, you know the word stands for ___ not.</p> <p>When writing, you may write a contraction when combining another word with either am, is, will, are, not. Don't forget to use an apostrophe in place of the missing letters.</p>				
	Contractions with am, are <b>Routine 6</b>	Contractions with is, will <b>Routine 6</b>	Contractions with not <b>Routine 6</b>	Review contractions with am, is, will, are, not <b>Routine 23</b>	
<b>Whole Word Blending</b>	I'm, you're, we're, they're <b>Routine 7</b>	it's, he's, I'll, they'll <b>Routine 7</b>	won't, don't, haven't, doesn't <b>Routine 7</b>	this'll, we're, it'll, isn't <b>Routine 7</b>	
<b>Blending Sentences</b>	I'm going to the store today, and they're going to the beach. <b>Routine 11</b>		Don't keep your glass of water on the desk. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> Provide scaffolds when there are multiple ways to spell a sound.	we're, you're, I'm, they're <b>Routine 8</b>	she's, how's, she'll, we'll <b>Routine 8</b>	can't, wasn't, shouldn't, didn't <b>Routine 8</b>	won't, she'll, he's, I'm <b>Routine 8</b>	
<b>Sentence Dictation</b> Provide scaffolds when there are multiple ways to spell a sound.		What's the matter with the child? <b>Routine 13</b>		I can't ride my bike because it isn't fixed yet. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _ought and _ump <b>Routine 4, 22</b>
<b>Manipulating Sounds and Letters in Words</b>					she, she's, she'll, he'll, we'll <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. won't 2. isn't 3. he'll 4. she's 5. couldn't 6. Didn't you say we're about to go home? <b>Routine 33 – Takes place on Friday</b>				

## The New Bike

I can't wait to get my new bike!

I'm going to ride it all around.

My new bike's going to be bright green.

I'll treat it so well.

My grandmom and grandad don't think I'll keep it nice.

They'll be so shocked when I clean it each day.

I'm going to go off jumps!

My friends and I are going to ride all around.

We'll go up hills and down hills.

Here comes a car!

It's Grandad.

What's he pulling out of the trunk?

Can it be?

It's my bike!

Look! It's green.

Circle the apostrophe. Say two words in the contraction. Read the contraction.

we're	I'm	you're	they're
-------	-----	--------	---------

she'll	he's	they'll	we'll
--------	------	---------	-------

don't	wouldn't	shouldn't	can't
-------	----------	-----------	-------

this'll	isn't	she's	wasn't
---------	-------	-------	--------

Because contractions are a combination of two real words, no nonsense words are provided.

**Lesson 21: Compound words**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Compound words</b>	<p><i>Compound words are made up of two or more words put together to form a new word with a new meaning. The two smaller words sometimes give you a clue to the meaning of the compound word. When reading, if you come across a long word, look for smaller words within it to help you pronounce the word.</i></p> <p><i>When writing, if you want to spell a long word, ask yourself if there are smaller words inside it. If so, spelling the smaller words and putting them together will help you spell the compound word.</i></p>				
	Review compound words <b>Routine 26</b>	Review compound words <b>Routine 25</b>	Review compound words <b>Routine 26</b>	Review compound words <b>Routine 25</b>	
<b>Whole Word Blending</b>	playpen, backpack, bedtime <b>Routine 25</b>		rainbow, lifetime, crosswalk, fireworks <b>Routine 25</b>		
<b>Blending Sentences</b>	You both may go to the waterpark and then the ballgame. <b>Routine 11</b>		I always use my toothbrush before bedtime. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		dinnertime, toothpaste, raindrop, snowball <b>Routine 26</b>		butterflies, railroad, nowhere, grandmother <b>Routine 26</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		I like to skateboard on the boardwalk very much. <b>Routine 13</b>		After the thunderstorm, there was a rainbow. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _ink, _ind and _ide <b>Routine 4, 23</b>
<b>Manipulating Sounds and Letters in Words</b>					within, without, outside, inside, sidewalk <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. homerun 2. bedroom 3. storeroom 4. timeout 5. snowcone 6. We play basketball at the playground. <b>Routine 33 – Takes place on Friday</b>				

## The Crosswalk Problem

I am waiting to cross the street.

There is a crosswalk right here.

When I get to the sidewalk over there, I'll go on to the skatepark.

I love to skateboard!

But there is a problem.

The green light that tells me to cross won't flash.

I am thinking, "Flash, light! (No, not 'flashlight.')

I think, "Maybe it is broken. I might be stuck here for all time."

Oh, wait! The light changed.

I get to go skateboarding!

Circle the two smaller words inside the compound word. Say each smaller word. Read the whole word.

pacemaker	carseat	horsepower	pancake
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stoneground	rattlesnake	airport	windshield
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doorknob	flashlight	pocketbook	toothpick
----------	------------	------------	-----------

flowerpot	afternoon	starfish	mailbox
-----------	-----------	----------	---------

<i>butterhat</i>	<i>crabhome</i>	<i>starmap</i>	<i>paintpal</i>
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**Lesson 22: Irregular vowel patterns: wa, wor- and nasal digraphs: -nk, -ng**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Irregular vowel patterns: wa, wor- and nasal digraphs: -nk, -ng</b>	<i>The letter w can change the vowel sound. The letters wa- together can make the sound /wah/. The letters wor- can make the sound /wer/.            A vowel with -nk or -ng makes a slightly different sound.            When reading, if you come across a word with a letter combination which could make multiple sounds, it is important to first tell yourself the possibilities. Next, think about the author's message and use context clues to help you pronounce the unknown word, asking yourself, "Which word sounds right?"            When writing, if you are unsure of the correct spelling of a word containing a sound which could be spelled in a variety of ways, it is best to write the word with all the possible letter combinations first. Then use visual cues to help determine the appropriate letter combination by asking yourself, "What looks right? Which spelling looks correct, as it's written in a book?" If still unsure, consult a dictionary or other resource.</i>				
	Introduce irregular vowel pattern wa- <b>Routine 6</b>	Introduce irregular vowel pattern wor- <b>Routine 6</b>	Introduce digraphs -nk and -ng <b>Routine 6</b>	Review wa-, wor-, -nk, -ng <b>Routine 22</b>	
<b>Whole Word Blending</b>	waffle, wander, want, watch <b>Routine 10</b>		bank, milk, sunk, oink <b>Routine 10</b>		
<b>Blending Sentences</b>	What did she want to do with the magic wand? <b>Routine 11</b>		Hank went to the sink to wash the pillow from the bunkbed. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		work, worst, worship, word <b>Routine 6</b>		crank, blink, water, world <b>Routine 17</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		The book talked about the biggest worm in the world! <b>Routine 13</b>		Frank had better drink a glass of water! <b>Routine 13</b>	
<b>Word Families</b>					Word Families _ow (as in cow) and _un <b>Routine 4, 22</b>
<b>Manipulating Sounds and Letters in Words</b>					bank, blank, blink, drink, drank <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. water 2. worried 3. washer 4. stank 5. wanting 6. The mealworm wanted to eat some grains and drink some water. <b>Routine 33 – Takes place on Friday</b>				

## Worrying

I have a problem. Sometimes I worry a lot. I think too much.

Before I go swimming, I worry I will sink in the water.

Before I go outside with the other kids, I worry they won't play with me and I will just wander around.

I worry the work at school will be too hard.

My dad tells me, "You can deal with your problems when they happen. The world is full of problems and it doesn't help to worry."

But I still do.

The nice thing is that people sometimes want to help. Outside, kids invite me to play and bring me into their games. My dad works to make me feel better. My teacher gives me a high-five when I get to school.

Each day, I worry a little bit less.

Circle the “w” and the vowel whose sound it changes. Say the first syllable. Read the whole word.

wash	wasp	wad	water
------	------	-----	-------

worst	words	worming	inchworm
-------	-------	---------	----------

Circle the “-ng” or “-nk” and the vowel that comes before it. Say the sound of the vowel with the -ng or -nk. Read the whole word.

sang	clank	brink	sting
------	-------	-------	-------

Circle the pattern you notice. Read the pattern you circled. Read the whole word.

wand	saving	blink	working
------	--------	-------	---------

<i>wamp</i>	<i>worping</i>	<i>smank</i>	<i>lonking</i>
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**Note to teacher:** this additional practice page is provided to support students who need more support in noticing patterns and decoding words. Not every student in differentiated lessons will need this additional practice. Use formative assessment to make this decision.

