Lesson Preparation

Materials
- Review Decks
- Syllable Division Wall Card 4 (vcv)
- Spelling and High Frequency Word Practice 81
- Spelling Word List 16
- Worksheet 81
- Reading selection from Robin Hood (optional)

Before class
- Cover examples 2 and 3 on the Syllable Division Wall Card 4.

Lesson Warm-Up

Language/Alphabet Activity

- Enrichment: The language instruction and activities below are optional and for enrichment. Use this section if it suits the ability of your children and if time permits.

Objective: To extend knowledge of the history of the English language

- Children should be seated at their desks.

“The last time we talked about the English people, we discovered that the French people from Normandy had conquered the Saxons in England.”

“After this invasion, the Saxons continued to live as farmers and workers, but the Norman people, who were French, became the lords and masters.”

“For a long time, there were two different languages in England, but eventually many of the more sophisticated words from the French people entered the vocabulary of everyone who lived in England.”

“The two languages ‘melted’ together into one English language, which became known as ‘Middle English.’ Although we probably wouldn’t recognize this language if we tried to read or hear it today, it was much more like the English we speak today than Old English was.”
While Middle English was spoken from 1100–1500, many famous stories were written.

"The years between 1100 and 1500 are the years when Middle English was spoken. You might be surprised how much you know about life in England at that time because some very famous stories have been written about that period."

"For example, one story you might know is about a man who lived in the woods with a group of helpers. The man and his group stole from the rich and gave to the poor. Who do you think I’m talking about?"  Robin Hood

"That’s right! Many of you have probably heard stories or seen movies about Robin Hood, and these will give you some idea about what life in England was like during the Middle English period."

> Optional: Read aloud a condensed version or small portion of the Robin Hood story sometime this week, or read the entire story over the next several weeks.

"Also during this time period, many stories were written about knights in shining armor, castles, sword fighting, bows and arrows, and tournaments. These exciting stories involved people like King Arthur, Queen Guinevere, and Sir Lancelot. A famous musical play called ‘Camelot’—with songs by Lerner and Loewe—is about this time in England."

"Do any of you know any stories about Robin Hood, King Arthur, knights, or castles that you would like to share with us before we continue with our lesson?"

- Allow time for children to respond.

**Daily Letter and Sound Review**

**Objective:** To practice letter recognition, letter sounds, and sight words

- Quickly review Letter Cards 1–66. Have children name each letter.
- Quickly review Picture Cards 1–85. Have children name each keyword and sound.
- Show children Sight Word Cards 1–75 in random order. Ask children to read each word.
- Using the results on the Sight Word Evaluation Form, select individual children to spell those sight words they have not yet mastered. Choose a few children every day.

**Spelling Review**

**Objective:** To practice spelling letter sounds and words

- Seat children where they can write comfortably.
- Distribute Spelling and High Frequency Word Practice 81.
- Make sure children are working on the side with the name line.
Review nine spelling sounds.

Review Words:
- moist
- cloud
- verb

Sight Words:
- finally
- heard
- several

Dictation:
- Dan went fishing and hooked three big fish.

Distribute Spelling List 16.

Have children put their spelling lists in their Homework Folders.

Optional: Have children use the cursive letters they have learned to write their spelling sounds.

- Quickly review the following nine sounds. Children should echo the sounds, name the letter(s) that make them, and write their responses on lines #1–#9.
  1. /ch/  ch || ch, tch
  2. /ð/  oo
  3. /i/  j, g || dge, ge
  4. /v/  v || ve
  5. /i/  i-e, i || y
  6. /d/  d || d, ed
  7. /k/  k, c || ck, k, ke
  8. /z/  z, s
  9. /f/  f || ff

“Let’s practice spelling some words. Find the box labeled ‘Review Words.’ Put your finger next to #10. Spell the word ‘moist.’”

- Repeat with #11 (cloud) and #12 (verb).

- Spell each word out loud after children have had time to write it so they can check their work immediately.

“Now let’s practice spelling some sight words. Put your finger next to #13. Spell the word ‘finally.’”

- Repeat with #14 (heard) and #15 (several).

- Spell each word out loud after children have had time to write it so they can check their work and make corrections immediately.

“Write the following sentence on your paper: Dan went fishing and hooked three big fish.”

- After allowing time for children to write the sentence independently, write it on the board so they can check their work.

- Distribute Spelling Word List 16.

“These are the words we’ll have on our test (Friday). Take these home and practice them.”

- Have children put their spelling lists in their Homework Folders.

- Have children put their practice sheets aside for use later in the lesson.

New Increment: The v’ | cv Pattern

“Echo these words and tell me what sound they all have in common: lady, cater, basin.” lady, cater, basin; all contain the /æ/ sound

- Write the words on the board.

“Look at these words and tell me how many vowels are in each of them.” two

“What do we do when we have more than one vowel in a word?” find the vowel pattern and divide the vowels into syllables

“The first thing we should do is to divide the word into syllables. Let’s write a small ‘v’ under each vowel.”
Guide children in identifying vowels and consonants as you label each part of the vowel pattern.

- Write a small v under each vowel:

  l a d y  c a t e r  b a s i n
  v  v  v  v  v

  "What should we do next?" look between the vowels for consonants
  "Next, we should look for consonants. Let's write a small 'c' under each consonant."

- Write a small c under the consonants that fall between vowels:

  l a d y  c a t e r  b a s i n
  v  c  v  v  c  v  v  c  v

- Point to the word "lady."

  "Who can tell me the vowel pattern for this word?"  v e v
  "That's right! This is a new vowel pattern: vowel, consonant, vowel."
  "The best place to divide a word that follows this pattern is after the first vowel. The accent belongs on the first syllable. Let me show you."

- Divide the word as follows:

  l a | d y  c a t e r  b a s i n
  v  c  v  v  c  v  v  c  v

- Point to the vowels in the word "lady."

  "How do we code these vowels?"  a: macron; y: with a dot
  "Why?" because the a is open and accented; because the y is acting like a vowel

- Code the word:

  l a | d y  c a t e r  b a s i n
  v  c  v  v  c  v  v  c  v

  "Who can read this word?" lady
  "Can anyone define this word or use it in a sentence?"

- Allow time for children to do this.
• Repeat with the words “cater” and “basin.” The words should be coded as follows:

\[
\begin{array}{c}
\text{l} & \text{a} & \text{d} & \text{y} \\
\text{v} & \text{c} & \text{v} \\
\text{b} & \text{a} & \text{t} & \text{e} & \text{r} \\
\text{b} & \text{a} & \text{s} & \text{i} & \text{n} \\
\end{array}
\]

> Note: Children may code the i in the word “basin” with either a breve or a schwa. Either coding is acceptable.

• Point to the “vcv” pattern on the word “lady.”

“I have a card to help you remember this new vowel pattern.”

