

Introduction

Horizons Phonics and Reading Grade 2 is another addition to the exciting and innovative Horizons curriculum line. Just like the other Horizons materials, there are 160 lessons and 16 tests contained in the two student workbooks. An extensive Teacher's Guide provides plenty of tips and teaching strategies. A reduced student page is included in the Teacher's Guide, along with the instructions and information the teacher will need for the lesson.

Language development begins with listening and is followed by speaking. The listening and speaking skills that a child develops during the first years of life prepare them for learning the skills of reading and writing. The reading and writing skills they learn allow them to communicate the sounds they have heard and spoken. This program will capture the interest of young students with the interesting illustrations and colorful pages. Reading skill develops as the students master the phonics concepts. After its initial presentation, each concept appears a second time as a "review" and is reinforced through a sequentially developing vocabulary which allows previous concepts to be utilized in the practice of new.

Teacher-directed lessons explore the phonetic sounds and guide the students as they practice the concepts. This material will help the student become a proficient and fluent reader one step at a time.

Two readers contain the stories that are recommended for reading after each lesson. These allow the student to apply the phonics concepts that they are learning to reading new stories. Memorization of phonics/spelling rules assists the student in recognizing the relationship between letters and speech sounds—a skill that will enable them to decode new words. The phonics and reading program has three major components: **The Student Workbooks**, **The Readers**, and **The Teacher's Guide**.

The Student Workbooks

Horizons Phonics and Reading Grade 2, Book One contains Lessons 1–80, plus a test after every ten lessons.

Horizons Phonics and Reading Grade 2, Book Two contains Lessons 81–160, plus a test after every ten lessons.

The student workbooks have perforated pages so the lesson sheets can be removed from the book for the student. Removing the pages is essential to promoting good penmanship. It will be impossible for the student to write neatly on the pages if they are only folded back on the binding of the book. After the lesson pages have been completed they can be punched and stored in a 3-ring binder. Completed lessons can be used for drill, review, and preparation for the tests.

The Readers

The Horizons Second Grade Phonics Readers are to be used as a companion to the Horizons Second Grade Student Workbooks. For each lesson in the Student Workbooks there is a corresponding poem, story, or selection from a story in the Readers. Some of the stories are better correlated to the lesson than others but you should always be alert to looking for words that illustrate the lesson concepts.

The stories in the readers were chosen for two primary reasons. First, they needed to have a vocabulary that was comprised mostly of one- and two-syllable words. One focus of Horizons Phonics Grade 2 is to develop skills in reading two-syllable words. Second, they needed to stress the moral values of honesty, industry, courage, kindness, courtesy, and obedience. For many, many years one of the best ways to teach morality and character has been through stories. Stories are used because they give situations and characters that can be identified with and remembered easily. Stories, poems, tales, and essays on character were used in early American education to teach children how to become people with reliable morality and good character. The anchor stories of the readers, *Robinson Crusoe* and *A Little Princess* are electrifying stories that the student will want to read several times. Both clearly illustrate the value of good moral character in becoming a happy individual.

Stories have also been used that carry the student beyond the concrete into an imaginary make-belief world that certainly could not take place. C.S. Lewis saw the imagination as a means of understanding truth more fully. To him, the imagination was a means of knowing something with the heart that the mind or consciousness was not ready to accept. His imagination could recognize a truth that his mind couldn't fully understand or describe. It has been said that as humans we are only able "to see through a glass darkly." Just think for a moment where we would be if people through history had not looked beyond what they could easily see and explain.

The primary goal of the reading is to develop fluency. If the student can decode the words quickly and read them smoothly, his comprehension of the information will be increased. Some of the short poems may seem simple but they are a good measure of how well the student can decode and pronounce words. A few comprehension questions are given in the Teacher's Guide for each story. These questions are not exhaustive of the stories' content but should serve to spark other questions. Always be looking to ask questions like: who are the characters, what are the characters doing, what is the mood of the characters, why are the characters doing what they are doing, what is the order of events, what words are being used, what is the language structure, what new information is being given, and what lesson can be learned?

Look for words that the student will find difficult and review these on the board. The student may require help with some of the words. The teacher or parent should make word cards for the words that the student does not know. The word cards should be reviewed with the student frequently. Some of the stories have a British or old English style and tone. Help the student relate to this style of writing and to the foreign language expressions or colloquial terms that are sometimes used.

The stories in Reader 2 are a little longer than those in Reader 1. This may require that the reading time be divided into two sessions. Read part of the story in the morning and finish it up in the afternoon. A slightly smaller font is also used in Reader 2. If the student has difficulty visually tracking the sentences, let him use a paper strip that can he can slide down the page one line at a time.

The teacher or parent should ask the student questions before and after reading the story. Help the student anticipate what is going to happen in the story by reading the title or looking at the pictures. There are comprehension questions in the Teacher's Guide for each story. The answers to these questions should be discussed. Don't overburden the student with the comprehension questions. It is more important that the student enjoy the reading and become a fluent reader than to face an unnecessary focus on comprehension. The student will receive plenty of comprehension practice in his other subjects.

The Teacher's Guide

The *Horizons Phonics and Reading Grade 2* program contains a total of 160 lessons. Typically, one lesson should be completed each day during the school year. Prepare for each day by carefully reviewing the material provided in the *Teacher's Guide*. The **Lesson Title** highlights the general topic or topics that will be covered in the lesson. The **Overview** is a summary of the concepts and activities that will be covered in the lesson. The **Materials and Supplies** is a list of what will be needed for the lesson. Get these items assembled before starting class with the students. The **Teaching Tips** are classroom teaching procedures that give special instructions for reviewing previous lessons and each activity of the current lesson. Take your time in going over these procedures. Thoroughly think through what you will say and do, so that you have a plan in your mind before teaching the lesson to the student. The **Answer Keys** are reduced student pages with answers. These pages allow you to have both the **Teacher Notes** and the **Student pages** in front of you as you teach the lesson. The **Reader** section has both some general tips for the reading time and some specific comprehension questions for the story or stories.

The student is to complete the activities after you have gone over the instructions, discussed the pictures, and reviewed the words. Allow sufficient time for the student to do each activity before going on to the next. Compliment and encourage the student as he works. The material in this guide has been written in the sense of a singular student. We are fully aware that this material will be used both for an individual student and for classrooms with many students. A choice had to be made over which sense would be used. Please be patient with our choice even though you may have preferred that it be done differently. We simply wanted to avoid the ponderous task of including a parenthesis letter *s* after every word student as in *student(s)*.