Circle the pattern you notice. Read the pattern you circled. Read the whole word.

world	warming	wander	sank
-------	---------	--------	------

working	drinking	swan	wad
---------	----------	------	-----

swing	blink	waspish	worst
-------	-------	---------	-------

swap	worth	watch	swamp
------	-------	-------	-------

**Lesson 23: Homographs, homonyms, and homophones**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill: Homographs, homonyms, and homophones</b>	<p><i>Note to teachers: Definitions of terms are provided here for your background knowledge. Instruction is not focused on the categorization of words. The purpose of this lesson is to provide students tips in reading and writing these commonly confused homographs, homonyms and homophones.</i></p> <ul style="list-style-type: none"> <li><b>Homographs</b> have the <u>same spelling</u> but <u>different meanings</u> (e.g. lead [to go in front of] and lead [a metal]).</li> <li><b>Homonyms</b> are words that <u>sound alike</u> but have <u>different meanings</u>.</li> <li><b>Homophones</b> are a type of homonym that <u>sound alike</u> and have <u>different meanings</u>, but are <u>spelled differently</u> (e.g. to-two-too).</li> </ul> <p><i>When reading, if you recognize a homograph, homonym or homophone, it is important to pause and think about the word's meaning.</i></p> <p><i>When writing, if you are unsure of the correct spelling of a homograph, homonym or homophone, it is best to try all the possibilities. Then use visual cues to help determine the appropriate word by asking yourself, "What looks right? Which spelling looks correct, as it's written in a book?" If still unsure, consult a dictionary or other resource.</i></p>				
	Introduce homographs, homonyms and homophones <b>Routine 9</b>	Review homographs, homonyms and homophones <b>Routine 9</b>	Review homographs, homonyms and homophones <b>Routine 9</b>	Review homographs, homonyms and homophones <b>Routine 9</b>	
<b>Whole Word Blending</b>	wind-wind plain-plane bat-bat see-sea <b>Routine 10</b>		there-their-they're pray-prey flower-flour bass-bass <b>Routine 10</b>		
<b>Blending Sentences</b>	I will draw a <u>ring</u> around the <u>one right</u> answer. <b>Routine 11</b>		Don't <u>trip</u> and <u>fall</u> into the <u>trunk</u> of the car. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		trunk-trunk hear-here bow-bow ring-ring <b>Routine 17</b>		light-light trip-trip right-write ate-eight <b>Routine 17</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		Be careful to not ( <u>break</u> ) the toy ( <u>train</u> ). <b>Routine 13</b>		Do the ( <u>right</u> ) thing and drink the ( <u>whole</u> ) glass of milk. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _age and _unk <b>Routine 4, 22</b>
<b>Manipulating Sounds and Letters in Words</b>					see, sea, seal, heal <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. toe - tow    2. main-mane    6. If we stay close, we can close the door when it's time. <b>Routine 33 – Takes place on Friday</b>				

## The Bear Ate at Eight

The bear wanted to eat at eight in the morning. He could not bear to wait until later. Without changing his clothes, he walked across the bare floor to grab some nuts. Before he closed the cupboard door, the wind blew and the nuts fell on the bare floor.

The nuts rolled out the door.

“Oh dear!” said the bear. “A deer is eating the nuts. Go away, deer!”

The deer ran away.

There were still nuts for the bear, so the bear ate at eight.

Read each homophone, homograph, or homonym. Talk and think about its meaning. Make a sketch to help you remember each pair of words.

tale	tail
------	------

their	they're
-------	---------

days	daze
------	------

desert (leave)	desert (dry land)
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This lesson does not include nonsense words because homophones, homonyms, and homographs require meaning.

**Lesson 24: Flipping vowel sounds**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Flipping vowel sounds</b>	<p><i>We have learned vowels are special letters for several reasons:</i></p> <ul style="list-style-type: none"> <li>Every word contains at least one vowel.</li> <li>Every syllable contains at least one vowel sound.</li> <li>Each vowel makes a short sound and a long sound.</li> <li>Vowels can be combined into teams with other letters to produce new sounds.</li> </ul> <p><i>There are times when every vowel can make the schwa sound, /uh/ as in the word "pencil." (Note to teacher: the "i" in "pencil" is a schwa sound.) As a matter-of-fact, the schwa sound is the most common vowel sound of all. A vowel often makes the schwa sound when it is in a non-stressed syllable and is often referred to as a "lazy vowel sound" because it is not as loudly pronounced as a short or long vowel sound.</i></p> <p><i>When reading, if you are unsure of the vowel sound, it is important to first tell yourself the possibilities (short, long, irregular vowel team, schwa sound). We call this, "flipping the vowel." Next, think about the author's message and use context clues to help you pronounce the unknown word, asking yourself, "Which word sounds right?"</i></p> <p><i>When writing, if you are unsure of the correct spelling of a word containing a vowel sound which could be spelled in multiple ways, it is best to write the word with all the possible letter combinations first. We call this "flipping the vowel." Then use visual cues to help determine the appropriate letter combination by asking yourself, "What looks right? Which spelling looks correct, as it's written in a book?" If still unsure, consult a dictionary or other resource.</i></p>				
	Introduce schwa sound of a, e <b>Routine 6</b>	Introduce schwa sound of i, o <b>Routine 6</b>	Introduce /ē/ sound of ea (and review long e sound of ea) <b>Routine 6</b>	Review "/oo/ as in foot" and "/oo/ as in loot" <b>Routine 6</b>	
<b>Whole Word Blending</b>	about item banana open <b>Routine 16</b>	pencil bottom family watermelon <b>Routine 16</b>	head, bread  meat, lean <b>Routine 16</b>	book, stood  soon, troop <b>Routine 16</b>	
<b>Blending Sentences</b>	Remember to open the window again and turn off the lights. <b>Routine 11</b>		Yesterday I read a book about a bear who liked to eat bread and meat. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>	balloon, happen, problem, was <b>Routine 17</b>	president, cousin, other, reason <b>Routine 17</b>	thread, dead  leaf, read <b>Routine 17</b>	hood, crook  moon, proof <b>Routine 17</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		Please put the cold lemons in a bowl for my mother. <b>Routine 13</b>		I stood on the roof to see the moon and stars. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _all and _ate <b>Routine 4, 23</b>
<b>Manipulating Sounds and Letters in Words</b>					book, nook, hook, shook <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. label 2. capital 3. took 4. team 5. bread 6. We hooked a fish that lives at the bottom of the sea. <b>Routine 33 – Takes place on Friday</b>				



## **The Robber Took the Loot**

In the dark night, a robber looked up the street and down the street. Nobody was in front of the bank.

She pulled on her mask and slipped in. She padded silently down the empty hall. She read the sign that said, "Lockboxes."

Soon, she was loading bags of coins and bills. She took the bag in her hands and hooked it to her back.

The robber did not make a sound as she poked her head around a corner.

A huge dog was sitting outside waiting for her. The dog barked loudly. The robber did not escape with the loot!

Circle the vowels. Say the vowel sounds. If needed, flip the vowel sounds. Ask yourself, “Which word sounds right?” Read the whole word.

oven	pencil	cement	pellet
------	--------	--------	--------

apron	until	pardon	pollute
-------	-------	--------	---------

steal	dread	ready	dead
-------	-------	-------	------

boot	foot	took	root
------	------	------	------

No nonsense words are provided this week, as meaning is required to identify an ambiguous vowel sound.

**Lesson 25: Prefixes: re-, un-, dis-, mis-, pre-**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Prefixes:</b> <b>re-, un-, dis-, mis-, pre-</b>	<p><i>A prefix is a combination of letters which could be added to the front of a word to change its meaning. Common prefixes each have their own meaning.</i></p> <ul style="list-style-type: none"> <li>The prefix <i>re-</i> means “again,” as in “return.”</li> <li>The prefix <i>un-</i> means “not,” as in “unfriendly.”</li> <li>The prefix <i>dis-</i> means “not or opposite of,” as in “disagree.”</li> <li>The prefix <i>mis-</i> means “wrongly,” as in “misspell.”</li> <li>The prefix <i>pre-</i> means “before,” as in “prefix.”</li> </ul> <p><i>When reading, pay attention to prefixes. When a word contains a prefix, be sure to think about how it changes the meaning of the root word.</i></p> <p><i>When writing, use prefixes to expand your vocabulary and word choice, making your writing more interesting and engaging.</i></p>				
	Introduce prefix re- <b>Routine 7</b>	Introduce prefixes un-, dis- <b>Routine 7</b>	Introduce prefix mis- <b>Routine 7</b>	Introduce prefix pre- <b>Routine 7</b>	
<b>Whole Word Blending</b>	trace→retrace copy→recopy write→rewrite view→review <b>Routine 7</b>	happy→unhappy able→unable cover→discover agree→disagree <b>Routine 7</b>	judge→misjudge treat→mistreat behave→misbehave match→mismatch <b>Routine 7</b>	school→preschool view→preview wash→prewash tax→pretax <b>Routine 7</b>	
<b>Blending Sentences</b>	I need to retake my test at school. <b>Routine 11</b>		Be careful not to misplace your homework. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>	read→reread use→reuse tell→retell do→redo <b>Routine 8</b>	even→uneven do→undo like→dislike loyal→disloyal <b>Routine 8</b>	spell→misspell lead→mislead use→misuse quote→misquote <b>Routine 8</b>	test→pretest teen→preteen made→premade cut→precut <b>Routine 8</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		Do you agree or disagree with his answer? <b>Routine 13</b>		My mother will warm up the premade supper. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _own and _ent <b>Routine 4, 23</b>
<b>Manipulating Sounds and Letters in Words</b>					match, rematch, mismatch  able, disable, unable <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. untie 2. retell 3. misunderstand 4. premade 5. uncap 6. The unhappy man revealed he disliked making mistakes. <b>Routine 33 – Takes place on Friday</b>				

## Remember the Cake?

Remember when we made a big mistake when we were cooking? You said you wanted to make some cake in the oven.

I said we should look in a book to see how. You said you did not want to reuse the work of other people.