• Hold up Syllable Division Wall Card 3. Explain the new syllable division procedure using the example shown on the card. Then hang up the card in a location that is clearly visible to every child.

“We’ll be learning more about this syllable division pattern in a few weeks.”

Spelling with the v’l cv Pattern

• Seat children where they can write comfortably.

• Have children take out their Spelling and High Frequency Word Practice 81 sheets.

“Turn your sheet over to the back side of the paper.”

• Make sure children have the right side.

“Find the box labeled ‘New Sounds and Words.’”

“Now let’s spell some words with our new syllable pattern. Put your finger on #1. Spell the word ‘over.’”

• Repeat with #2 (lady) and #3 (student).

• Spell each word out loud after children have had time to write it so they can check their work immediately.

• Have children put their practice sheets in their Homework Folders.

Application and Continual Review

Boardwork

“Let’s review.”

“How do we code a vowel that is followed by a consonant?” breve; short

“How do we code an open, accented vowel?” macron; long

“How do we code a word that follows the ‘vowel consonant e’ pattern?” cross out the e and put a macron over the vowel
"How do we code a word with two vowel sounds?"
find the vowels; look between them for consonants; then divide the word and code it

"How do we code final, stable syllables?" bracket them; accent the syllables before the brackets; cross out the silent e's

"Let's code some words like the ones you'll have on your worksheet today."

- Write the following sentence on the board:

The judge gave the sloppy banner a low score.

- Select children to come to the board and code the words. The words should be coded as follows:

\[
\text{The judge gave the sloppy banner a low score.}
\]

- Once the sentence is correctly coded, have children read it.
- Leave the sentence on the board for children to refer to when completing their worksheets.

"Let's practice dividing some nonsense words with the vcv pattern."

- Write the following on the board:

kibet

"This isn't a real word in English, but we can still divide it. Who can divide and code this word for me?"

- Select a child to divide and code the word:

kībēt

"What does this word say?" kibet

- Make sure children pronounce the accent on the first syllable.

"'Kibet' is a made-up word, but we can still divide it because it has a vowel pattern we know."
Select a different child and repeat with the following:

\[ \text{cūmāb} \]

\[ \text{v} \]

\[ \text{c v} \]

- Note: Children who need further practice dividing vcv words can code words from the Reading Word List or additional nonsense words, such as “frogusted” or “snufinking.” When children divide nonsense words, allow them to mark the accent on any syllable as long as that accent placement fits a pattern they have learned, but make sure they pronounce the accent where they place it.

Worksheet

- Seat children where they can write comfortably. Distribute Worksheet 81.
  
  “Turn your paper to the worksheet side.”

- Make sure children turn to the correct side.
  
  “Code the words by #1–#6 and read them to yourself.”

  “Then draw lines from the pictures to the matching words.”

  “When you finish, read the paragraph and answer the questions.”

- As children work, provide help as needed. Have each child correct any incorrect answers.

- Some time during the day, try to call each child to your desk to read some or all of the words on the worksheet, or let children read and listen to each other.

Homework

“Turn your paper over to the homework side.”

“Read the words by #1–#6, coding only if necessary, and draw lines from the pictures to the matching words.”

“Then read the paragraph and answer the questions.”

“When you finish your paper, read it to someone at home.”

“Remember to read and spell the words in the High Frequency Word Box to someone at home. Use the words to write sentences on the handwriting lines. Then bring the practice sheet back to school.”

- Have children put their worksheets in their Homework Folders.

Discuss the homework with children.

Have children put their worksheets in their Homework Folders.
Classroom Practice

- Throughout the week, continue to practice appropriate Kid Card games and other activities to strengthen areas in which children are weak. Refer to the introductory materials for specific directions to each game.

- Optional Fluency Practice: To obtain the maximum benefit of fluency instruction, children should practice fluent reading for at least 15 minutes every day. The Fluency Instruction booklet suggests a variety of reading activities.

School/Home Reinforcement

- Send the following home with children at the end of the day:
  Spelling and High Frequency Word Practice 81
  Spelling Word List 16
  Worksheet 81
Spelling Words
1. tree
2. mouth
3. cry
4. cow
5. out
6. took
7. mule
8. nine
9. slope
10. lake
11. king
12. slow
13. hoop
14. found
15. throw
16. could
17. would
18. should
19. four
20. their
21. My mouth hurts where I lost my tooth.
22. Would you like to take a nap?

The v'cv Pattern
1. fever
2. spider
3. open
4. magic
5. baby
6. anger

My Uncle David likes bacon in his eggs and gravy on his bread. My dad thinks my uncle is crazy since Dad likes his food plain and not mixed with other foods.

7. Who likes bacon in his eggs? Uncle David
8. What does Uncle David like on his bread?
   - jelly
   - gravy
   - bacon
9. Dad forces plain food.
   - yes
   - no

Lesson 81
Lesson Preparation

Materials
- Alphabet /Accent Deck (Section 1)
- Review Decks
- Retired Decks
- Affix Cards 13 and 14 (-ness, -ful)

- Spelling and High Frequency Word Practice 82
- Worksheet 82
- Decodable Reader 15 (Let's Keep Our Park Open)

Before class
- After this lesson, you may retire the Sight Word Cards children know very well. Since the Retired Decks are reviewed on the same day as the active Sight Word Deck, the Teacher's Manual does not indicate when the retired Sight Word Cards should be reviewed. However, if children become unable to read or to spell any retired sight words, reinsert those cards into the active Sight Word Deck and review them weekly.

Lesson Warm-Up

Language/Alphabet Activity

Objective: To practice alphabet sequence and placing accents on syllables

- Children should be seated at their desks.

“Let's work with the first section of the Alphabet/Accent Deck today.”

- Shuffle Section 1 of the Alphabet/Accent Deck before showing the cards. (Most children should be able to respond correctly by this point unless you have children with learning disabilities.) If desired, have children stomp their feet, raise their hands, etc., as they say the accented syllables. Try to set a pace that is fast enough to get through the entire deck.

- If necessary, have children return to their seats.
Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, affixes, and sight words

➤ Note: If none of the cards have been retired, review the Active Decks as usual.

• Quickly review the retired Letter Deck. Have children name each letter.
• Quickly review the retired Picture Deck. Have children name each keyword and sound.
• Show children Affix Cards 1–12 in random order. Ask children to identify each affix.
• Show children Sight Word Cards 1–75 in random order. Ask children to read each word.
• Using the results indicated on the Sight Word Evaluation Form, select individual children to spell those sight words they have not yet mastered. Choose a few children every day.

Spelling Review

Objective: To practice spelling letter sounds and words

• Seat children where they can write comfortably.
• Distribute Spelling and High Frequency Word Practice 82.
• Make sure children are working on the side with the name line.
➤ Optional: Have children use the cursive letters they have learned to write their spelling sounds.