Homework

All lessons are presented in a two-page format. Work that is not completed during the scheduled class and seatwork time can be assigned as homework. Send a reading schedule home each week listing the stories that will be covered in the reader. The student should be reading the stories to a parent on a regular basis, so giving the parent a schedule will help them supplement the reading at home. Some of the lessons might be difficult to complete during the scheduled class time. These activities can be completed during seatwork time or sent home as homework. If the lesson sheet is sent home every day for the parent to review, they will get into the habit of checking for incomplete work that needs to be finished at home. Not all of the activities can be done independently, but some can be started during the class time and completed later.

The Daily Schedule

- | | | |
|-------|---------|--|
| 5 | minutes | Review homework and previous lesson(s) |
| 3-5 | minutes | Drill difficult words, phonics and spelling rules |
| 15-20 | minutes | Review the instructions for each activity and give the student time to complete them |
| 1-2 | minutes | Review the rules and concepts taught in the lesson |
| 15-20 | minutes | Read the story, poem, and/or essay for the lesson |

Horizons Phonics & Reading 2 Lesson List

This section of the Teacher's Guide lists the individual lessons and the primary topics that will be covered. At a glance it tells where one is, where one has been, and where one is going. A concise summary of this information is given in the Horizons Phonics & Reading 2 Scope & Sequence.

Phonics and Spelling Rules

This section of the Teacher's Guide lists the phonics and spelling rules that are presented in an ongoing basis through the lessons. Make a set of flashcards for these rules that can be used for instruction and review. Each rule has been given a name for identification. The name and a shortened version of the rule can be placed on the flashcard with a few example words. The rules involve not only pronunciation but also spelling and can be used to enhance the spelling program used for the student.

Curriculum Overview



Curriculum Overview

Horizons Phonics and Reading Grade 2 is a complete, explicit, phonetically based word recognition and reading program. There is a strong emphasis placed on decoding and fluency skills. Students learn to identify the name and sounds of letters and phonemes through picture association and spelling/phonics rules. Dolch sight words are incorporated so that fluency spans the subject areas. Much emphasis is placed on the following:

- fluency
- decoding
- spelling
- auditory skills
- vocabulary development
- alphabetizing
- rhyming
- diacritical marks
- syllabication
- accents
- compound words
- affixes
- contractions

There are several activities associated with each skill. The teacher can choose to expand on the skill by utilizing the accumulation of words for each segment. By using the puzzle approach on the board, a teacher can review and expand the material within the lesson.

Skill presentation in *Horizons Phonics and Reading Grade 2* follows a three-step process:

- Initial presentation
- Review a few lessons later
- Reinforcement of the skill through a sequentially developing vocabulary which allows previous concepts to be utilized in the practice of new.

After every tenth lesson, the student is tested to evaluate his or her mastery of the skills presented.

Horizons Phonics & Reading 2 Lesson List

Lesson 1

Initial consonants b, hard c (cat), soft c (cent), k, d, f, hard g (got), soft g (gentle), h, j, l
Short vowels a, e, i, o, u

Lesson 2

Final consonants b, hard c (pac), k, d, f, hard g (bag), soft g (Rog), h, j, l
Initial consonants m, n, p, qu, r, s, t
Review short vowels a, e, i, o, u

Lesson 3

Final consonants m, n, p, s, t
Initial v, w, y, z
Initial x as /z/
Review short vowels a, e, i, o, u
Final double consonant ss

Lesson 4

Medial consonants b, hard c (cat), soft c (cent), k, d, f, hard g (got), soft g (gentle), h, j, l
Final x as /ks/
Final s
Final s as /z/ as in days and was
Syllable Rule
Final double consonant zz

Lesson 5

Medial consonants m, n, p, qu, r, s as in sad, s as in days, t
Review short vowels a, e, i, o, u

Lesson 6

Medial v, w, x, y, z
Review hard and soft c & g
Review short vowels a, e, i, o, u

Lesson 7

Final double consonants ff, ll, ss, zz
Review hard and soft c & g

Lesson 8

Spellings of the /k/ sound: c, k, ck
Initial, Medial and Final consonants

Lesson 9

Short Vowel Rule
Short vowel a

Lesson 10

Comparative ending -er
Suffix -er

Test 1

Lessons 1-4

Lesson 11

Syllables in short vowel a words
Schwa a, e, o
Review Hard and Soft c & g Rule in words with syllables

Lesson 12

Short vowel e
Consonant digraph ck

Lesson 13

Consonant digraph th (hard & soft)
Syllables in short vowel e words
Schwa a, e, o

Lesson 14

Consonant digraph sh
Short vowel i

Lesson 15

Consonant digraph ch
Short vowel o

Lesson 16

Consonant digraph tch /ch/

Lesson 17

Review consonant digraphs

Lesson 18

Final consonant blends ct, ft, lt, nt, pt, rt, st, xt
Short vowel u

Lesson 19

Final consonant blends lb, ld, lf, lk, lm, lp
Comparative endings -er & -est

Lesson 20

Final consonant blends mp, nk, nc, nd, rd

Test 2

Lessons 5-14

Lesson 21

Final consonant blends sk, sp, ng, ing

Lesson 22

Review final consonant blends

Lesson 23

Initial consonant blends br, cr, dr, fr, gr, pr, tr

Lesson 24

Initial consonant blends sc, sk, sl, sm, sn, sp, st,
sw

Lesson 25

Initial consonant blends bl, cl, fl, gl, pl, sl

Lesson 26

Initial consonant blends dw, gw, sw, tw
Final triple consonant blend -dge

Lesson 27

Review initial consonant blends

Lesson 28

Final triple consonant blends with the stable
syllables ble, cle, dle, fle, gle, kle, ple, sle, tle,
zle