We mixed all sorts of things. We preheated the oven.

I really did not think adding ketchup was a good plan. I said I might dislike ketchup in cake. But you wanted it so much.

We put the pans in the oven and waited. You were so happy. I was a bit unhappy and a bit worried.

An odd smell filled the kitchen. When we took out the burned mess, I did not want to eat any.

You tried it and said it was good. I had a bite.

YUCK!!!

Circle the prefix. Say the prefix and its meaning. Read the whole word. Say the meaning of the whole word.

return	recoil	restart	replace
--------	--------	---------	---------

distaste	untie	discount	unsung
----------	-------	----------	--------

mistime	reread	miscount	remove
---------	--------	----------	--------

prevent	pretend	rename	unstuck
---------	---------	--------	---------

<i>premangle</i>	<i>dislabel</i>	<i>unlump</i>	<i>rebridge</i>
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**Lesson 26: Suffixes: -ful, -ness, -less, -tion, -ly**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Suffixes:</b> <b>-ful, -ness, -less, -tion, -ly</b>	<p>A suffix is a combination of letters which could be added to the end of a word to change its meaning. Common suffixes each have their own meaning.</p> <ul style="list-style-type: none"> <li>The suffix <i>-ful</i> means “full of,” as in “careful.”</li> <li>The suffix <i>-ness</i> means “state of, condition of,” as in “kindness.”</li> <li>The suffix <i>-less</i> means “without,” as in “homeless.”</li> <li>The suffix <i>-tion</i> means “act, process” as in “action.”</li> <li>The suffix <i>-ly</i> means “characteristic of,” as in “friendly.”</li> </ul> <p>When reading, pay attention to suffixes. When a word contains a suffix, be sure to think about how it changes the meaning of the root word.</p> <p>When writing, use suffixes to expand your vocabulary and word choice, making your writing more interesting and engaging.</p>				
	Introduce suffixes -ful, -ness <b>Routine 7</b>	Introduce suffixes -less, -tion <b>Routine 7</b>	Introduce suffix -ly <b>Routine 7</b>	Review suffixes -ful, -ness, -less, -tion, -ly <b>Routine 23</b>	
<b>Whole Word Blending</b>	color→colorful grace→graceful dark→darkness ill→illness <b>Routine 7</b>	define→definition select→selection invent→invention act→action <b>Routine 7</b>	slow→slowly quiet→quietly loud→loudly quick→quickly <b>Routine 7</b>	cheer→cheerful good→goodness speech→speechless pollute→pollution <b>Routine 7</b>	
<b>Blending Sentences</b>	I am very thankful for all your kind words. <b>Routine 11</b>		Pam planted a lovely garden of colorful flowers. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>	grate→grateful pain→painful sick→sickness weak→weakness <b>Routine 8</b>	home→homeless clue→clueless hope→hopeless rest→restless <b>Routine 8</b>	quick→quickly clear→clearly smooth→smoothly bright→brightly <b>Routine 8</b>	high→highly rain→rainless fit→fitness soft→softly <b>Routine 8</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		There is an expectation that we follow the classroom rules. <b>Routine 13</b>		Martin had a sleepless night. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _ail and _ell <b>Routine 4, 22</b>
<b>Manipulating Sounds and Letters in Words</b>					hope, hopeless, hopeful, hopefully <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. untimely 2. wonderful 3. firmness 4. hopeless 5. action 6. The dog hopefully wagged her tail and barked loudly. <b>Routine 33 – Takes place on Friday</b>				

## The Luckless Cat

Rosa the cat loves fish. She would joyfully eat fish for each meal, but she only gets fish at home once in a while.

“I will go look for some fish,” she says to herself.

With a graceful leap, Rosa jumps outside. She feels joyful as she clambers up the roof of the fish shop.

A man exits the shop with a bag of fish. Now is the time for action! Rosa takes a leap to catch the bag. The man quickly jerks it away. Rosa carelessly tries to grab it again, but the man grabs her!

“Are you lost, little cat?” He asks.

“No!” Rosa yowls, but the man does not understand how cats speak.

He looks at her collar. She keeps yowling and he says, “Don’t worry, Rosa, your home is close.”

He takes her home and gives her to her family. Now she is locked inside with no fish. Rosa is a luckless cat.

Circle the suffix. Say the suffix and its meaning. Read the whole word. Say the meaning of the whole word.

stressful	sadness	randomness	gainful
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question	timeless	colorless	addition
----------	----------	-----------	----------

brightly	endless	rapidly	wildly
----------	---------	---------	--------

gleeful	gladly	friendless	helpless
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<i>scarless</i>	<i>beltful</i>	<i>electricness</i>	<i>pantion</i>
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**Lesson 27: Final syllable -le**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Final syllable -le</b>	<p><i>Some words end in the letters -le.</i></p> <p><i>It is often confusing why some words which end in -le have twin consonants and some do not. Here are some rules about when it is appropriate to double a consonant to form a twin:</i></p> <ul style="list-style-type: none"> <li><i>If the first syllable ends with a short vowel and a single consonant, the consonant is doubled prior to the -le.</i></li> <li><i>If the first syllable has a long vowel, there is no doubling of consonants.</i></li> <li><i>If the first syllable ends in more than one consonant, no doubling of consonants is required.</i></li> </ul> <p><i>When reading, the letters -le at the end of a word adds another syllable to the word. If twin consonants are seen in the middle of the word, usually the vowel in the first syllable makes its short sound.</i></p> <p><i>When writing a word with -le at the end of the word, pay attention to the vowel in the first syllable. If this vowel sound is short and has only one consonant sound, double the consonant prior to writing -le. (Refer to the rules for doubling a consonant.)</i></p>				
	Introduce final syllable -le <b>Routine 7</b>	Review final syllable -le <b>Routine 8</b>	Review final syllable -le <b>Routine 7</b>	Review final syllable -le <b>Routine 8</b>	
<b>Whole Word Blending</b>	able, candle, uncle, nibble <b>Routine 27</b>		crackle, freckle, tumble, tattle <b>Routine 27</b>		
<b>Blending Sentences</b>	The bundle is full of sticks. <b>Routine 11</b>		I wish that constant light drizzle would stop. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		simple, sizzle, maple, eagle <b>Routine 28</b>		saddle, dribble, griddle, stifle <b>Routine 28</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		Are the mice done eating the apple? <b>Routine 13</b>		I can't help but giggle when you tickle me. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _out and _ent <b>Routine 4, 23</b>
<b>Manipulating Sounds and Letters in Words</b>					ample, sample, simple, simply <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. fable 2. apple 3. waddle 4. paddle 5. idle 6. The noble lady fell out of the saddle. <b>Routine 33 – Takes place on Friday</b>				

## Football

Jameer liked to play football, but he did not like to tackle people.

“How can you play football if are not able to tackle the other players?” asked his friends.

“I will be a kicker,” he said. “Kickers do not tackle.”

“A player might tackle you,” said his friends.

“Then I will tumble on the ground and that will be okay,” Jameer replied.

“It is simple to tackle,” said his coach. “Stand in the middle of the field and watch me.”

“No thanks,” said Jameer.

His coach got mad, but Jameer still did not tackle.

Jameer practiced a lot and became a really good kicker.

Did he end up as a football star? No, he became a soccer star!

Circle the first vowel in the word. Say the long or short vowel sound. Read the whole word.

bridle	cattle	cable	ladle
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kibble	title	whittle	middle
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sidle	little	table	gobble
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pebble	stifle	cripple	rifle
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<i>baple</i>	<i>gittle</i>	<i>poble</i>	<i>shupple</i>
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**Lesson 28: Root words, prefixes and suffixes**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics Skill: Root words, prefixes and suffixes	The more we read and write, the more we encounter longer words. Understanding how to break words into syllables and meaningful chunks will make the reading and writing of multi-syllabic words more manageable. Words may contain three main word parts (meaningful chunks): the root word, a prefix and a suffix. (Teachers, Please Note: You may wish to create an anchor chart containing the information below. You may wish to add visuals as a scaffold. It is suggested this anchor chart be built over the course of this week's instruction, beginning with the "root.")				
	The Prefix: -is added before the root. -adds to or modifies the meaning of the root. -cannot stand alone.		The Root Word: -is the main part of the word. -carries the main meaning of the word. -can stand on its own without a prefix or suffix.		The Suffix: -is added to the end of the root. -adds to or changes the meaning of the root. -may change the part of speech, the tense or the number. -cannot stand alone.
	When reading, be on the lookout for the root word, prefixes and suffixes. Breaking the word into meaningful parts (root, prefix, suffix) will help you decode the entire word. In addition, thinking about the word parts will help you better understand the meaning of the word. A prefix or suffix usually changes the meaning of the root word. When writing, use root words, prefixes and suffixes to expand your vocabulary and word choice, making your writing more interesting and engaging				
	Review root words Routine 7	Review prefixes Routine 7	Review suffixes Routine 7	Review root words, prefixes and suffixes Routine 8	
Whole Word Blending	happy, tell, friend, wash, call Routine 10	unhappy, retell, befriend, prewash, recall Routine 7	happiness, telling, friendly, washed, caller Routine 7	unhappiness, retelling, unfriendly, rewashing, recalled Routine 7	
Segmenting to Spelling Provide scaffolds when there are multiple ways to spell a sound.	visit, think, play, heat, read Routine 8	revisit, rethink, replay, preheat, misread Routine 8	visiting, thinker, playful, heated, reading Routine 8	revisiting, rethinking, replayed, preheated Routine 8	
Word Families					Word Families _ank; _ale; _ile Routine 4, 22
Reading Decodable Text	Echo Read Routine 31	Choral Read Routine 31	Partner Read Routine 31	Independent Read Routine 31	
Identifying Patterns and Reading Words	First Line Routine 32	Second Line Routine 32	Third Line Routine 32	Fourth Line Routine 32	
Formative Assessment – Fri.	1. presented 2. recounting 3. mistaken 4. tireless 5. unhurt 6. The joyful child tripped because her boots were unlaced. Routine 33 – Takes place on Friday				

## The Big Presentation

Tam's teacher said, "Each student will prepare a presentation about what we have been studying."