• Quickly review the following nine sounds. Children should echo the sounds, name the letter(s) that make(s) them, and write their responses on lines #1–#9.
1. /a/ a, e, a | ay 4. /oi/ oi | oy 7. /ng/ ng
2. /o/ oo 5. /ch/ ch | ch, tch 8. /b/ b, ble
3. /e/ o, e, o | ow 6. /l/ l | ll 9. /th/ th

"Let's practice spelling some words. Find the box labeled ‘Review Words.’ Put your finger next to #10. Spell the word ‘hay.’"
• Repeat with #11 (lodge) and #12 (proud).
• Spell each word out loud after children have had time to write it so they can check their work immediately.

"Now let's practice spelling some sight words. Put your finger next to #13. Spell the word ‘America.’"
• Repeat with #14 (earth) and #15 (government).
• Spell each word out loud after children have had time to write it so they can check their work and make corrections immediately.
Dictation:
16. The rattlesnake hid in the dry grass.

"Write the following sentence on your paper: The rattlesnake hid in the dry grass."
- After allowing time for children to write the sentence independently, write it on the board so they can check their work.
- Have children put their practice sheets aside for use later in the lesson.

New Increment: Suffixes -ful, -ness

- Write the following words on the board:
  cupful
  hopeful

  "Who would like to read these words?"
- Call on a different child to read each word.
  "Each of these words contains a suffix. Who can name it?"
- Allow time for children to examine the words.
  "Name the suffix." suffix -ful
  "What do you think suffix -ful means?"
- Discuss the definition of each word, gradually leading to the idea that suffix -ful means "full of," as in "hopeful," or "a quantity that fills," as in "cupful."
- Write the following words on the board:
  thickness
  redness

  "Who would like to read these words?"
- Call on a different child to read each word.
  "What is the suffix on these words?" suffix -ness
  "What do you think suffix -ness means?"
- Discuss the definition of each word, gradually leading to the idea that suffix -ness means "state," "quality," or "degree of."
  "Suffix -ness means that something has a certain quality. For example, the word ‘redness’ means something has the quality of red, and the word ‘thickness’ means something has the quality or condition of being thick."
  "How do we code suffixes?" box them
Review the coding for suffixes and then box the suffixes.

Discuss that after boxing suffixes, children should check for root words. Have children identify each root word, code it, read it, and use it in a sentence.

- Box each suffix.

\[\text{cupful} \quad \text{hopeful} \quad \text{thickness} \quad \text{redness}\]

"What should we do after we box suffixes?" make sure root words are left

"That's right. After we box a suffix, we must make sure a root word is left. Who can tell me the root words in this list?" cup, hope, thick, red

- Once the root words have been identified, select children to help you code each word, read it, and use it in a sentence. The words should be coded as follows:

\[\text{cupful} \quad \text{hopeful} \quad \text{thickness} \quad \text{redness}\]

- Leave the words on the board for children to refer to when completing their worksheets.

**New Deck Cards for Suffixes -ful, -ness**

- Show children **Affix Cards 13 and 14**, one at a time. Children should respond "Suffix -ness" when you show them **Affix Card 13**, and they should respond "Suffix -ful" when you show them **Affix Card 14**.

➤ Note: The new Affix Cards should be added to the Affix Deck.

**Spelling with Suffixes -ful, -ness**

- Seat children so they can write comfortably.

"Get out your Spelling and High Frequency Word Practice sheets."

"Find the box labeled 'New Sounds and Words.'"

"Now let's spell some words that have suffixes -ful and -ness. Put your finger on #1. Spell the word 'harmful.'"

- Repeat with #2 (goodness) and #3 (hopeful).

- Spell each word out loud after children have had time to write it so they can check their work immediately.

- Have children put their practice sheets in their Homework Folders.
Boardwork

"Let's code some words like the ones you’ll have on your worksheet today."

- Write the following sentence and phrase on the board, one at a time:

  The pupils must match the large numbers to the shapes.
  trunkful of sticks

- Select children to come to the board and code the words. The words should be coded as follows:

  \[
  \text{The pupils must match the large numbers to the shapes.}
  \text{ trunkful of sticks}
  \]

- Note: Circling the sight words "to" and "of" is optional.

- Once the words are correctly coded, have children read the sentence and use the phrase in a sentence.

- Leave the words on the board for children to refer to when completing their worksheets.

Worksheet

- Seat children where they can write comfortably. Distribute Worksheet 82.

  "Turn your paper to the worksheet side."

- Make sure children turn to the correct side.

  "Code the words by #1–#6 and read them to yourself."

  "Don’t forget to look for suffixes."

  "Then draw lines from the pictures to the matching words."

  "When you finish, read the paragraph and answer the questions."

- As children work, provide help as needed. Have each child correct any incorrect answers.
Check each child’s worksheet.

- Some time during the day, try to call each child to your desk to read some or all of the words on the worksheet, or let children read and listen to each other.

Homework

"Turn your paper over to the homework side."

"Read the words by #1–#6, coding only if necessary, and draw lines from the pictures to the matching words."

"Then read the paragraph and answer the questions."

"When you finish your paper, read it to someone at home."

"Remember to read and spell the words in the High Frequency Word Box to someone at home. Use the words to write sentences on the handwriting lines. Then bring the practice sheet back to school."

- Have children put their worksheets in their Homework Folders.

Decodable Reader: Print Awareness

- Distribute Decodable Reader 15 (Let’s Keep Our Park Open!).
- Ask children to open their books to page 5.
- Direct children’s attention to the text on the chalkboard in the picture.

"This teacher is writing a list on the chalkboard. This ..."

- Point to the title of the list.

"... is the title of her list. It tells what this list is all about. What is the title of this list?" What to Bring to the Park

"That’s right. This is a list of things the class will bring to the park. This teacher wants to make sure her list is well organized. She will write a number beside each item in her list. I see the number 1 ..."

- Point to “1.”

"... right here. This must be the first item on her list. Who can read this and tell me the first thing this teacher put on her list?"

cans of paint

"Right. This says, ‘1. cans of paint.’ That tells me that cans of paint are the first thing on her list. If she wants to continue her list, what number will she use for the next item on her list?"

various answers

"Correct. The next item would be two. Each item on her list will have the next number in order—1, 2, 3, 4, 5, and so on."

- Have children open their books to page 8.

"Remember that a paragraph is a group of sentences about a related topic. How many paragraphs are on this page?" two
"How can you tell that there are two paragraphs on this page without reading a word?"  two paragraph indents

- Display page 8 of Decodable Reader 15, and point to the paragraph indents.
  "Right. The first word of each new paragraph is indented, or pushed in from the edge."

- Write the following on the board: Ms. Tiber.