Lesson 29

Final triple consonant blends with lse, lve, nce,
nge, nse, ckle

Lesson 30

Final triple consonant blends with nch, lch, nth,
rch, rth, tch, mpt, mpse

Test 3

Lessons 15-24

Lesson 31

Medial triple consonant blend tch
Compound words

Lesson 32

Review final and medial triple consonant blends

Lesson 33

Initial triple consonant blends spl, spr, str, shr,
squ, scr, thr

Lesson 34

Long a, Final e Rule, a_e

Lesson 35

Long i and e, Final e Rule, i_e, e_e

Lesson 36

Long o, Final e Rule, o_e

Lesson 37

Long u, Final e Rule, u_e

Lesson 38

Review long vowels, Final e Rule

Lesson 39

Long a, spelled a at end of a syllable, VCOpen

Lesson 40

Long a vowel digraphs ai & ay

Test 4

Lessons 25-34

Lesson 41

Long e vowel digraph ee

Lesson 42

Long e, spelled e at end of a syllable, CV &
VCOpen
Long e vowel digraph ea

Lesson 43

Long e, spelled -y
Long e vowel digraph -ey

Lesson 44

Long e vowel digraph -ie (i before e Rule)
Long e vowel digraph -ie at the end of a word

Lesson 45

Review spellings of long a & e

Lesson 46

Long i vowel digraph ie
Long i spelled i before two consonants, Wild
Colt words

Lesson 47

Long i, spelled y, igh, ey & yu

Lesson 48

Long o vowel digraphs oa & oe

Lesson 49

Long o, spelled o before two consonants, Wild
Colt words

Lesson 50

Long o digraphs ow, ou, & ough

Test 5

Lessons 35-44

Lesson 51

Long u as /yoo/, spelled u at end of a syllable

Lesson 52

Long u as /oo/, spelled ue, ui, & u_e

Lesson 53

Review spellings of long i, o, & u

Lesson 54

Plurals with -s, no spelling changes

Lesson 55

Plural with -es, no spelling changes

Lesson 56

Inflected endings -ed & -ing, (no spelling changes)

Lesson 57

Review inflected endings -s & -es (no spelling changes)

Lesson 58

Review inflected endings -ed & -ing (no spelling changes)