All of the children in the class got a date for their presentations. Tam's presentation would be next Friday.

Tam felt a displeasing feeling in her belly. She was worried about the presentation.

That night, she told her uncle about it.

"I have been really worried about speaking to lots of people before too," he said.

"Really?" asked Tam.

"Yes," said her uncle. "What helps me is to prepare and practice a lot. Would you like me to help you prepare and practice?"

Tam and her uncle worked and worked.

The day of the presentation, Tam was a little bit worried. When she got up in class, she remembered all of the practice and spoke really well. Tam was so proud!

Circle the root word. Read the root word. Underline the prefix and/or suffix. Read the prefix and/or suffix. Read the whole word. Say the meaning of the word.

recalled	reaction	misdeed	unending
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distasteful	premix	midsummer	disband
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stainless	calmly	unlikely	prewash
-----------	--------	----------	---------

disjointed	blameless	loveless	gladly
------------	-----------	----------	--------

miscandiful	deblockly	inscumption	presableness
-------------	-----------	-------------	--------------

**Lesson 29: Silent consonants: kn-, wr-, gn-, -mb**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Silent consonants:</b> <b>kn-, wr-, gn-, -mb</b>	<p><i>There are certain consonant combinations which include a silent letter:</i></p> <ul style="list-style-type: none"> <li><i>kn says /n/. The k is silent.</i></li> <li><i>wr says /r/. The w is silent.</i></li> <li><i>gn says /n/. The g is silent.</i></li> <li><i>mb says /m/. The b is silent.</i></li> </ul> <p><i>When reading, be aware of the silent consonant combinations. Knowing the rules will help you correctly pronounce words with a silent consonant combination.</i></p> <p><i>When writing, if you are unsure of the correct spelling of a word containing a sound which could be spelled in multiple ways (e.g. a silent letter combination versus a single letter), it is best to write the word with all the possible letter combinations first. Then use visual cues to help determine the appropriate letter combination by asking yourself, "What looks right? Which spelling looks correct, as it's written in a book?" If still unsure, consult a dictionary or other resource.</i></p>				
	Introduce kn- <b>Routine 6</b>	Introduce wr- <b>Routine 6</b>	Introduce gn- <b>Routine 6</b>	Introduce -mb <b>Routine 6</b>	
<b>Whole Word Blending</b>	knee knight knack knuckles <b>Routine 16</b>	write wrap wrist wrong <b>Routine 16</b>	gnat gnome gnu <b>Routine 16</b>	bomb crumb dumb tomb <b>Routine 16</b>	
<b>Blending Sentences</b>	Brad knows he needs to untie the big knot in his shoelace. <b>Routine 11</b>		A funny gnome will write a poem. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>	knob, kneel, knife, knapsack <b>Routine 17</b>	wreath, wreck, wren <b>Routine 17</b>	gnaw, gnus, gnarl <b>Routine 17</b>	climb, thumb, limb, lamb, womb <b>Routine 17</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		Tell her to wring out the rag and wrap it around the handle. <b>Routine 13</b>		Can you use a comb to brush the tangles out of your hair? <b>Routine 13</b>	
<b>Word Families</b>					Word Families _oil; _it; _in <b>Routine 4, 23</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. knot 2. wrapped 3. knee 4. lamb 6. I knew that tree limb would be bad news. <b>Routine 33 – Takes place on Friday</b>				

## The Knight's Fright

A knight walked into a dark wood.

The knight's knees knocked. (When your knees knock, it means you are afraid. When you are afraid, your legs shake and your knees might knock together.)

So, the knight's knees knocked. Why did the knight's knees knock?

The knight's knees knocked because he saw a nasty gnome that was gnawing on some gnarly knuckles. (Gnarly means bumpy.) The knuckles came from a dragon that he had hunted.

The knock-kneed knight did not want his knuckles to be the next ones the gnome gnawed.

He slowly backed away from the nasty gnome.

"It was the wrong plan to come in here," the knight thought.  
"Should I climb a tree? No, I will run away!"

The knight RAN out of the dark wood and never came back.



Cross out the silent letter. Read the word.

written	gnash	knife	comb
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gnaw	knack	dumb	Knicks
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knocker	wrest	wringer	thumb
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wrongly	knightly	unwritten	wrung
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knoggle	wribling	gnuster	famb
---------	----------	---------	------

**Lesson 30: Contractions: is/has, have, would/had, us**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Contractions:</b> <b>is/has, have,</b> <b>would/had, us</b>	<p>A word produced by combining two words together and leaving out some of the letters/sounds is called a contraction. A contraction is a short form of the two words. An apostrophe is used in contractions to show where letters/sounds have been left out.</p> <p>Many contractions are made with <b>is</b> and/or <b>has</b>:</p> <ul style="list-style-type: none"> <li>he + is = he's [He's going to the zoo];</li> <li>he + has = he's [He's finished his work].</li> </ul> <p>Many contractions are made with <b>have</b>:</p> <ul style="list-style-type: none"> <li>should + have = should've.</li> </ul> <p>Many contractions are made with <b>would</b> or <b>had</b>:</p> <ul style="list-style-type: none"> <li>she + would = she'd;</li> <li>they + would = they'd.</li> </ul> <p>One contraction is made with <b>us</b>:</p> <ul style="list-style-type: none"> <li>let + us = let's [Let's go].</li> </ul> <p>When reading, if a contraction contains 's, you know the word stands for ___ is or has. If a contraction contains 've, you know the word stands for ___ have. If a contraction contains 'd, you know the word stands for ___ would or had. You know the contraction let's stands for let us. Also remember the contractions we have previously learned for am, is, will, are and not.</p> <p>When writing, you may write a contraction when combining another word with either is/has, have, would/had, us, in addition to the contractions we have previously learned. Don't forget to use an apostrophe in place of the missing letters.</p>				
	Contractions with is, has <b>Routine 6</b>	Contractions with have, us <b>Routine 6</b>	Contractions with would, had <b>Routine 6</b>	Review contractions <b>Routine 23</b>	
<b>Whole Word Blending</b>	<b>is:</b> it is→it's she is→she's he is→he's Greg is→Greg's <b>Routine 7</b>	<b>have:</b> could have→could've I have→I've might have→might've should have→should've <b>Routine 7</b>	<b>would:</b> I would→I'd she would→she'd they would→they'd we would→we'd you would→you'd <b>Routine 7</b>	can't we're I've she's they'd they'll <b>Routine 7</b>	
<b>Blending Sentences</b>	He's finished his dinner early. <b>Routine 11</b>		Let's get tickets and go to the show tonight! <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>	<b>has:</b> it has→it's she has→she's he has→he's Sue has→Sue's <b>Routine 8</b>	<b>have:</b> they have→they've we have→we've would have→would've you have→you've  <b>us:</b> let us→let's <b>Routine 8</b>	<b>had:</b> I had→I'd it had→it'd she had→she'd there had→there'd they had→they'd we had→we'd you had→you'd <b>Routine 8</b>	he'd let's we'd should've it's we'll didn't they're <b>Routine 8</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		We've got to pull the broken cart up the steep hill. <b>Routine 13</b>		Aren't you going to the doctor? <b>Routine 13</b>	
<b>Word Families</b>					Word Families _oo (as in too); _oke; _uck <b>Routine 4, 22</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. Kim's 2. you'd 3. it'd 4. they've 5. could've 6. I would've gone a different way if I'd known he'd be there. <b>Routine 33 – Takes place on Friday</b>				

## Regrets

A regret is the feeling you have when you wish you'd done something differently.

It's like my grandmom says: "Should've, could've, would've." What she means is that you should do things that are important to you right now instead of sitting around and waiting.

Let's say you feel like you don't have enough friends. Should you just wait around for people to ask you to be their friend? No! If you do, you'll end up saying, "Should've, could've, would've." Instead of waiting around, you can be the one to ask a classmate to play.

Or let's say you get distracted in class and you don't do your reading. Later on, when you don't know how to read, you'll say, "Should've, could've, would've."

So don't have regrets. Do the things that you think are important right now!

Circle the apostrophe. Say the two words in the contraction. Read the contraction. Read the word.

we've	they're	shouldn't	it'd
-------	---------	-----------	------

isn't	would've	I'm	we'll
-------	----------	-----	-------

won't	they'd	she's	I'm
-------	--------	-------	-----

he's	wouldn't	let's	we're
------	----------	-------	-------

Because contractions are a combination of two real words, no nonsense words are provided.