- Point to the abbreviation "Ms."
  "This word is ‘Ms.’ We use this abbreviation as a title for women. What form of letter do we use for the first letter of this abbreviation?"  a capital letter

- "What end mark do we write at the ends of abbreviations for people’s titles?"  a period

- "That’s right. Abbreviations for people’s titles begin with capital letters and end with periods."

**Decodable Reader: Understanding the Story**

- Before reading, preview the following words found in the story. Discuss their meanings with children:
  - posters (page 3)  grateful (page 7)  badge (page 8)

- Write and code "poster" on the board.

  po\’ster

"You may see this word while you read. It is an unusual division of the vccv pattern, and you will learn it later."

"What is this word?"  poster

- Read the title of the story aloud with children.

- Ask children to open their books. Read pages 1 through 3 with them.
  "Look at the picture on page 1. What does this sign mean?"
  The park is not open any more.

  "How do the children feel about this?"  sad

  "Why does Ms. Tiber suggest that the children write letters?"
  convince government to keep the park open

  "What kinds of things do the children do?"
  make posters, write letters, speak at a school meeting

  "What do you predict will happen next?"  various answers

- Read pages 4 and 5 with children.
  "What is Selby Anne’s plan?"  fix up the park
"Do you think Selby Anne's idea is a good one?"
various answers

• Finish reading the book with children.

"Name two things people did to fix up the park."
paint benches; plant plants

"How does the story end?"  
park stays open; students get badges

• Distribute some colored pencils to each child. Children should read the story independently and then color the pictures.

"Keep your book handy because I will ask you to read it for me."

➢ Note: A teacher or parent should read the comprehension questions aloud and have children answer them. (Comprehension questions are not decodable. Although some may enjoy the challenge, children should not be expected to read them.)

• Keep the decodable readers at school for practice. Send them home when children can read them easily.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  Spelling and High Frequency Word Practice 82
  Worksheet 82
  Decodable Reader 15 (if the child can read it easily)

**Spelling Sound Review**

1. a-e, a-ray
2. o-a, o-low
3. ng
4. ay
5. ch, lch, rch
6. ble
7. th

**Review Words**

10. hay
11. lodge
12. proud

**Sentence**

The rattlesnake hid in the dry grass.

**Sight Words**

13. America
14. earth
15. government

**New Sounds and Words**

1. harmful
2. hopeful
3. goodness

**High Frequency Word Box**

- air
- oil
- each
- early
- please
- thing
- shown
- finally

**Dear Home/Classroom Parents**

Please have your child read and spell the high frequency words above. Check the boxes next to each word your child reads or spells correctly and has trouble with any remaining words. Then have the child use the high frequency words in a complete sentence in the box provided, using necessary each or posses.

**Suffixes ful, ness**

1. shameful
2. wishful
3. skillful
4. darkness
5. helpful
6. switch

Mitch told Jan, his little boy, to pick up his toys after dinner. Jan forgot and went to bed without picking up any toys. At twelve o'clock, Mitch got up to check on a noise that woke him. In the darkness, Mitch slipped on Jan’s toys and fell on the couch.

7. When did Mitch get up?
   - 12 O’clock

8. Why did Mitch slip?
   - It was dark there were toys on the floor

9. We should pick up our toys so people don’t trip.
   - yes
   - no

**Suffixes ful, ness**

1. armful
2. careful
3. skillful
4. helpful
5. illness
6. mumps

Mama’s friend came by to get a gift from Mama. She had a little girl with her. When Mama and her friend went to the bedroom to get the gift, the little girl grabbed a handful of candy from the table. Mama and her friend did not see the little girl take the candy.

7. How much candy did the little girl take?
   - a fairful

8. Where was the candy?
   - on the floor

9. Mama’s friend wanted some candy.
   - yes
   - no
Lesson 83

Final, Stable Syllable -tion

New concept
reading and spelling with final, stable syllable -tion

Lesson Preparation

Materials
- Review Decks
- Letter Card 67 (tion)
- Picture Card 86 (lotion)
- Spelling Card 45 (/shūn/)
- Activity Sheets 83a and 83b
- Spelling and High Frequency Word Practice 83

Worksheet 83
- colored pencils
- scratch paper
- lotion

Letter Card 67
Picture Card 86
Spelling Card 45

Before class
- Provide a bottle of lotion for children to use to guess the new keyword.

Lesson Warm-Up

Language/Alphabet Activity

Objective: To practice alphabetizing

- Children should be seated at their desks.

“We’ve been alphabetizing words on cards using the first and second letters of the words. Today, let’s try working with a list of words.”

- Write the following on the board, and then read each word aloud:

  _______ tiger
  _______ zebra
  _______ goat
  _______ giraffe
  _______ bear
  _______ elephant
  _______ lion

Use the following words to practice alphabetizing: tiger, zebra, goat, giraffe, bear, elephant, lion.
“What is the first thing we should do before alphabetizing words?”
find the guide letters

“Which letters will we use as our guide letters?” the first letters in “tiger,” “zebra,” “bear,” “elephant,” and “lion”; the second letters in “goat” and “giraffe”

“Why do we have to use some second letters?”
first letter in both “goat” and “giraffe” is g

“Let’s draw a line under the first letter in each word to help us see it more easily.”

• Underline the first letter in each word.

“Two of these words begin with the letter g. Let’s draw two lines under the second letter in each of these words to remind us to use that letter when we’re alphabetizing those words.”

• Double underline the second letter in “goat” and “giraffe.”

“How many words are on this list?” seven

“Let’s write the numbers one through seven below these words. We’ll cross out these numbers as we alphabetize the words and write them beside the appropriate word. When we’re through, we’ll use these numbers to help us rewrite the list in alphabetical order.”

• Write the numbers #1–7 below the word list.


1 2 3 4 5 6 7

“We’ll recite the alphabet, scanning the guide letters as we go. When we recite the first letter that is a guide letter, we’ll cross out the number one and write that number beside the word. When we recite the second guide letter, we’ll cross out the number two and write that number beside the word, and so on.”

“When we get to the words beginning with the letter g, we’ll stop and put those words in alphabetical order using the second letter. Then we’ll continue until we complete the list.”
"Say the alphabet with me. Watch for the letters that are underlined once. Let's start: A. Is there an A?" no
"B. Is there a B?" yes
"What number should we start with?" number one
"Let's cross out the number one and write it beside the word 'bear.'"

- Cross out the number 1 and write it beside the word "bear."
"Is there a C?" no "D?" no "E?" yes
"What number should we use next? Look at the numbers at the bottom." number two

- Cross out the number 2 and write it beside the word "elephant."
"F?" no "G?" yes
"What is special about the words beginning with the letter g?"
Two words begin with this letter, so we must use the double underlined letters as our guides.
"What two letters do we use as our guide letters in these words?"
0 and i
"Which comes first in the alphabet, o or i?" i
"The letter i comes first. What number should we write in front of 'giraffe'?'" number three
"What number should we write in front of 'goat'?" number four

- Cross out the numbers 3 and 4 and write them beside the appropriate words.
"Now we can continue. Is there an H?" no

- Continue until you finish the alphabet.
"This list should be in alphabetical order now. Let's use the numbers to help us write these words in alphabetical order."