Lesson 59

Long a spelled ea, eigh, ei, & ey

Lesson 60

Long u as /oo/, spelled oo & ou

Test 6

Lessons 45-54

Lesson 61

Short oo as in book, spelled u and oo

Lesson 62

Short oo spelled oul

Long u as /oo/, spelled ough

Review long & short oo

Lesson 63

Review long & short oo sound

Lesson 64

Review long & short oo sound

Lesson 65

Initial triple consonant blends with sch & chr

Lesson 66

Vowel diphthongs ou & ow

Lesson 67

Vowel diphthongs oi & oy

Lesson 68

Vowel diphthong ew

Lesson 69

Review diphthongs ew, ou & ow, oi & oy

Lesson 70

Review diphthongs ew, ou & ow, oi & oy

Test 7

Lessons 55-64

Lesson 71

R-controlled ar

Lesson 72

R-controlled er

Lesson 73

R-controlled ur & er with /er/ sound

Lesson 74

R-controlled ir with /er/ sound

Review compound words with R-controlled vowels

Lesson 75

R-controlled /er/ spelled wor, ear, yr, & our

Lesson 76

R-controlled /ir/ spelled eer, ere, ear, ier, & eir

Lesson 77

R-controlled /air/ spelled air, ear, ar, are, eir, & ere

Lesson 78

R-controlled or

Lesson 79

R-controlled /or/ spelled wor, war, ore oar, oor, & our

Lesson 80

Review R-controlled vowels

Test 8

Lessons 65-74

Lesson 81

Medial double consonants

Lesson 82

Digraphs kn as /n/, wr as /r/, wh, ng, & tch

Lesson 83

Digraph qu /kw/

Lesson 84

Final adjacent clusters with -r: rk, rm, rn, & rt

Lesson 85

Medial double letters cc with both hard and soft c

Lesson 86

Review consonants

Lesson 87

Short e vowel digraph ea

Lesson 88

Short i vowel digraphs ai & ui

Digraph gu

Lesson 89

Digraph /aw/ or ô, spelled (qu)a & (w)a

Lesson 90

Digraph /aw/ or ô, spelled o, all, alt, & alk

Test 9

Lessons 75-84

Lesson 91

Digraph /aw/ or ô, spelled au, ough, aw, & augh

Lesson 92

Short u, spelled o, o_e, oo, & ou

Lesson 93

Review vowels digraphs

Lesson 94

Hard and soft c

The s sound spelled sc, ps, & sw

The h sound spelled wh

The r sound spelled wr & rh

Lesson 95

Sound of final k spelled ck & ke

Lesson 96

Sound of final k spelled consonant +k & two vowels +k

Lesson 97

Sound of final k spelled c at the end of a two-syllable word

Lesson 98

Review spellings of consonant sounds

Lesson 99

Silent letters mn, gm, lm, and mb as /m/

The z sound of s spelled s & se

Silent vowels before letter l

Lesson 100

Sound of j spelled -ge, -dge, & -du-

Test 10

Lessons 85-94

Lesson 101

Sound of f spelled ph, gh, & lf

Lesson 102

Silent letters gh

Lesson 103

Review silent letters

Lesson 104

Sound of sh spelled ci, si, ti, ce, s, & ss

Lesson 105

Sound of n spelled kn, gn, hn, & pn

Lesson 106

Sound of t spelled bt & pt

Lesson 107

Sounds of ex-: /ek/, /ek-s/, /ek-z/, & /eks/

Lesson 108

Review letters and sounds

Lesson 109

Alphabetical order to 2nd letter

Lesson 110

Alphabetical order to 3rd letter

Test 11

Lessons 95-104

Lesson 111

Inflected endings -es, change y to i

Lesson 112

Inflected endings -ed, -s, & -ing, doubling the final consonant

Lesson 113

Inflected endings -ed & -ing, drop the final e

Lesson 114

Inflected ending -es, change f to v

Lesson 115

Irregular (Variant) plurals

Lesson 116

Review inflected endings

Lesson 117

Comparative endings -er & -est, no spelling changes

Lesson 118

Comparative endings -er & -est, drop final e

Lesson 119

Comparative endings -er & -est, Doubling Rule

Lesson 120

Comparative endings -er & -est, change y to i

Test 12

Lessons 105-114

Lesson 121

Review comparatives

Lesson 122

Possessives, singular & plural

Lesson 123

Suffixes -ly & -ful

Lesson 124

Suffixes -ness & -less

Lesson 125

Suffixes -y, -en, & -able/ible

Lesson 126

Prefixes re- & un-

Lesson 127

Prefixes dis- & pre-

Lesson 128

Prefixes mis- & non-

Lesson 129

Syllabication with either a prefix or suffix

Lesson 130

Syllabication with words that have both a suffix and a prefix

Test 13

Lessons 115-124

Lesson 131

Syllabication with compound words

Lesson 132

Syllabication with Schwa sound

Lesson 133

Accents and compound words

Lesson 134

Accents and the schwa sound

Lesson 135

Accents and the schwa sound

Lesson 136

Accented syllables in compound words with -er

Lesson 137

Antonyms

Lesson 138

Synonyms

Lesson 139

Homographs & Homophones

Lesson 140

Review Antonyms, Synonyms, Homographs, & Homophones

Test 14

Lessons 125-134

Lesson 141

Silent t: ten, tle, & ter

Lesson 142

Silent double letters

Lesson 143

Rhyming words

Lesson 144

Words of two syllables accented on the first

Lesson 145

Words of two syllables accented on the first

Lesson 146

Words of two syllables accented on the second

Lesson 147

Words of two syllables accented on the second

Lesson 148

Words of three syllables, full accent on the first
and weak accent on second

Lesson 149

Words of three syllables, full accent on the first
and weak accent on second

Lesson 150

Words of three syllables accented on the
second

Test 15

Lessons 135-144

Lesson 151

Words of three syllables accented on the
second

Lesson 152

Words of three syllables accented on the first
and third

Lesson 153

Difficult and irregular words of one syllable

Lesson 154

Difficult and irregular words of one syllable

Lesson 155

Difficult and irregular words of one syllable

Lesson 156

Contractions with will & not

Lesson 157

Contractions with have, has, had, & am

Lesson 158

Contractions with is, are, & has

Lesson 159

Contractions with us, would, shall, will, & had

Lesson 160

Review contractions

Test 16

Lessons 145-154

Horizons Phonics & Reading 2

Scope & Sequence

Lessons 1-30

- Consonant, short vowel, and schwa sounds
- Syllables
- Consonant digraphs: ck, th, sh, ch, tch/ch
- Final consonant blends: ct, ft, lt, nt, pt, rt, st, xt, lb, ld, lf, lk, lm, lp, mp, nk, nc, nd, rd, sk, sp, ng, ing
- Comparative endings: -er, -est
- Initial consonant blends: br, cr, dr, fr, gr, pr, tr, sc, sk, sl, sm, sn, sp, st, sw, bl, cl, fl, gl, pl, sl, dw, gw, sw, tw
- Final triple consonant blends: dge, ble, cle, dle, fle, gle, kle, ple, sle, tle, zle, lse, lve, nce, nge, nse, ckle, nch, lch, nth, rch, rth, tch, mpt, mpse

Lesson 31-60

- Medial triple blend tch
- Compound words
- Initial triple consonant blends: spl, spr, str, shr, squ, scr, thr
- Final e and VCVopen long vowels
- Long vowel digraphs: ai, ay, ee, ea, ey, ie, ei, igh, ey, uy, oa, oe, ow, ou, ough, ue, ui, ea, eigh, ei, ey, oo, ou
- Wild Colt long vowels: old, ild, olt, ost
- Plurals: -s, -es, no spelling changes
- Inflected endings: -ed, -ing

Lesson 61-90

- Initial triple consonant blends: sch, chr
- Vowel diphthongs: ou, ow, oi, oy, ew
- R-controlled: ar, ur, er, ir, or, wor, ear, yr, our, eer, ere, ear, ier, eir, air, ear, ar, are, eir, ere, wore, war, ore oar, oor, our
- Digraphs: kn, wr, wh, ng, tch, qu, gu
- Final adjacent clusters: rk, rm, rn, rt
- Medial double letters cc with both hard and soft c

- Short Vowel digraphs: oo, ea, ai, ui
- Digraph /aw/, spelled qua, wa, o, all, alt, alk, au, ough, aw, augh

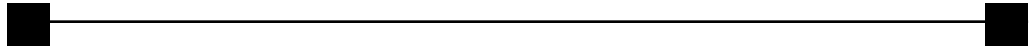
Lesson 91-120

- Short u, spelled o, o_e, oo, ou
- Silent letters: mn, gm, mb, gh, sc, ps, sw, wh, wr, rh, kn, gn, hn, pn, bt, pt
- Consonant sounds: -ck, -ic, -sk, -rk, -ke, -ge, -dge, -du-, ph, gh, lf, ci, si, ti, ce, s, ss, ex-
- Alphabetical order to the third letter
- Inflected endings -ed, -s, -es, -ing, with spelling changes
- Irregular (Variant) plurals
- Comparative endings -er, -est, with spelling changes

Lesson 121-160

- Possessives: singular, plural
- Suffixes: -ly, -ful, -ness, -less, -y, -en, -able/-ible
- Prefixes: re-, un-, dis-, pre-, mis-, non-
- Syllabication and accents
- Antonyms, synonyms, homographs, and homophones
- Silent t: ten, tle, ter
- Rhyming words
- Two-syllable words with first or second syllable accents
- Three syllable words with various syllable accents
- Difficult and irregular words of one syllable
- Contractions: will, not, have, has, had, am, is, are, us, would

Phonics and Spelling Rules



Short Vowel Rule:

When a word has only one vowel between two consonants, the vowel usually says its short sound as in cat, pet, pin, cod, and cup.

Initial Short Vowel Rule:

The vowels a, e, i, o, and u usually say the short sound when followed by a consonant before the end of a syllable as in at, end, in, odd, and up.

Schwa Rule:

The schwa is the vowel sound in many lightly pronounced unaccented syllables in words of more than one syllable. The vowels a, i, o, u, and e can stand for the schwa sound. It is sometimes signified by the pronunciation “uh” or symbolized by an upside-down rotated e as in fattər. It is the most common vowel sound in the English language. In a strong syllable the vowel is strong, and in a weak syllable the vowel is weak and makes the schwa sound.

Schwa -er Rule:

In many words -er at the end of a word or syllable makes the schwa sound.

Soft c Rule:

When c is followed by e, i, or y, it makes the soft sound as in the word city.

Hard c Rule:

When c is followed by a, u, or o, or a consonant, it makes the hard sound as in the word cat.

Soft g Rule:

When g is followed by e, i or y, it makes the soft sound as in the word giraffe.

Hard g Rule:

When g is followed by a, u, or o, or a consonant, it makes the hard sound as in the word gum.

Soft c or g Rule:

When c or g is followed by e, i, or y, it makes the soft sound.