**Lesson 31: Closed & open syllables**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill: Closed &amp; open syllables</b>	<p><i>We know words are made up of parts, syllables. Each syllable has a vowel sound. Dividing words into syllables makes a longer word more manageable to read and/or write.</i></p> <p><i>We have learned one way to divide a longer word into syllables: divide between double consonants. Today we will continue to practice recognizing open and closed syllables to help us read and write. An open syllable ends in a vowel sound. An open syllable usually contains a long vowel. A closed syllable ends in a consonant sound. Typically, a closed syllable contains a short vowel sound.</i></p> <p><i>When reading, breaking a word into syllables makes a long word more manageable to decode. Look for spots to break the word into syllables, decode each syllable, then blend the syllables together to read the whole word. If you are unsure of the way the word is divided into syllables, try breaking it first into an open syllable by locating the first vowel/vowel team. Blend the sounds together in that part of the word, using a long vowel sound. Blend the rest of the word, asking yourself if it sounds right. If not, go back and try to make a closed syllable by stopping after the consonant sound after the first vowel. Since this is a closed syllable, the vowel sound would be short. Ask yourself if it sounds right. After sounding the word out in this manner, use context clues to confirm if you are correct.</i></p> <p><i>When writing, breaking a word into syllables makes a long word more manageable to spell. You can hear the syllables in words. Break the word into the syllables you hear. Spell each syllable. Combine the syllables to spell the whole word. If you are unsure of the correct spelling of a word containing a sound which could be spelled in multiple ways, it is best to write the word with all the possible letter combinations first. Then use visual cues to help determine the appropriate letter combination by asking yourself, "What looks right? Which spelling looks correct, as it's written in a book?" If still unsure, consult a dictionary or other resource.</i></p>				
	Practice with syllables <b>Routine 28</b>	Practice with syllables <b>Routine 27</b>	Practice with syllables <b>Routine 28</b>	Practice with syllables <b>Routine 27</b>	
<b>Whole Word Blending</b>	pre-pare, win-dow, her-o, re-turn, sud-den, skip-ping <b>Routine 27</b>		bum-per, slo-ping, mo-ment, sis-ter, pil-low, ad-vice <b>Routine 27</b>		
<b>Blending Sentences</b>	My sister put her jumpsuit into the dresser. <b>Routine 11</b>		The roller coaster ride was frightening! <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		let-ters, man-tis, di-ner, ro-bot, gar-lic pi-lot <b>Routine 28</b>		o-pen, a-bout, mu-sic, fi-nal, ba-gel A-pril <b>Routine 28</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		The fireman climbs the ladder on the firetruck. <b>Routine 13</b>		What time is your appointment at the dentist? <b>Routine 13</b>	
<b>Word Families</b>					Word Families _ouse; _ug; _ood (as in food) <b>Routine 4, 22</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. concern 2. rubber 3. retire 4. raven 5. Denver 6. The entire bottle of vitamins spilled on the rug. <b>Routine 33 – Takes place on Friday</b>				

## **An Unexpected Letter**

Sumeya checked inside her family's mailbox on the way inside. There were some ads and some bills. Boring. One letter looked like it might be interesting. The envelope was blue and the writing on the outside was fancy.

Sumeya took the mail into her family's apartment and set her backpack down by the door. Then she looked at the interesting letter. It was addressed to her. The return address said, "Gabby Green."

Sumeya had a friend named Gabby. Gabby and her family had decided to live in a different city last year. Sumeya missed her so much. They talked on the phone and they texted, but they had never sent each other real letters.

Sumeya opened the letter. A photograph and a piece of paper fell out. In the photograph, Sumeya and Gabby stood on the playground with their arms around each other. Sumeya cried happy tears as she read her letter.

Draw a line between each syllable. Read each syllable. Read the whole word.

renter	mended	sitter	cabinet
--------	--------	--------	---------

baby	planted	standard	stolen
------	---------	----------	--------

porter	after	condo	candle
--------	-------	-------	--------

carton	lampshade	device	convince
--------	-----------	--------	----------

kender	debups	plandon	corab
--------	--------	---------	-------

**Lesson 32: Vowel-consonant-e syllables**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill: Closed &amp; open syllables</b>	<p><i>We know words are made up of parts, syllables. Each syllable has a vowel sound. Dividing words into syllables makes a longer word more manageable to read and/or write.</i></p> <p><i>We have learned one way to divide a longer word into syllables: divide between double consonants. An open syllable ends in a vowel sound. An open syllable usually contains a long vowel. A closed syllable ends in a consonant sound. Typically, a closed syllable contains a short vowel sound. Words with two or more syllables can contain patterns you have learned before. Today, we will learn about words of two or more syllables that contain the “silent-e” pattern. These words can also contain open or closed syllables.</i></p> <p><i>When reading, breaking a word into syllables makes a long word more manageable to decode. Look for spots to break the word into syllables, decode each syllable, then blend the syllables together to read the whole word. When decoding syllables, look for patterns you know, like “silent-e.”</i></p> <p><i>When writing, breaking a word into syllables makes a long word more manageable to spell. You can hear the syllables in words. Break the word into the syllables you hear. Spell each syllable. Combine the syllables to spell the whole word. If you are unsure of the correct spelling of a word containing a sound which could be spelled in multiple ways, it is best to write the word with all the possible letter combinations first. Remember that if the word has a long vowel sound, “silent-e” is one pattern to try. Then use visual cues to help determine the appropriate letter combination by asking yourself, “What looks right? Which spelling looks correct, as it’s written in a book?” If still unsure, consult a dictionary or other resource.</i></p> <p><b>NOTE: PROVIDE VOCABULARY SUPPORT WITH UNFAMILIAR MULTISYLLABIC WORDS.</b></p>				
	Practice with syllables <b>Routine 28</b>	Practice with syllables <b>Routine 27</b>	Practice with syllables <b>Routine 28</b>	Practice with syllables <b>Routine 27</b>	
<b>Whole Word Blending</b>	in-spire, in-ves-ti-gate, e-vap-o-rate, el-e-vate, in-tone <b>Routine 27</b>		in-sti-gate, co-lab-o-rate, civ-i-lize, turn-stile, de-vice, con-done <b>Routine 27</b>		
<b>Blending Sentences</b>	The sound reverberates in the concert hall. <b>Routine 11</b>		The performer made the man levitate! <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		pre-date, in-take, brush-fire, in-vite, cel-e-brate <b>Routine 28</b>		re-bate, un-sta-ble, con-vene, trans-late, im-bibe <b>Routine 28</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		The device is inside the basket. <b>Routine 13</b>		The two lessons might coincide. <b>Routine 13</b>	
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. invade 2. reside 3. mistake 4. operate 5. compete 6. Unless you are immune, you should isolate yourself from the sick. <b>Routine 33 – Takes place on Friday</b>				



## The Incomplete Paper

On Monday, Tanika's teacher gave the students a new piece of homework.

"By the end of the week," the teacher instructed in his deep voice, "You must compose a two-page paper about a mistake you made."

The next day, Tanika considered completing the paper, but it was pretty outside. The day after, she almost started it, but decided to investigate the outdoor pool instead.

On Thursday night, Tanika got started. It was late, and she felt tired. "I don't desire to do this paper!" she said.

She could not ignite her brain. Then, she cried, "I know what to write!"

On her paper, Tanika wrote, "I made a mistake by starting this paper really late the night before it was due."

Tanika wrote and wrote, and she completed her paper on time.

Draw a line between each syllable. Cross out the “silent e.” Read each syllable. Read the whole word.