- Show children how to use the numbers to help them reorder the words: "bear," "elephant," "giraffe," "goat," "lion," "tiger," "zebra." Then use the checking procedure to demonstrate that the words are in alphabetical order.

"Now you get a chance to try this."

- Pair children. (Try to pair children who have difficulty alphabetizing with children who are more accomplished at this task.) Distribute one copy of Activity Sheet 83a, one copy of Activity Sheet 83b, and some colored pencils to each pair.

Note: Activity Sheets 83a and 83b contain different words, so it is important that each pair receives one of each sheet. The extra activity sheets may be used for practice.
• Have children underline or double underline the guide letters, and then follow the procedure taught in class of crossing out the numbers at the bottom of the word list and writing them beside the appropriate words. Once the words have been numbered, children should rewrite the word list in alphabetical order.

• Children working in pairs may help each other, but both should alphabetize their lists.

• Walk around the room as children work, checking to see if they are following the correct procedure. The correct order is as follows:

  Activity Sheet 83a: “baseball,” “football,” “soccer,” “swimming,” “track”

  Activity Sheet 83b: “cow,” “dog,” “duck,” “horse,” “pig”

• Collect the colored pencils.

• Have children put their activity sheets in their Homework Folders.

Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, and sight words

• Children should be seated at their desks.

  “Let’s play ‘Twenty Questions’ again today. You’ll have to ask some really smart questions if you want to win.”

• Have each child write the alphabet on a piece of scratch paper.

• Designate a place to keep score on the board and select a letter.

  “Okay, I am ready. Who has the first question?”

• Children should cross out the letters on their papers as they are eliminated by questions.

• Play as many times as desired. If children seem to have mastered the game, allow one child to come to the front of the room and play “teacher.” Another alternative is to leave the classroom while children select a letter; once you return, try to guess the letter they picked.

• Show children Sight Word Cards 1–75 in random order. Ask children to read each word.

• Using the results on the Sight Word Evaluation Form, select individual children to spell those sight words they have not yet mastered. Choose a few children every day.

Spelling Review

Objective: To practice spelling sounds and words

  “For our spelling activity today, I’m going to let some of you say the cards. We’ll just echo the sounds and say what we would write instead of writing those responses.”
Distribute Spelling and High Frequency Word Practice 83.
Review Words:
1. batch
2. stitch
3. bridge

Sight Words:
4. learn
5. usually
6. America

Have children echo words and identify the common final sound as /shən/.

Write the words on the board and have children identify "tion" as the letters making the /shən/ sound.

Explain that "tion" is a final, stable syllable.

**New Increment: Final, Stable Syllable -tion**

"Echo these words and listen to the sound in the final position: motion, action, injection." motion, action, injection

"What sound do you hear in the final position?" /shən/

"Look at these words and see what letters are making the /shən/ sound."

- Write the words on the board.

  motion  action  injection

"What is making the /shən/ sound?" t, i, o, and n

"That's right, the letters 't-i-o-n' are making the /shən/ sound."

"T-i-o-n is a final, stable syllable."

"Who remembers why we call these syllables 'final'?" because they are in the final position

"Who remembers why we call these syllables 'stable'?" because they do not change

"We call these syllables 'final, stable syllables' because they are always in the final position and their sound does not change."

"Why do you think the letters 'tion' are a syllable?" various answers
Review that final, stable syllables are coded with brackets.

Code the final, stable syllables, and have children identify the placement of the accents.

"We call the letters 'tion' a syllable because they have their own vowel sound: /ʃ/.

"How do we code final, stable syllables?" with brackets

- Bracket the final, stable syllables.

\[
\text{m}o\text{[}t\text{i}o\text{n} \ a\text{c}[t\text{i}o\text{n} \ i\text{n}\text{j}\text{e}[c\text{t}\text{i}o\text{n}
\]

"Where is the accent on a final, stable syllable?"

right before the bracket

- Accent the words.

\[
\text{m}o'\text{[}t\text{i}o\text{n} \ a\text{c}[t\text{i}o\text{n} \ i\text{n}\text{j}\text{e}[c\text{t}\text{i}o\text{n}
\]

"We won't do any further coding on final, stable syllable t-i-o-n."

- Point to the word "motion."

"How do we code the o?" long; macron

"That's right, because we code vowels within their syllables, and the syllable here is 'mo.'"

- Code the word.

\[
\text{m}o'\text{[}t\text{i}o\text{n}
\]

"Who can read this word?" motion

"Who can define this word or use it in a sentence?"

- Allow time for children to do this. Then have children code, read, and define the word "action."

\[
\text{a}[c\text{i}o\text{n}
\]

- Point to the word "injection."

"How many vowels do you see in the syllables before the final, stable syllable?" two

"Do you see any obvious coding?" k-back on c

"We will treat the first part of this word just like we would any other word with two vowels. That is, we'll find the vowel pattern; then we'll divide the word and code it."
• Find the vowel pattern.

injec'tion

“How do we code the vowels?” short; breves
“Who can read this word?” injection
“How can anyone tell me what an injection is?” various answers
“An injection is like a shot.”

• Leave the words on the board for children to refer to when completing their worksheets.

New Deck Cards for Final, Stable Syllable -tion

• Hold up Letter Card 67.
  “We will say ‘final, stable syllable t-i-o-n’ when we see this card. Say this with me.” final, stable syllable t-i-o-n
  “We have a new keyword for final, stable syllable t-i-o-n. Let’s see if you can guess what it is.”

• Choose three children to come to the front of the room to “discover” the keyword. If possible, select children who did not have Saxon Phonics and Spelling 1. Have children close their eyes and hold out their hands, palms up.
  “Everyone needs to be very quiet while we let these students try to guess our new keyword.”

• Put some lotion on each of the three children’s hands.
  “Rub your hands together and see if you can guess the new keyword.”

• If children cannot answer correctly, allow the other children to respond.
  “The keyword is ‘lotion’ and the sound we’ve learned is /ʃən/.”

• Show children Picture Card 86.
  “What do you think we will say when we see this card?” lotion; /ʃən/

• Hold up Spelling Card 45 so that only you can see what is written.
  “Echo this sound: /ʃən/.” /ʃən/
  “How do we spell the /ʃən/ sound in the final position?” t-i-o-n
  “That’s right! From now on, whenever I say the /ʃən/ sound, you will respond ‘final, stable syllable t-i-o-n,’ which you write like this.”
Write the following on the board:

- tion

Leave the syllable on the board for children to copy onto their practice sheets.