Hard c or g Rule:

When c or g is followed by a, u, or o, or a consonant, it makes the hard sound.

Initial k Rule:

There are two ways to spell the /k/ sound at the beginning of a word.

Spell the /k/ sound with k if the sound comes before e, i, or y as in key, king, and Kyle.
Spell the /k/ sound with a c if the sound comes before a, o, u, or any consonant as in call, come, curb, and cross.

Final k Rule:

In a one-syllable, short vowel word ending with the /k/ sound, the letters ck are used for correct spelling as in duck and rock.

Digraph qu Rule:

The letters qu make the /kw/ sound that you hear in queen and quick. The letters qu always appear together.

Initial x Rule:

When x comes at the beginning of a word, it often makes the /z/ sound as in xylophone. Very few English words begin with the letter x.

Final x Rule:

When x comes at the end of a word, it usually is pronounced /ks/ as in box and fox.

Final Consonant Doubling Rule: (Twin Consonant Endings Rule)

The letters f, l, s, and z are usually doubled in a one-syllable word that has one vowel followed by only one consonant sound as in muff, stuff, ball, hill, class, kiss, buzz, and fizz. Twin consonants in words are usually treated as a single letter.

Final s Rule:

Sometimes s at the end of a word has the sound of /z/ as in was and has.

Consonant Doubling Rule:

When two consonants are the same in the middle of a word, they are called double medial consonants. To divide the word into syllables, break the word between the double consonants. Double consonant letters do not normally follow long vowels and do not follow non-simple vowels. A double consonant is pronounced singly.

Letters that double: b c d f g l m n p r s t v z

Letters that do not double: h j k q w x y

Silent Double Consonant Rule:

When two consonants are the same in the middle of a word, they are called double medial consonants. A double consonant is pronounced singly as in rabbit and daddy.

Final E Rule:

When a syllable ends in a silent e, the silent e is a signal that the vowel in front of it is long as in make, Pete, kite, rope, and use.

v_e Rule:

A vowel followed by a consonant and a "sneaky e" is long; code the vowel with a macron (—) and cross out the "sneaky e." Examples: name, hope, these, like, rule.

Long Vowel Spelling Rule:

Note these common spelling patterns: the spelling a_e is always split as in gate; i_e, o_e, and u_e are very often split as in fine, tone, cute; and ee is rarely split as in feet.

Final y Rule:

Sometimes y can make the long e or i sound. The y is usually at the end of the word when it makes the long e or i sound as in bunny and fly.

Final y Rule:

Sometimes y at the end of a word can make the long ē sound as in funny.

Consonant Blend Rule:

A consonant blend consists of two or more consonants sounded together in such a way that each letter is heard. Their sounds blend together but each sound is heard as in green, frog, tree, drip, bride.

Final Consonant Blends with t Rule:

The ending consonant blends ct, ft, lt, nt, pt, rt, st, and xt work together to make the sounds you hear in fact, left, belt, cent, kept, dirt, best, and next.

Final Consonant Blends with l Rule:

The ending consonant blends lb, ld, lf, lk, lm, and lp work together to make the sounds you hear in bulb, held, golf, silk, film, and gulp.

Final Consonant Blends Rule:

The ending consonant blends mp, nk, nc, nd, and rd work together to make the sounds you hear in camp, bank, zinc, send, and bird.

Final Consonant Blends Rule:

The ending consonant blends sk, sp, and ng work together to make the sounds you hear in dusk, wasp, and ring.

Final Consonant Blend ng Rule:

The /ng/ is a sound that you make in your throat. When you see an ng in a word, you do not say the /n/ sound and the /g/ sound separately. The sound is made at the back of your throat.

Initial Consonant Blends with r Rule:

The beginning consonant blends br, tr, fr, pr, dr, cr, and gr work together to make the sounds you hear in bread, trip, frog, pride, drip, crab, and grim.

Initial Consonant Blends with s Rule:

The beginning consonant blends sc, sl, sm, sn, sp, st, and sw work together to make the sounds you hear in scum, slop, smog, snob, spit, stem, and swim.

Initial Consonant Blends with l Rule:

The beginning consonant blends bl, cl, fl, gl, pl, and sl work together to make the sounds you hear in blip, clef, flat, glob, plus, and slim.

Initial Consonant Blends with w Rule:

The beginning consonant blends dw, gw, sw, and tw work together to make the sounds you hear in dwelt, Gwen, swing, and twin.

Final Consonant Blend dge Rule:

The phonogram dge may be used only after a single vowel that says its short sound as in badge, edge, bridge, lodge, budge.

Consonant Blend sch Rule:

In some words the consonant blend sch- has the sound sk as in school or scheme.

Consonant Blend chr Rule:

In words the consonant blend chr- has the sound kr: Chris, chrome

Triple Consonant Blends Rule:

Triple Consonant Blend nce makes the /ns/ sound that you hear in pounce and bounce.

Triple Consonant Blend nse makes the /ns/ sound that you hear in sense and dense.

Triple Consonant Blend lse makes the /ls/ sound that you hear in false and repulse.

Triple Consonant Blend lve makes the /lv/ sound that you hear in twelve and solve.

Triple Consonant Blend nge makes the /nj/ sound that you hear in range and plunge.
Triple Consonant Blend rch makes the sound that you hear in porch and church.
Triple Consonant Blend nch makes the sound that you hear in bench and inch.
Triple Consonant Blend rth makes the sound that you hear in worth and earth.
Triple Consonant Blend nth makes the sound that you hear in month and ninth.
Triple Consonant Blend mpt makes the sound that you hear in prompt and attempt.
Triple Consonant Blend lch makes the sound that you hear in squelch and mulch.
Triple Consonant Blend scr makes the skr sound that you hear in scream and describe.
Triple Consonant Blend spl makes the sound that you hear in splash and splotch.
Triple Consonant Blend spr makes the sound that you hear in sprint and spray.
Triple Consonant Blend thr makes the sound that you hear in thrash and through.
Triple Consonant Blend shr makes the sound that you hear in shrink and shriek.
Triple Consonant Blend squ makes the skw sound that you hear in squish and squall.
Triple Consonant Blend str makes the sound that you hear in stress and stray.

Final Trigraph tch Rule:

Three letters that come together to make one vowel or consonant sound are called trigraphs. They are underlined and some letters are marked silent. The trigraph tch makes the /ch/ sound at the end of a word and comes after a short vowel as in catch and stretch. Mark the t silent.