rebate	impose	forgave	immigrate
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amaze	fluctuate	interstate	deflate
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empire	recede	imbibe	contrive
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reside	escape	enclose	compensate
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<i>pesate</i>	<i>moondipe</i>	<i>pandibote</i>	<i>empete</i>
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**Lesson 33: Plural endings –s, -es; plurals ending with y; irregular Plural Nouns**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Plural endings –s, –es; Plurals ending with y; Irregular Plural Nouns</b>	<p><b>–s or –es endings:</b> Some nouns represent one person, place or thing are considered to be “singular,” meaning a single, or one, person, place or thing. Some nouns refer to more than one person, place or thing. Nouns which refer to more than one person, place or thing are called “plural.” When reading, if a word ends in –s or –es, you know the final sound is /s/. Often, the –s or –es at the end of a noun indicates the word means more than one. When writing, if a word ends in the sound /s/, the sound could be written with the letters –s or –es, depending on the letter(s) prior to the ending. Many plural nouns end in –s or –es. When making a word plural, the following rules can be used:</p> <ul style="list-style-type: none"> <li>In most cases, a plural noun ends with the letter –s.</li> <li>If a noun ends with the letters ch, sh, s, x or z, –es is used to show its plural form.</li> <li>If a word ends in a consonant and final –y, change the –y to i and add the –es.</li> <li>If a word ends in a silent final –e, drop the –e and add –es. (This rule can also be said as, “If a word ends in a silent final –e, just add –s.”)</li> </ul> <p><b>irregular plural nouns:</b> Although most nouns become plural by adding –s or –es, some nouns become plural in other ways. They are rule-breakers. We call these irregular or not regular nouns.</p> <ul style="list-style-type: none"> <li>Some irregular nouns are made plural by changing vowels, changing the word, or adding a different ending.</li> <li>Most words that end in –f, –fe, or –lf are irregular. To make these words plural, you change –f to –v and add –s or –es.</li> <li>Some irregular plural nouns have the same spelling as their singular form.</li> <li>Some plurals can be either the same spelling as the singular <u>OR</u> with –s/–es.</li> </ul> <p>Remember to pay attention to irregular plural nouns when reading and writing.</p> <p><b>Routine to Introduce Irregular Plurals:</b></p> <p>Although most nouns become plural by adding –s or –es, some nouns become plural in other ways. They are rule-breakers. We call these irregular plural nouns. Remember to pay attention to irregular plural nouns when reading and writing. Let’s try reading a few right now... Demonstrate the targeted rule (see the gray box above for the rules) and display/introduce the singular and plural form of several words fitting that rule. Reread the list chorally. Next, let’s write the plural form of some nouns. Remove the words. State the singular form of a word and have students determine the correct irregular plural form. Have students write the plural form.</p>				
	Practice adding –s or –es <b>Routine 8</b>	Practice adding –s or –es with words ending in –y <b>Routine 8</b>	Introduce irregular plural nouns  foot→feet mouse→mice tooth→teeth man→men child→children ox→oxen goose→geese cactus→cacti woman→women louse→lice <b>Routine to Introduce Irregular Plurals</b>	Introduce f→v; singular/plural same spelling; two correct ways life→lives calf→calves hoof→hooves half→halves  deer sheep scissors pants  <b>Routine to Introduce Irregular Plurals</b>	
<b>Whole Word Blending</b>	hoop→hoops class→classes coach→coaches throne→thrones dress→dresses <b>Routine 16</b>	monkey→monkeys city→cities party→parties day→days turkey→turkeys <b>Routine 16</b>			
<b>Blending Sentences</b>	The dishes and bowls are in the sink. <b>Routine 11</b>	Five puppies are barking. <b>Routine 11</b>	The women meet once a week to read and talk about books. <b>Routine 11</b>	The leaves on the trees are falling quickly. <b>Routine 11</b>	
<b>Word Families</b>					Word Families _oom; _en; _oof <b>Routine 4, 22</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. foxes 2. donkeys 3. themselves 4. lunches 5. pennies 6. The elves cleaned several chimneys this morning. <b>Routine 33 – Takes place on Friday</b>				

## **The Monkeys Help Themselves**

A truck was transporting a family of monkeys to the zoo. Up ahead, a little car stopped quickly. The truck driver slammed on the brakes. The truck turned sideways and tipped over.

In the back, the monkey babies tumbled around, but they were all okay. They saw that the back of the truck had popped open.

Out the monkeys went. They trooped down the street and into a grocery store. There were pretty fruits everywhere. The monkeys helped themselves to some bananas and some pineapples. The shoppers stared.

The monkeys left the store and climbed into the trees in the nearby park. They rested a while, then saw someone selling peanuts. The monkeys helped themselves. The peanut vendor chased them, but they climbed back into the trees. Now they were tired. They went back to the truck, which was now upright. They climbed in and the driver took them to the zoo.

Circle the plural word ending (if there is one). Read the ending of the word. If the word is singular, write the number "1." Read the whole word.

boxes	churches	bones	bosses
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armies	weekdays	candies	foxes
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mouse	mice	goose	geese
-------	------	-------	-------

shelf	shelves	self	selves
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<i>belf</i>	<i>belves</i>	<i>lunkey</i>	<i>lunkeys</i>
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**Lesson 34: Past tense –ed; Irregular past tense verbs**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Past tense –ed;</b> <b>Irregular past tense verbs</b>	<p><b><u>–ed endings:</u></b> When an action happened in the past, the verb often ends in the letters –ed.</p> <p>When reading, if a verb ends with the letters –ed, it could mean the action happened in the past. When –ed is added to a word, it could make different sounds like /d/.../ed/.../t/.</p> <p>When writing, if an action happened in the past, you may need to add –ed. When adding –ed to a word, the following rules can be used:</p> <ul style="list-style-type: none"> <li>If a word ends in a consonant and final -y, change the -y to i and add -ed.</li> <li>If a word ends with a short vowel and a single consonant, double the final consonant and add -ed.</li> <li>If a word ends in a silent final -e, drop the -e and add -ed. (This rule could also be stated as: If a word ends in a silent final -e, just add -d).</li> </ul> <p><b><u>irregular past tense verbs:</u></b> We usually add –ed to make past tense, but not always. There are some exceptions to this rule. Some words change letters/spelling to show past tense. Remember to pay attention to these irregular past tense verbs when reading or writing.</p> <p><b>Routine to Introduce Irregular Past Tense Words</b></p> <p>Today, we will be learning a ‘rule-breaker’, a set of words which are irregular. You need to rely on your memory and what sounds right to figure out the correct word.</p> <p>Although we typically make a verb past tense by adding –ed, some verbs do not follow that rule exactly. They are rule-breakers. We call these irregular past tense verbs. Remember to pay attention to irregular past tense verbs when reading and writing. Let’s try reading a few right now... Demonstrate the targeted rule (see gray box above) and display/introduce the present and past tense of several words fitting that rule. Reread the list chorally. Next, let’s write the past tense of some verbs. Remove the words. State the present tense of a word and have students determine the correct irregular past tense. Have students write the past tense of the word.</p>				
	Practice –ed sounds: /d/, /ed/, /t/ <b>Routine 8</b>	Practice adding –ed to words ending in -y <b>Routine 8</b>	Practice adding –ed: doubling the final consonant; dropping final -e <b>Routine 8</b>	Introduce irregular past tense verbs  buy→bought fight→fought go→went feel→felt think→thought become→became begin→began bite→bit draw→drew eat→ate dig→dug <b>Routine to Introduce Irregular Past Tense Words</b>	
<b>Whole Word Blending</b>	touched mailed fixed printed tasted cared played walked popped <b>Routine 16</b>	cry→cried apply→applied play→played dry→dried stay→stayed <b>Routine 7</b>	dip→dipped hug→hugged nap→napped stop→stopped  wipe→wiped line→lined move→moved hope→hoped love→loved change→changed <b>Routine 7</b>		
<b>Blending Sentences</b>	The children at school wished they earned their party. <b>Routine 11</b>	The ants carried food to store for the winter. <b>Routine 11</b>	The sheep napped in the barn for several hours. <b>Routine 11</b>	We thought you carried the shelves. <b>Routine 11</b>	
<b>Word Families</b>					Word Families _om; _est; _oot (as in boot) <b>Routine 4, 22</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	<p>1. lied 2. taught 3. started 4. chopped 5. blamed 6. The girl chopped wood, nailed boards, painted, and then played. <b>Routine 33 – Takes place on Friday</b></p>				

## **Friends Argue Sometimes**

Ty and Jaxon were really good friends. Today, they were playing at Ty's place.

"Let's go outside," said Ty. "I want to play sports in the fresh air."

Jaxon usually liked playing sports, but today he didn't feel like it. "Let's stay inside and play board games," he replied.

Each of the two friends felt very strongly about what he wanted to do. Jaxon yelled. Then Ty yelled. Ty called Jaxon some mean names, and Jaxon called Ty meaner names. They fought until both of them were crying.

Ty looked at Jaxon. Ty was still sad and angry, but he could see that Jaxon was also sad and angry. Ty started to feel bad about some of the things he had said.

"Jaxon, I didn't mean all the things I said to you," he said.

Jaxon sniffed. "And I didn't mean the things I said to you. Sorry."

Ty and Jaxon had a snack and made art instead of playing sports or board games.

Circle the past tense word ending. Read the ending of the word. Read the whole word.

boxed	patted	mailed	chattered
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dried	prayed	pried	hopped
-------	--------	-------	--------

taped	mapped	hoped	inflated
-------	--------	-------	----------

blew	fought	found	held
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<i>maped</i>	<i>drotted</i>	<i>bried</i>	<i>chunted</i>
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**Lesson 35: Triple blends: scr-, str-, spr-, thr-, shr-, squ-**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Review:</b> <b>Triple blends:</b> <b>scr-, str-, spr-, thr-, shr-, squ-</b>	<p><i>A consonant blend (cluster) is a combination of consonants that are placed together without being separated by a vowel. The letters in a blend work together to make one sound, but each of the sounds of the individual letters can usually still be heard.</i></p> <p><i>When reading, if a word has a blend, remember to say the sound of each letter. (Remember, the letters qu- come together to make the sound /kw/.)</i></p> <p><i>When writing, segment the word slowly so you hear each sound in the blend. Be sure to write each letter for the sounds in the blend. (Remember, the letters qu- come together to make the sound /kw/.)</i></p>				
	Review scr-, str-, spr- <b>Routine 5</b>	Review thr-, shr- <b>Routine 5</b>	Review squ- <b>Routine 5</b>	Practice with triple blends <b>Routine 22</b>	
<b>Whole Word Blending</b>	sprain strap stress scrape string scrape scrawl <b>Routine 10</b>		square squid squat squeeze squirm squeal squirrel squirt <b>Routine 10</b>		
<b>Blending Sentences</b>	I feel very strange holding my hands above my head. <b>Routine 11</b>		The basketball squad dribbled the balls. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		three throat thrust shred shroud shrunk shrill <b>Routine 12</b>		spring screen street throne shrimp squirm strap <b>Routine 12</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		My shirt shrunk in the washer. <b>Routine 13</b>		The paper was shredded in the square box. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _ool; _eat; _ot <b>Routine 4, 22</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. instruct 2. shrimp 3. script 4. sprout 5. squirt 6. The teacher scrawls three lines on the board. <b>Routine 33 – Takes place on Friday</b>				

## **The Great Squid Squabble**

Squid like to swim in the sea.