Note: The new letter, picture, and spelling cards should be added to the Review Decks.

Spelling with Final, Stable Syllable -tion

“Get out your Spelling and High Frequency Word Practice sheets.”

“Find the box labeled ‘New Sounds and Words.’”

“Echo this sound: /shɔn/.” /sh ɔn/

Point to “-tion” on the board.

“Write this response on your worksheet on the line by #7 as you say ‘final, stable syllable -t-i-o-n.’”

Allow children time to do this.

Spell the response out loud after children have had time to write it so they can check their work immediately.

“Now let’s spell some words that have the final, stable syllable -tion. Put your finger on #8. Spell the word ‘lotion.’”

Repeat with #9 (fiction) and #10 (carnation).

Spell each word out loud after children have had time to write it so they can check their work immediately.

Have children put their practice sheets in their Homework Folders.

Application and Continual Review

Boardwork

“Let’s code some words like the ones you’ll have on your worksheet today.”

“Remember, always look for final, stable syllables or suffixes before you begin coding.”

Write the following phrase and sentence on the board, one at a time:

fudge cake

Baby lotion is made for use on infants.
Select children to come to the board and code the words. The words should be coded as follows:

\[
\text{fudge} \quad \text{cake}
\]
\[
\text{Bab\'y \: l\: r\: t\: i\: on \: i\: s \: m\: a\: d\: e \: f\: o\: r \: u\: s\: e \: o\: n \: i\: n\: f\: a\: n\: t\: s}
\]

Once the words are correctly coded, have children read. Have children use the phrase in a sentence.

Leave the words on the board for children to refer to when completing their worksheets.

**Worksheet**

Seat children where they can write comfortably. Distribute **Worksheet 83**.

"**Turn your paper to the worksheet side.**"

Make sure children turn to the correct side.

"**Code the words by #1–#6 and read them to yourself.**"

"Then draw lines from the pictures to the matching words."

"When you finish, read the paragraph and answer the questions."

As children work, provide help as needed. Have each child correct any incorrect answers.

After every child has finished, discuss the difference between "right" and "write."

Some time during the day, try to call each child to your desk to read some or all of the words on the worksheet, or let children read and listen to each other.

**Homework**

"**Turn your paper over to the homework side.**"

"Read the words by #1–#6, coding only if necessary, and draw lines from the pictures to the matching words."

"Then read the paragraph and answer the questions."

"When you finish your paper, read it to someone at home."

"Remember to read and spell the words in the High Frequency Word Box to someone at home. Use the words to write sentences on the handwriting lines. Then bring the practice sheet back to school."

Have children put their worksheets in their Homework Folders.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  Activity Sheets 83a and 83b
  Spelling and High Frequency Word Practice 83
  Worksheet 83

Review Words
1. batch
2. stitch
3. bridge

Sight Words
4. learn
5. usually
6. America

New Sounds and Words
7. lion
8. lution
9. fiction
10. carnation

High Frequency Word Mix
- Read: lation
- Read: again
- Read: against
- Read: question
- Read: government

Final, Stable Syllable [ion]
1. handled
2. portion
3. liked
4. nation
5. fiber
6. fudge

Andy broke his right arm while playing soccer. Since then, he has had trouble doing his work at school. When Andy writes with his right hand, it looks better than when he writes with his left hand. His teacher has a hard time reading Andy's work when he writes with his left hand.

7. Which hand does Andy write with? [his right hand]
8. What word means "to put letters on paper"?
   - right
   - speak
   - write

9. Some people write with their left hand.
   - yes
   - no

Final, Stable Syllable [tion]
1. fraction
2. station
3. sadness
4. hopeless
5. supper

Amy and Tommy went to the swimming pool next to their school. On the way home, a stray dog started to follow them. Amy stopped and bent down to pet the dog. The stray dog bit Amy's hand, and she had to go to the doctor. It was not meant for Amy to pet the stray dog.

1. What was wrong with the dog?
   - It was sleeping
   - It was crazy, scared
   - It was sick

2. Where did Amy go? [to the swimming pool; to the doctor]
Lesson Preparation
Materials
- Alphabet/Accent Deck (Section 2)
- Review Decks
- Sight Word Cards 76–85
- Spelling and High Frequency Word Practice 84
- Worksheet 84
- Handwriting Masters 109–111 (print), 145–147 (cursive) (optional)

Lesson Warm-Up

Language/Alphabet Activity
Objective: To practice alphabet sequencing and saying accented syllables
- Children should be seated at their desks.

"Let's work with the second section of the Alphabet/Accent Deck today."
- If the children are capable of responding correctly, shuffle Section 2 of the Alphabet/Accent Deck before showing the cards; otherwise, show the cards in alphabetical order again. If desired, have children squat with their hands on their knees for the first syllable. On the accented syllable, they should stand up and raise their hands above their heads, and then squat back down on the third syllable. Try to set a pace that is fast enough to get through the entire deck.
- If necessary, have children return to their seats.

Daily Letter and Sound Review
Objective: To practice letter recognition, letter sounds, affixes, and sight words
- Quickly review Active Letter Cards 1–67. Have children name each letter.
- Quickly review Active Picture Cards 1–86. Have children name each keyword and sound.
- Show children Active Affix Cards 1–14 in random order. Ask children to identify each affix.
- Show children Active Sight Word Cards 1–75 in random order. Ask children to read each word.
Using the results indicated on the Sight Word Evaluation Form, select individual children to spell those sight words they have not yet mastered. (Choose a few children every day.)

**Spelling Review**

**Objective:** To practice spelling letter sounds and words

- Seat children where they can write comfortably. Then distribute Spelling and High Frequency Word Practice 84.

**“Let’s practice spelling some sight words. Put your finger next to #1. Spell the word ‘animal.’”**

- Repeat with #2 (America), #3 (early), #4 (earth), #5 (finally), #6 (government), #7 (heard), #8 (learn), #9 (several), and #10 (usually).

- Spell each word out loud after children have had time to write it so they can check their work and make corrections immediately.

**“Write the following sentence on your paper next to #11: The earth is home to many animals.”**

- After allowing time for children to write the sentence independently, write it on the board so they can check their work.

- Have children put their practice sheets in their Homework Folders.

**New Increment: Sight Words, Part 6**

- Write the following words on the board:

  change country danger eye island
  listen once strange stranger whose

  **“Can anyone read these words?”**

  ▶ Note: Most children will have been exposed to these words in the first grade; however, if children are unable to read them, write the phonetic spellings next to the words to assist them in this process.

  **“These are some more sight words.”**

  **“Who remembers what a sight word is?”**
  a word that doesn’t follow the normal spelling rules

  **“I have some cards for these words to add to our Sight Word Deck. We’ll practice and play games with these cards as often as we can so you will learn them by sight.”**

- Show children Sight Word Cards 76–85, one at a time. Children should read the word on each card.
Refer to the Student Spelling Dictionary and Reference Booklet, pg. 42.