Consonant Digraph Rule:

A consonant digraph is two consonants that stay together to make their special sound.

Consonant Digraph ck Rule:

In consonant digraph ck, the k is pronounced and the c is silent as in dock and peck.

Consonant Digraph th Rule:

Consonant digraph th can be used at the beginning, middle, or end of a word as in thank, this, athlete, brother, path, and soothe. To determine if th is soft or hard, place three fingers over your throat and say the word. If you feel vibrations when pronouncing the th, then the th is hard.

Consonant Digraph sh Rule:

Consonant digraph sh can be used at the beginning or end of a word as in shed and hash.

Consonant Digraph ch Rule:

Consonant digraph ch can be used at the beginning or end of a word as in chin, such, sand-wich.

Consonant Digraph tch Rule:

Consonant digraph tch makes the sound you hear in watch and itch. Use ch at the beginning of a word or after a consonant. Use tch at the end of a word after a short vowel.

Consonant Digraph kn Rule:

In consonant digraph kn, the k is silent and n is pronounced as in knife and knot as in know and knelt.

Consonant Digraph wr Rule:

In consonant digraph wr, the w is silent and the r is pronounced as in wrong and write.

Consonant Digraph wh Rule:

In consonant digraph wh, the wh makes the hw sound as in what and when.

Consonant Digraph ng Rule:

In consonant digraph ng, the ng makes a blend of the ng sound as in sing and rung.

Consonant Digraph tch Rule:

In consonant digraph tch, the tch makes the ch sound as in itch and pitcher. It always follows a short vowel.

Initial Consonant Digraph rh Rule:

In consonant digraph rh at the beginning of a word, the h is silent and r is pronounced as in rhino and rhyme.

Consonant Digraph sc Rule:

In the sc consonant digraph before e, i, or y, the c is silent and the s is pronounced as in scene and science.

Consonant Digraph ps Rule:

The s sound is spelled ps as in psalm and psychology.

Consonant Digraph sw Rule:

The s sound is spelled sw as in sword and answer.

Consonant Digraph wh Rule:

The h sound is spelled wh as in whole and who.

Silent Consonants Rule:

Consonants that are not heard are called silent consonants as in wrap, edge, knit, kitchen, lamb, and sigh.

Consonant Digraph mb Rule:

In consonant digraph mb, the b is silent and the m is pronounced as in lamb.

Consonant Digraph gm Rule:

In consonant digraph gm, the g is silent and the m is pronounced as in diaphragm.

Consonant Digraph mn Rule:

In consonant digraph mn, the n is silent and the m is pronounced as in column.

Consonant Digraph lm Rule:

In consonant digraph lm, the l is silent and the m is pronounced as in calm.

Digraph gu Rule:

When the letter g is followed by u, the g makes a hard sound and the u is silent as in guard and guest. The u is not considered a vowel here.

Syllable Rule:

A syllable is a pronounceable part of a word.

Vowel Syllable Rule:

Each syllable in a word has a vowel as in focus (fo/cus) and velvet (vel/vet).

Final le Syllable Rule:

When you have a word that has the old-style spelling in which the -le sounds like -el, divide before the consonant before the -le. For example: a/ble, fum/ble, rub/ble, mum/ble, and thi/stle. The only exceptions to this are ckle words like tick/le.

Final Stable Syllable Rule:

A Final Stable Syllable is a syllable that occurs at the end of a word frequently enough to be considered stable. The final stable syllable is coded first with a bracket (code the e silent) and then code the first syllable of the word. [ble table, [cle uncle, [dle candle, [fle ruffle, [gle goggle, [kle tinkle, [ple staple, [sle hassle, [tle battle, [zle puzzle.

Long Vowel Open Syllable Rule:

Vowels a, e, o, and u usually say their names/long sounds (ā, ē, ō, ū) at the end of a syllable (nā vy, mē, ō pen, mū sic). These are referred to as open syllables.

CVopen Rule:

An open, accented vowel is long; code it with a macron. A macron is a line (—) placed over the long vowel. Examples of words following this rule: no, me, so, we, go, and hi.

VCV Syllable Rule:

VCV means a word has two vowels, so it has two syllables. In the first syllable, the vowel can make a long sound as in ra'/ven, mo'/tor, and pa'/per; a short sound as in riv'/er or de/cide'; or a schwa sound as in a/go', a/way', and po/lite'.

VCVopen Syllable Rule:

When a single consonant comes between two vowels or vowel sounds, it is usually divided before the consonant if the first vowel is long. Long vowels at the end of syllables as in ma'/ker and pi'/lot.

VV Syllable Rule:

Divide between two vowels when they are sounded separately. VV as in di'/et and cru'/el.

VCCV Syllable Rule:

When a word contains more than one vowel, it could follow the VCCV (vowel-consonant-consonant-vowel) pattern. The first step is to mark the vowels by writing a v under each vowel. Then mark the consonants by writing a c under them. Next, divide the word into syllables by drawing a line between the two consonants. Code the vowels and decide which syllable receives the accent ('). Divide between two consonants unless the consonants form a digraph and are sounded together. VCCV as in hap'/py and chil'/dren.

VCCVCCV Syllable Rule:

VCCVCCV means the word has three vowels, so it has three syllables. The syllable lines go between each pair of consonants, then code each syllable as in dif'/fer/ent', sim'/i/lar', and wil'/der/ness'.

Affix Syllable Rule:

The first step in dividing a word into syllables is to check the word for prefixes or suffixes. Prefix/Root/Suffix. When a word has an affix, it is divided between the root and the affix as in mud'/dy and rob'/ber.

Suffix Syllable Rule:

A suffix is a syllable if it contains a vowel sound as in -er, -est, -able/ible, -ful, -y, -en, -ness, -less, -ly, -es, -ing, -ed, and -s. Exceptions are the stable syllables.

Prefix Syllable Rule:

A prefix is always a separate syllable in a word as in re-, un-, dis-, pre-, mis-, and non-.

Compound Word Syllable Rule:

A compound word is a word made from two or more words joined together to make one word. The words that make up a compound word are spelled completely and keep their usual spelling as in cowboy, everybody, spaceman, sidewalk, and bedroom. Most compound words are accented on the first word.

Root Word Rule:

A root word is a word to which a suffix or prefix can be added to make a new word.