But a big wooden box sat on the bed of a truck on the dock. The wooden box contained a smaller glass box full of water. In the water, squid swam.

Suddenly, the strapping on the wooden box snapped. A piece of wood shattered the glass box. Water and squid rushed out. The squid happily flopped off the dock back into the sea.

On the dock, three workers started to shout at each other. They all thought it was a different person's fault.

The great squid squabble got louder and louder. The three workers were very unhappy.

Down below in the water, the squid swam happily home.

Circle the triple blend. Say the sounds in the blend.  
Read the whole word.

scraped	thread	stream	shrink
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sprinkle	squint	strum	thrust
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sprang	screw	thrum	scribble
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threw	squall	stray	shrimp
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<i>sprant</i>	<i>trankle</i>	<i>reshrob</i>	<i>thrubble</i>
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**Note to teacher:** this additional practice page is provided to support students who need more support in noticing patterns and decoding words. Not every student in differentiated lessons will need this additional practice. Use formative assessment to make this decision.

Circle the triple blend. Say the sounds in the blend. Read the whole word.

script	squawk	thrust	scrimped
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strip	spray	strum	throw
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scram	sprouted	destruction	construction
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struck	square	instrument	three
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**Lesson 36: Homophones**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Review:</b> <b>Homophones</b>	<p><b>Homophones</b> are a type of homonym that sound alike and have different meanings, but are spelled differently (e.g. to-two-too).</p> <p>When reading, if you recognize a homograph, homonym or homophone, it is important to pause and think about the word's meaning.</p> <p>When writing, if you are unsure of the correct spelling of a homograph, homonym or homophone, it is best to write the word with all the possible letter combinations first. Then use visual cues to help determine the appropriate letter combination by asking yourself, "What looks right? Which spelling looks correct, as it's written in a book?" If still unsure, consult a dictionary or other resource. When using a homophone, be sure to carefully select the correct spelling. If the incorrect spelling is chosen, the meaning could be altered.</p>				
	Review homophones <b>Routine 9</b>	Review homophones <b>Routine 9</b>	Review homophones <b>Routine 9</b>	Review homophones <b>Routine 9</b>	
<b>Whole Word Blending</b>	waste-waist hair-hare sale-sail way-weight deer-dear meet-meat <b>Routine 9</b>		see-sea tax-tacks mail-male pear-pair ate-eight allowed-aloud <b>Routine 9</b>		
<b>Blending Sentences</b>	My father will buy ten tacks for seventy cents. <b>Routine 11</b>		The bees will be around their own hive. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		site-sight die-dye night-knight grown-groan board-bored rose-rows tide-tied <b>Routine 17</b>		shoo-shoe wood-would scene-seen loan-lone one-won billed-build cell-sell <b>Routine 17</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		The son sat in the sun near the road. <b>Routine 13</b>		He will sell his old shoes to buy a new pair. <b>Routine 13</b>	
<b>Word Families</b>					Word Families _oop; _eep; _are <b>Routine 4, 23</b>
<b>Manipulating Sounds and Letters in Words</b>					wrist, dentist, <u>dent</u> , <u>sent</u> , <u>sender</u> , <u>lender</u> , <u>fenders</u> <b>Routine 24</b>
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	<p>Write the word and make a sketch: 1. pear 2. pair 3. way 4. weigh</p> <p>6. I see the sail of the boat they got at the sale tied up at the dock by the sea. (Note to teacher: if the length of this sentence will feel overwhelming to your students or take too much time, you could stop after the word "sale.")</p> <p><b>Routine 33 – Takes place on Friday</b></p>				

## Don't Skip Meals

I had skipped breakfast and I was very hungry, so I ate a pear. I was still hungry, so I ate a pair of apples and eight crackers.

My son sat at the kitchen table in a patch of sun. "Are you still hungry?" he asked.

"Yes, but if I keep eating this way, I am going to weigh as much as a truck," I said.

"You will groan because you've grown so big," he joked.

I ate a sandwich. "That is better," I said aloud. "I have allowed myself to eat plenty and now I feel good."

My son laughed. "I was getting worried," he said, "that you would start eating the wood table!"

"I think I should eat breakfast next time!" I said.

Read each homophone. Talk and think about its meaning. Make a sketch to help you remember each homophone.

pale	pail
------	------

scent	sent
-------	------

days	daze
------	------

pause	paws
-------	------

This lesson does not include nonsense words because homophones require meaning.

**Lesson 37: R-controlled syllables**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill: Vowel team syllables</b>	<p><i>R-controlled vowels occur in one-syllable words, like “cord,” which has the “or” r-controlled vowel, and “part,” which has the “ar” r-controlled vowel. R-controlled vowels also occur in words with more than one syllable, like “storming,” and “scarlet.”</i></p> <p><i>You have learned that “ar” says /ar/, “or” says /or/, and “ir,” “ur”, and “er” say /er/. The “or” pattern can make another sound. At the end of long words, “or” often says /er/. “Illustrator” is one example. In “illustrator,” you drop the silent e from “illustrate” and add “or” at the end of the word.</i></p> <p><i>When reading, break multi-syllabic words into syllables, decode each syllable, and then read the whole word.</i></p> <p><i>When writing, segment the sounds in each syllable slowly. Make sure to write the letters for each sound.</i></p>				
<b>Whole Word Blending</b>	carton, starving, author, chowder, border, whimper, corduroy <b>Routine 10</b>		morning, partook, fortress, invert, permanent, carpet, elevator <b>Routine 10</b>		
<b>Blending Sentences</b>	She whispered, “Be careful; there are dangerous things here.” <b>Routine 11</b>		She worked on the carving all day and all night until it was perfect. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		garbage, convert, insert, returning, spurted, supervisor <b>Routine 12</b>		compare, gander, sparking, pardon, parlor, compartment <b>Routine 12</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		We parted at the top of the vertical wall. <b>Routine 13</b>		We converted the van into an exercise room. <b>Routine 13</b>	
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	<p>1. investor 2. important 3. carport 4. fortitude 5. government</p> <p>6. We drove into the covered parking lot.</p> <p><b>Routine 33 – Takes place on Friday</b></p>				



## A Home by the Garden

Below the bridge, an elderly woman loitered in the purple morning light. Her head was covered with a bit of rag and her feet were bare. She seemed to be trying to avoid the notice of all the passers-by.

A little boy scampered past on his way to school. It was Thursday, and Mother's Day was that weekend. The boy faltered, then came to a stop. The elderly woman made him think of his mother and grandmother.

"Excuse me," the boy said, "are you all right?"

The woman sluggishly turned her head to face the boy. "Oh, how nice of you to ask. I'm fine, except that I can't seem to remember where I live."

The boy considered this. His grandfather sometimes forgot things too. Grandfather remembered when his family asked the right questions.

"Can you remember what it sounds like where you live?" he asked.

"Oh, yes. It sounds like cheerful people."

"Can you remember what it smells like where you live?" he asked.

"It smells like lavender," she said.

"What does it look like?" he asked.

"It looks like green and purple and red and blue."

The little boy considered this for a bit. Then, he took the elderly woman's hand and led her to her home, next to the flower garden and the children's playground. The woman's family was overjoyed to see her.

Draw a line between each syllable in the word. Circle the r-controlled vowel. Read each syllable. Read the word.

distributor	encounter	interrupt	partition
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urgent	wonder	commentator	vermin
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whiner	alarming	cavern	visitor
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operate	incinerator	sparkle	impertinent
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<i>bliner</i>	<i>perspunkly</i>	<i>dimparn</i>	<i>bordling</i>
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**Lesson 38: Vowel team syllables**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Vowel team syllables</b>	<p>Vowel teams occur in one-syllable words, like “boat,” which has the “oa” vowel team, and “pout,” which has the “ou” vowel team. Vowel teams also occur in words with more than one syllable, like “coaching,” and “compound.”</p> <p>When reading, break multi-syllabic words into syllables, decode each syllable, and then read the whole word.</p> <p>When writing, segment the sounds in each syllable slowly. Make sure to write the letters for each sound.</p>				
<b>Whole Word Blending</b>	reproach cartoon poodles haystack feeble conceal repeal <b>Routine 10</b>		football partook reseed reveal entail retail foible <b>Routine 10</b>		
<b>Blending Sentences</b>	The items you want are not available for retail sale. <b>Routine 11</b>		Is it time to reveal the secret we took so much trouble to conceal? <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		prevail available reproach powder treatment reseal <b>Routine 12</b>		impound rainbow teacher preacher recoil sleeting <b>Routine 12</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		The dog glared at me reproachfully. <b>Routine 13</b>		I partook in a football game. <b>Routine 13</b>	
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. teenager 2. repeated 3. intake 4. respond 5. container  6. The dog cowered below the awning of the big department store.  <b>Routine 33 – Takes place on Friday</b>				

## The Magic Wand

On Thursday, Jaden went to school.