“Get out your Student Spelling Dictionary and Reference Booklet.”

- Allow time for children to locate their booklets.
  “Find ‘Sight Words’ in the Table of Contents and turn to that page.”

- Allow time for children to do this.
  “On which page does the list of sight words begin?” page 40

- Make sure every child is on the correct page.
  “This list has our new sight words on it, too. You may look at these pages whenever you need help reading or spelling these sight words.”

- Have children find each new sight word in the list. Read each word aloud and discuss its definition. Discuss how children can use the phonetic spellings to help them pronounce the words.

- Point to Sight Word Posters A and B.
  “The new sight words are on these posters, too. From now on, I’ll expect these words to be spelled correctly.”

  “If you see a sight word when you’re reading, you might want to circle it to help you remember that it’s a sight word.”

- Have children put their booklets away.

  ▶ Note: The new Sight Word Cards should be added to the Sight Word Deck.

  ▶ Optional Handwriting Practice: For handwriting practice and review of the sight words taught in this lesson, distribute Handwriting Masters 109–111 (print), 145–147 (cursive). Have children complete the sheets in class or as homework.

Application and Continual Review

Worksheet

- Seat children where they can write comfortably. Distribute Worksheet 84.
  “Turn your paper to the worksheet side.”

- Make sure children turn to the correct side.
  “Read the words in the box at the bottom of the page.”

  “Then read each sentence and find the word or words from the box that complete it. Write the words on the lines.”

  “If you come to a word you don’t know, code the word and see if you can figure it out.”

- As children work, provide help as needed. Have each child correct any incorrect answers.
• Some time during the day, try to call each child to your desk to read some or all of the words on the worksheet, or let children read and listen to each other.

Homework

"Turn your paper over to the homework side."

"Read the story to yourself or to someone at home and answer the questions."

"If you come to a word you don't know, code the word and see if you can figure it out."

"When you finish your paper, read it to someone at home."

"Remember to read and spell the words in the High Frequency Word Box to someone at home. Use the words to write sentences on the handwriting lines. Then bring the practice sheet back to school."

• Have children put their worksheets in their Homework Folders.

Classroom Practice

• Play At First Sight with the Sight Word Cards to help children learn the new sight words.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  Spelling and High Frequency Word Practice 84
  Worksheet 84
  Handwriting Masters 109–111 (print), 145–147 (cursive) (optional)

1. animal
2. America
3. early
4. earth
5. finally
6. government
7. heard
8. learn
9. several
10. usually

11. Sentence
   The earth is home to many animals.

Sight Words, Part 6

Read the sentences and fill in the blanks with words from the list at the bottom of the page.

1. In our ______ country ______ we can ______ listen ______ to speeches and then vote for our candidates.
2. I ______ once ______ met a ______ stranger ______ who had gone to school with my dad.
3. The island ______ was in ______ danger ______ when the lake rose after the huge rain.
4. My ______ eye ______ strain came from a need for ______ change ______ to glasses.
5. Whose ______ dollar ______ is this by my bottle of ______ eye ______ drops?
6. The entire ______ country ______ was once the size of a tiny hand.
7. ______ Listen ______ as I tell you this ______ strange ______ tale.

eye once change listen strange whose country stranger danger island

Sight Words, Part 6

The black-and-tan coonhound looks like a bloodhound (bully) breed. It has long ears and a really long tail. The fur is short and thick. There are black and tan markings on the chest and legs. The muzzle, or the mouth and nose, is black and tan, too. Black and tan trail like bloodhounds do. They keep their noses close to the ground and run with deep hollows when they tree raccoons.

1. Which breed of dog does the black-and-tan coonhound look like?
   bloodhound

2. What is short and thick?
   ______ the fur

3. What part of the coonhound is the muzzle?
   ______ mouth and nose

4. What do black-and-tan do when they tree raccoons?
   ______ yellow (Bark)
Lesson Preparation

Materials
- Review Decks
- Letter Card 68 (oa)
- Picture Card 87 (soap)
- Spelling Word List 17
- Spelling and High Frequency Word Practice 86
- Worksheet 86
- sack of soap

Before class
• Put some soap in a sack (or sacks, depending on your class size) for the students to use to “discover” the new keyword.

Lesson Warm-Up

Language/Alphabet Activity

► Enrichment: The language instruction and activities below are optional and for enrichment. Use this section if it suits the ability level of your children and if time permits.

Objective: To extend knowledge of the history of the English language

• Children should be seated at their desks.

“When talking about the history of the English language, we’ve talked so far about two different time periods. Do you remember what those time periods were called?”

Old English and Middle English

“That’s right! The Old English period lasted from the middle of the fifth century until about the time the Battle of Hastings was fought, which was in the year 1066.”

“This was when the Normans came in and took over under the leadership of King William the Conqueror.”

“The Middle English period only lasted about 400 years, from the year 1100 to the year 1500.”

“During the Middle English time period, the language really began to change due to the influence of the French people.”

“The Middle English period lasted until about the time the printing press was introduced in England. This began the last period we will talk about, which is called the ‘Modern English’ period.”
“In fact, the Modern English period is the time period we are still in now. Next week, we’ll talk more about how the printing press affected the English language.”

“The Modern English period has lasted longer than the other two periods. Someday, some new event may occur that will change things so drastically that a new period could begin. What kinds of things do you think could happen that might change our language?”

- Allow time for children to respond.

**Daily Letter and Sound Review**

**Objective:** To practice letter recognition, letter sounds, and sight words

- Quickly review active **Letter Cards 1–67**. Have children name each letter.
- Quickly review active **Picture Cards 1–86**. Have children name each keyword and sound.
- Show children **Sight Word Cards 1–85** in random order. Ask children to read each word.
- Using the results on the Sight Word Evaluation Form, select individual children to spell those sight words they have not yet mastered. Choose a few children every day.

**Spelling Review**

**Objective:** To practice spelling letter sounds and words

- Seat children where they can write comfortably.
- Distribute **Spelling and High Frequency Word Practice 86**.
- Make sure children are working on the side with the name line.

> Optional: Have children use the cursive letters they have learned to write their spelling sounds.

- Quickly review the following nine sounds. Children should echo the sounds, name the letter(s) that make them, and write their responses on lines 1–9.

1. /shen/ tion 4. /ɪ/ i-e, i 7. /ar/ ar
2. /hw/ wh 5. /k/ k, c, ck, k, ke 8. /j/ j, g dge, ge
3. /kw/ qu 6. /f/ ff 9. /or/ or

“Let’s practice spelling some words. Find the box labeled ‘Review Words.’ Put your finger next to #10. Spell the word ‘point.’”