Suffix Rule:

A suffix is added to the end of a root words to make a new word.

Comparative Suffix -er Rule:

The suffix -er is used to compare two things as in "His pig is fatter than mine" (comparing two things).

Comparative Suffix -est Rule:

The suffix -est is used to compare more than two things as in "His pigs are the fattest of all" (comparing more than two things).

Suffix -er Rule:

The suffix -er sometimes means "a person who" or "something that." Example: someone who works is a worker. A person who sings is a singer.

Suffix -ing Rule:

When you add -ing, it means something is happening now as in talking and rolling.

Vowel Digraph Rule:

Vowel digraphs are two vowels put together in a word that make a long or short sound or have a special sound all their own.

Long Vowel Digraph Rule:

A vowel digraph is two letters with the first letter making a long sound and the second letter being silent. We call this "The first one does the talking, the second keeps on walking." Examples: ee/sheep, ay/may, ai/paint.

Long Vowel Digraph Rule:

When a word or syllable has two vowels, the first vowel is usually long and the second vowel is usually silent as in kite, pain, weep, blue, and pay.

Long Vowel e Digraph Rule:

Long e vowel digraphs are ee (sheep, see), ea (leaf, meat), ey (key, money), ie (shield, field), and ei (receipt).

Final Long Vowel Digraph ey Rule:

Sometimes ey at the end of a word can make the long ē sound as in key.

Final Long Vowel Digraph ie Rule:

The long e vowel digraph ie says long e at the end of a word as in movie.

i Before e Except After c Rule:

When the sound is ē, write ie except after c. When the sound is other than ē, usually write ei. There are always exceptions as in either, seize, and sheik.

Final Long Vowel Digraph ie Rule:

The long i vowel digraph ie says long i at the end of a word as in pie and tie.

Long i as ign Rule:

Usually when i is followed by gh, the i is long and the gh is silent. Examples: light and night.

Wild Colt Rule:

Wild Colt words contain either the vowels o or i followed by two consonants as in wild, colt, kind, find, and both.

Vowel Diphthong ow Rule:

The vowel diphthong ow can make two sounds: ow as in cow or ow as in snow.

Vowel Digraph ou Rule:

The vowel digraph ou can make the long o sound; ough can make the long o sound.

Long Vowel u Rule:

In some words u has the long yoo sound as in unit and music.

Long Vowel ew, ue, and ui Digraph Rule:

The vowel digraphs ew, ue, and ui form a single long u vowel sound as in statue, tissue, blew, threw, suit, and juice.

Long Vowel ou, ue, and ui Rule:

The vowel digraphs ou, ue, and ui form a single long oo sound as in soup, group, statue, tissue, suit, and juice.

Plurals with -s Rule:

The plural form of most nouns is made by adding -s to the end of a word.

If a word ends in a vowel followed by -y, the plural is formed by adding -s.

The plurals of most nouns ending with -f, -fe, or -ff are formed by adding -s.

If a word ends in a vowel followed by -o, the plural is formed by adding -s and has the /z/ sound.

Plurals with -es Rule:

If a word ends in -s, -sh, -ch, -x, or -z, the plural is made by adding -es and has the /iz/ sound. If a word ends in a consonant followed by -o, the plural is formed by adding -es and has the /z/ sound.

Suffix -ing Rule:

When you add -ing, it means that something is happening now.

If a word ends in a consonant followed by -y, keep the y when adding the suffix -ing.

Suffix -ed Rule:

In some words, including all verbs ending in a vowel or voiced consonant, the ending -ed has the sound of d. When -ed is added to a word, it means that something has happened in the past.

In some words the ending -ed has the sound of t.

The ending -ed has the sound of ed after t and d.

In some words, including all verbs ending in a vowel or voiced consonant, the ending -ed has the sound of d.

Long Vowel ei, ey, and ea Digraphs Rule:

The vowel digraphs ei, ey, and ea make the long \bar{a} sound you hear in vein, they, and great.

Long Vowel Digraph eigh Rule:

The vowel combination eigh makes the long \bar{a} sound you hear in weigh.

Vowel Digraph oo Rule:

The vowel digraph oo can stand for the vowel sound heard in book or in pool.

long Vowel Digraph ou Rule:

The vowel digraph ou can stand for the vowel sound heard in soup.

oul as Short oo Rule:

In some words the short oo sound is spelled oul as in should.

ough as Long oo Rule:

In some words the long oo sound is spelled ough as in through.


Letter u Rule:

The letter u can have either the long oo or the short oo sound as in tune, ruby, pull, and put.


Diphthong Rule:

A diphthong is two vowel sounds that come together so fast that they are considered one syllable. Examples: ew, oi and oy, ou and ow.


Diphthong ou & ow Rule:

The diphthongs ou and ow make the sounds you hear in out and how. Diphthongs are coded with an arc () under the letters.

Diphthong oi & oy Rule:

The diphthongs oi and oy make the sounds you hear in coin and boy. Diphthongs are coded with an arc () under the letters.

Diphthong ew Rule:

The diphthong ew makes the sound you hear in new and chew. Diphthongs are coded with an arc () under the letters.

R-Controlled Vowel Rule:

When a vowel is followed by an r in the same syllable, that vowel is R-controlled. It is neither long nor short. In an R-controlled vowel, an r after the vowel makes the vowel sound different from a

short or long sound. Examples: star, shirt, term, born, burn.

R-Controlled ar Rule:

ar is R-controlled in start, far, and market.

R-Controlled /er/ Rule:

R-controlled er, ir, and ur often sound the same /er/. Examples: term, sir, fir, fur.

R-Controlled wor Rule:

The phonogram or may say /er/ when it follows w (work, worm, worthy);

R-Controlled ear Rule:

ear is R-controlled in heard, learn, and earnest;

R-Controlled yr Rule:

yr is R-controlled in myrrh, myrtle, and martyr.

R-Controlled our Rule:

When the vowel team ou is controlled by a final r at the end of a root, the resulting team, our, can say /er/ as in journey, flourish, and courage.

R-Controlled /er/ Rule:

In an R-controlled vowel, an r after the vowel makes the vowel sound different from a short or long sound—spelled eer as in deer and peer, spelled ere as in here and sincere, spelled ear as in hear and ear, and spelled ier as in fierce.