When he looked inside his desk for his eraser, he encountered something else instead.

It was a shiny piece of wood, about nine inches long. When he picked it up, it made his hand tingle.

After lunch, all of the students went outside to play. Jaden took the wooden wand with him.

“Why do you have that stick?” asked his friends. “You can’t have that in your hand and play basketball at the same time.”

“Yes I can still compete,” responded Jaden.

And he could. It was easy to dribble the ball with one hand and handle the piece of wood in the other.

When Jaden leaped, he zoomed up and up, higher and higher. He dunked! He floated gently back down.

“I can’t jump that high on my own. I have a magic wand!” Jaden yelled.

Draw a line between each syllable in the word. Circle the vowel teams. Read each syllable. Read the word.

caboose	sailor	cleaver	about
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retainer	steely	seeding	coolest
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powdered	stouter	unreachable	cartoonish
----------	---------	-------------	------------

unsealed	bailed	beaten	refrain
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<i>waitlime</i>	<i>boinktion</i>	<i>pouten</i>	<i>leachmop</i>
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**Lesson 39: More prefixes and suffixes**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Root words, prefixes and suffixes</b>	<i>The more we read and write, the more we encounter longer words. Understanding how to break words into syllables and meaningful chunks will make the reading and writing of multi-syllabic words more manageable. Words may contain three main word parts (meaningful chunks): the root word, a prefix and a suffix. (Teachers, Please Note: You may wish to create an anchor chart containing the information below. You may wish to add visuals as a scaffold. It is suggested this anchor chart be built over the course of this week's instruction, beginning with the "root.")</i>				
	<b>The Prefix:</b> -is added before the root. -adds to or modifies the meaning of the root. -cannot stand alone.		<b>The Root Word:</b> -is the main part of the word. -carries the main meaning of the word. -can stand on its own without a prefix or suffix. -some words don't have an obvious root		<b>The Suffix:</b> -is added to the end of the root. -adds to or changes the meaning of the root. -may change the part of speech, the tense or the number. -cannot stand alone.
	<i>When reading, be on the lookout for the root word, prefixes and suffixes. Breaking the word into meaningful parts (root, prefix, suffix) will help you decode the entire word, even when you don't recognize every part of the word. In addition, thinking about the word parts will help you better understand the meaning of the word. A prefix or suffix usually changes the meaning of the root word.</i> <i>When writing, use root words, prefixes and suffixes to expand your vocabulary and word choice, making your writing more interesting and engaging.</i>				
	<i>Some common prefixes and suffixes include:</i>				
	<i>im/non- not/opposite</i> <i>extra-/extro- outside/beyond</i> <i>auto- self</i> <i>anti/ant- opposed</i> <i>de- reverse or change</i>			<i>-ance/ence- state or quality of</i> <i>-sion/-tion- state of being</i> <i>-able/-ible- capable of</i> <i>-ous/-ious- characterized by</i>	
	Introduce im/non-, extra-, and auto- <b>Routine 7</b>		Introduce anti- and de- <b>Routine 7</b>	Introduce -ance/ence and -sion/-tion <b>Routine 7</b>	introduce -able/-ible and -ous/-ious <b>Routine 8</b>
<b>Whole Word Blending</b>	impose, nonstarter, extroverted, automobile <b>Routine 10</b>		finance, position, division, interference <b>Routine 7</b>		
<b>Blending Sentences</b>	The demented antagonist giggled crazily. <b>Routine 11</b>		Does your vehicle need maintenance? <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		defrost, antacid, defog, antismoking <b>Routine 8</b>		resistible, horrible, nutritious, refillable <b>Routine 8</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		Is the liquid you extracted from that bottle nontoxic? <b>Routine 13</b>		I'm not sure if your devious actions are forgivable. <b>Routine 13</b>	
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. automate 2. impolite 3. detangle 4. likeable 5. invasion 6. We jumped in the automobile to go get an antidote for the snakebite. <b>Routine 33 – Takes place on Friday</b>				

## The Extraterrestrial Invasion

Sometimes, Ana went to the park to relax and de-stress. One evening, she lay immobile in the grass, looking up at the sky.

She saw a bright light, then heard a sound, at first barely audible. It got louder and louder. The light resolved into an improbably large object. What was it?

The object came to rest in position over the field. Part of it slid open and a ladder dropped down. Ana began to get nervous.

Something climbed down the ladder. It was clearly an extraterrestrial, short, green, and in some kind of spacesuit. Her brain wanted to deny what it was seeing, but this was really happening!

“Your behavior is unforgivable,” the extraterrestrial said, raising something to point at her.

“What? I didn’t do anything,” Ana exclaimed.

“This is an antimatter ray,” the extraterrestrial explained. “Resistance is futile.”

“Wait, what? I’m not resisting!” Ana yelled.

She woke up lying in the grass.

“I will not eat any more hot Cheetos for my afternoon snack! They give me strange dreams,” Ana said.

Circle the suffix. Say the suffix and its meaning. Read the whole word. Say the meaning of the whole word.

autograph	impress	nonstick	extragalactic
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antivenin	decompose	describe	anticlimax
-----------	-----------	----------	------------

romance	contusion	inference	multiplication
---------	-----------	-----------	----------------

curious	impermanent	washable	anxious
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<i>superglob</i>	<i>autoaction</i>	<i>extramashable</i>	<i>plantious</i>
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**Lesson 40: Multisyllabic words review**

Phonics					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics Skill:</b> <b>Root words, prefixes and suffixes</b>	<i>The more we read and write, the more we encounter longer words. Understanding how to break words into syllables and meaningful chunks will make the reading and writing of multi-syllabic words more manageable. Words may</i> <ul style="list-style-type: none"> <li>Contain open and closed syllables</li> <li>Contain vowel teams</li> <li>Contain three main word parts (meaningful chunks): the root word, a prefix and a suffix.</li> </ul> <i>When reading, break multi-syllabic words into syllables, decode each syllable, and then read the whole word.</i>  <i>When writing, segment the sounds in each syllable slowly. Make sure to write the letters for each sound.</i>				
	Open and closed syllables review <b>Routine 27</b>	Prefixes, suffixes, and root words review <b>Routine 7</b>	Prefixes, suffixes, and root words review <b>Routine 8</b>	Vowel team syllables review <b>Routine 27</b>	
<b>Whole Word Blending</b>	radio, gerbil, instructor, instigate <b>Routine 27</b>		misperception, convenience, persistence, interwoven <b>Routine 27</b>		
<b>Blending Sentences</b>	The linden tree has magnificent branches perfect for climbing. <b>Routine 11</b>		The detective used the magnifying glass to uncover the fingerprints of the suspect. <b>Routine 11</b>		
<b>Segmenting to Spelling</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		interdependent, reposition, malfunction, anticlimactic <b>Routine 28</b>		encounter, cartoon, stampede, withdrawn <b>Routine 28</b>	
<b>Sentence Dictation</b> <i>Provide scaffolds when there are multiple ways to spell a sound.</i>		The inspector used her magnifying glass to look for clues. <b>Routine 13</b>		The rodent wandered aimlessly. <b>Routine 13</b>	
<b>Reading Decodable Text</b>	Echo Read <b>Routine 31</b>	Choral Read <b>Routine 31</b>	Partner Read <b>Routine 31</b>	Independent Read <b>Routine 31</b>	
<b>Identifying Patterns and Reading Words</b>	First Line <b>Routine 32</b>	Second Line <b>Routine 32</b>	Third Line <b>Routine 32</b>	Fourth Line <b>Routine 32</b>	
<b>Formative Assessment – Fri.</b>	1. distrusting 2. ponder 3. motivate 4. elation 5. awful 6. The confident child raced her scooter down the sidewalk. <b>Routine 33 – Takes place on Friday</b>				

## **Chowder for Lunch**

I don't see my aunt too frequently but when I do see her, we always do the same thing. Early in the morning, she parks her wonderfully red sports car in front of our apartment building and honks three times. That is a signal to me.

I give Pops a hug and charge out the door with my heavy backpack, previewing all the things we are going to do in my head. When she sees me, my aunt sticks her head out the window, lowers her sunglasses, and says, "Prepared for action?"

"I'm prepared!" I say.

We do different things in the morning. Sometimes, we go shopping. Sometimes we go to the aquarium. Or we might just walk around. I like talking to her about what's going on in my life because she always has good advice.

Lunch is the same every time. We have a tradition. We go to a little seafood place right by the water. She gets fish and chips, and I get chowder.

I feel so relaxed and happy when I'm having delicious chowder for lunch with my amazing aunt.

Circle the suffix. Say the suffix and its meaning. Read the whole word. Say the meaning of the whole word.

crater	factor	premade	spandex
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impression	malformed	interaction	prevent
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misstep	distasteful	confusion	interplanetary
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surplus	compound	dreadful	tranquil
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<i>purtongle</i>	<i>boundant</i>	<i>ablantate</i>	<i>ploutindex</i>
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