- Repeat with #11 (restful) and #12 (vacation).
- Spell each word out loud after children have had time to write it so they can check their work immediately.
Sight Words:
13. change
14. danger
15. strange

Dictation:
16. Put some lotion on your hands if they are dry.

Distribute Spelling Word List 17.

Have children put their spelling lists in their Homework Folders.

“Now let’s practice spelling some sight words. Put your finger next to #13. Spell the word ‘change.’”

- Repeat with #14 (danger) and #15 (strange).
- Spell each word out loud after children have time to write it so they can check their work and make corrections immediately.

“Write the following sentence on your paper: Put some lotion on your hands if they are dry.”

- After allowing time for children to write the sentence independently, write it on the board so they can check their work.
- Distribute Spelling Word List 17.

“These are the spelling words we’ll have on our test (Friday). Take these home and practice them.”

- Have children put their spelling lists in their Homework Folders.
- Have children put their practice sheets aside for use later in the lesson.

New Increment: Digraphs oa, oe

“Echo these words and listen for a sound that they all have in common: goat, load, roam.” goat, load, roam

“What sound do you hear in all of these words?” /ɔ/.

“Look at these words and see what is making that sound.”

- Write the words on the board.

\[
\begin{align*}
\text{goat} & \quad \text{load} & \quad \text{roam} \\
\end{align*}
\]

“What is making the /ɔ/ sound?” o and a

“What do you think ‘oa’ is?” a digraph

“Why?” because it is two letters making one sound

“How do we code digraphs?” underline them

- Underline the digraphs.

\[
\begin{align*}
\text{goat} & \quad \text{load} & \quad \text{roam} \\
\end{align*}
\]

“There is another digraph that also makes the /ɔ/ sound.”

“Listen to these words: toe, doe, woe.”

“I’m going to write these words on the board. Look at them and see if you can tell what digraph is making the /ɔ/ sound.”

- Write the words on the board.

\[
\begin{align*}
\text{goat} & \quad \text{load} & \quad \text{roam} \\
\end{align*}
\]
Underline the digraphs and explain that digraph oe does not occur often.

**New Deck Cards for Digraphs oa, oe**

- **Hold up Letter Card 68.**
  
  “What is this called?” digraph **oa**
  
  “That’s right! ‘Oa’ is a digraph, so when we see this card, we’ll say ‘digraph oa.’”
  
- **Show children the sack of soap.**
  
  “I have a sack that contains our new keyword for digraph **oa**. When I pass the sack around the room, put your hand inside and see if you can discover the new keyword.”
  
  “The keyword is ‘soap’ and the sound we’ve learned is /ɔː/.”
  
  “Can you hear the /ɔː/ sound in ‘soap’?”

- **Show children Picture Card 87. Point to the coding on the card.**
  
  “Why do you think digraph **oa** is coded this way?”
  
  the o is long and the a is silent
  
  “That’s right. We underline digraph **oa** because we always underline digraphs. We also code the o with a macron because the digraph makes a long /ɔː/ sound. The a is silent, so we cross it out.”
  
- **Point to the words written on the board previously in the lesson.**
  
  “How do you think we will code digraph **oe**?”
  
  underline it; put a macron over the o; cross out the e
  
  “That’s right! Let’s see if we can finish coding these words.”
Have children code the words on the board, read them, and use them in sentences.

- Select children to help you code the words, which should be coded as follows:

  goat  load  roam
  toge  doeg  woge

- Once the words are correctly coded, have children read and use them in sentences.

- Leave the words on the board for children to refer to when completing their worksheets.
  "Get out your Student Spelling Dictionary and Reference Booklets."

- Allow time for children to do this.
  "Digraph oa is irregular for spelling, and we have a chart in our booklets that lists some of these words."
  "Look up the chart for the long o sound in the Table of Contents and turn to that page."

- Allow time for children to do this.
  "What page is this chart on?"  page 26

- Make sure every child is on the correct page.
  "Let’s look at these words."

- If time permits, discuss the spelling and definition of each word on the chart. Then have children put their booklets away.

➤ Note: The new letter and picture cards should be added to the Review Decks.

### Spelling with Digraphs oa, oe

- Seat children so they can write comfortably.

- Have children take out their Spelling and High Frequency Word Practice sheets.
  "Turn your sheet over to the back side of the paper."

- Make sure children have the right side.
  "Find the box labeled ‘New Sounds and Words.’"
  "Now let’s spell some words with long o digraphs. Put your finger on #1. Spell the word ‘road.’"

- Repeat with #2 (coast) and #3 (board).

- Spell each word out loud after children have had time to write it so they can check their work immediately.

- Have children put their practice sheets in their Homework Folders.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  Spelling and High Frequency Word Practice 86
  Spelling Word List 17
  Worksheet 86

**Spelling Sound Review**

1. tion
2. wh
3. qu
4. lil
5. k
6. j
7. or
8. click
9. edge
10. edge
11. ge
12. ge

**Review Words**

10. point
11. restless
12. vacation
13. change
14. danger
15. strange

**Sight Words**

16. board
17. cast
18. friend
19. danger
20. strange

**Sentence**

Put some lotion on your hands if they are dry.

**New Sounds and Words**

1. read
2. cast
3. board

**High Frequency Word Box**

- eye
- even
- once
- whose
- friend
- danger
- stranger
- country

**Spelling Words**

1. say
2. stay
3. play
4. free
5. feed
6. week
7. seem
8. now
9. blow
10. tick
11. quake
12. task
13. sly
14. keep
15. dusty
16. there*
17. two*
18. they*
19. been*
20. goes*

21. That man with the dark pants is my dad.
22. When we play cards, can I pass them out?
Digraphs ชั้น, ชั้น
1. sharp
2. throat
3. nation
4. friction
5. playful
6. dog

My dad has a job in a plant near our town. He has worked there for two years. After one year of work, my dad got a bonus. The bonus, or added cash, that my dad got helped us buy a car. My mom and dad were happy to get the bonus.

7. What is a bonus?
   - a plant
   - a mistake
   - extra cash

8. What helped to buy the car?
   the bonus (extra cash)

9. Dad got a bonus after three years.
   - yes
   - no

Digraphs ชั้น, ชั้น
1. Gast
2. lotion
3. oath
4. that
5. beautiful
6. bigger

My mom likes our house to stay clean. She tells us things we can do to help keep it that way. She wants us to keep the sink and dishes clean. She asks us to wipe our feet before (at ชั้น) we come into the house so her carpet will stay nice and clean.

7. Where should you keep the soap?
   - in the trash
   - in the dish
   - on the bed

8. Why should you wipe your feet?
   to help keep the carpet clean

Letter Hunt/Review
These flash cards have special digraphs on them. Match each word with its digraph. Read the words and match them to the pictures, read the words again, and check your answers. Please circle the answers. Please check the page 92 for solutions.