R-Controlled /air/ Rule:

In an R-controlled vowel, an r after the vowel makes the vowel sound different from a short or long sound—spelled ar as in vary, spelled are as in care, spelled air as in stair, spelled eir as in their, spelled ear as in bear, spelled ere as in there.

R-Controlled /or/ Rule:

In an R-controlled vowel, an r after the vowel makes the vowel sound different from a short or long sound—spelled wor as in worn, spelled war as in wart, spelled ore as in snore, spelled oar as in soar, spelled our as in four, spelled oor as in door.

Short Vowel Digraph ea Rule:

In some words with the cc double consonant, the syllable is split between the consonants and both c's are heard. One has the hard c sound and the other has the soft c as in accent and access.

Short Vowel Digraph ea Rule:

Vowel digraphs are two vowels put together in a word that make a long or short sound or have a special sound all their own. The vowel digraph ea can stand for the short e sound as in head and bread.

Short Vowel Digraph ui Rule:

In some words with the ui vowel digraph, the u is silent and the i makes the short sound as in guilt and build.

Short Vowel Digraph ai Rule:

In some words with the ai vowel digraph, the a is silent and the i makes the short sound as in captain.

Vowel ô Spelled wa or qua Rule:

When the letter a comes after the letters w or qu, it often makes ô or aw sound as in wash and squash.

Vowel ô Spelled al Rule:

The vowel a followed by the letter l often has neither a long nor a short sound but has an ô or aw sound as in small, walnut, salt, and talk.

Vowel ô Spelled o Rule:

In some words the letter o is neither long or short but has an ô or aw sound. Compare the short o sound in cot, top, Tom, and pod to the ô sound in dog, hog, on, and off.

Vowel ô Spelled au or aw Rule:

Vowel digraphs are two vowels put together in a word that make a long or short sound or have a special sound all their own. The vowel digraphs au and aw stand for the ô or aw sound as in saw, lawn, faucet, and auto.

Vowel ô Spelled ough Rule:

The digraph ough is a very special combination of letters and can be very confusing, so we just have to learn it. It helps to really look at the words and remember the ough combination. It can spell the sound of ô or /aw/ as in bought and thought. The digraph augh can spell the sound of ô or /aw/ as in taught and caught.

Short u Spelling Rule:

Short u can be spelled o as in mother, son, and of.

Short u can be spelled o_e as in none and some.

Short u can be spelled ou as in couple and young.

Short u can be spelled oo as in blood and flood.

Spellings of the /k/ Sound Rule:

If a word ends in sound of /k/ and has a short vowel just before the /k/ sound, we use ck as in back, stack, and rack.

If the vowel is long before the /k/, we use ke as in make and trike.

If there is a vowel and then a sound before the /k/ sound, we use k alone. It does not matter is the vowel is long or short as in dark and bask.

If there are two vowels before the /k/, we use k as in seek and soak.

Some words with two or more syllables end in the /k/ sound that is spelled with a c as in music and picnic.

Silent Vowel Before l Rule:

Vowels before l in unaccented syllables are scarcely heard. Sometimes the vowel sound is dropped altogether, leaving only the sound of l as in fatal, sandal, and mantel.

Spellings of the /z/ Sound Rule:

In some words the sound of /z/ is spelled s or se as in his, has, nose, and noise.

dge and ge Spelling Rule:

When g is followed by e, i, or y, it makes the soft sound as in the word giraffe.

Words that end with the sound of /j/ are spelled with -dge or -ge. Use the letters -dge after short vowels as in bridge, fudge, and badge. Use -ge after anything else as in cage, lounge, and page.

Digraph du Rule:

When d is followed by u in some words, it has the sound of j as in education.

Spellings of the /f/ Sound Rule:

These consonant digraphs can make the f sound: ph as in phonics and graph; gh as in cough and trough; and lf as in calf and half.

Silent gh Rule:

Consonant digraph gh can be silent as in right and nigh.

Spellings of the /sh/ Sound Rule:

When followed by a vowel in the same syllable, ci, si, and ti often have the sound of sh as in nation, action, special, precious, and mission.

The letters s or ss before u say sh as in sure, tissue, and pleasure.

Silent Letter Digraphs Rule:

We call the g, k, h, and p in the digraphs gn, kn, hn, and pn “ghost letters” to help us remember they used to make a sound but now are silent.

In consonant digraph gn, the g is silent and the n is pronounced as in sign and align.

In consonant digraph kn, the k is silent and n is pronounced as in know and knob.

In consonant digraph hn, the h is silent and n is pronounced as in John.

In consonant digraph pn, the p is silent and n is pronounced as in pneumonia.

Silent Letter Digraph bt Rule:

In consonant digraph bt, the b is silent and the t is pronounced as in doubt and subtle.

Silent Letter Digraph pt Rule:

In consonant digraph pt, the p is silent and the t is pronounced as in ptarmigan.

Digraph ex Rule:

The digraph ex has several sounds: ek as in excel and excite, ek-s as in extra and extend, ek-z as in exact and exist, and eks as in exhale and exchange.

Alphabetical Order Rule:

To put a group of words in ABC order, first read all the words. Next, look at the first letter of each word. If the first letters are the same, you should look at the second letter. If those are both the same, go to the third letter, and so on. Finally, put the words in ABC order.

Plurals with y Rule:

Words (nouns) ending in y preceded by a vowel keep the y and add -s to form the plural as in boy/boys, monkey/monkeys, and turkey/turkeys.

When a word ends in y after a consonant, usually change the y to an i before adding -es as in bunny/bunnies, city/cities, try/tries, and carry/carries.

Consonant Doubling Rule:

If a word with a short vowel sound ends in a single consonant, usually double the consonant before adding a suffix that begins with a vowel as in tag/tagged/tagging, run/running, and dig/digging.

The 1-1-1 Rule:

Words of one syllable (hop), having one vowel followed by one consonant, need another final consonant (hop + ped) before adding endings that begin with a vowel. This rule does not apply to words with x since x has two sounds /ks/.

Drop e Rule:

If a word ends in silent e, drop the e before adding a suffix that begins with a vowel such as -ing or -ed as in bake/baking/baked and slice/slicing/sliced.

Change f to v Rule:

When a word ends in f or fe, change the f to a v and add es to make the word plural as in leaf/leaves, elf/elves, and wife/wives.

Some nouns ending in f or fe do not change their endings to -ves to make the word plural as in cliff/cliffs and safe/safes.

Some nouns ending in f or fe may or may not change their endings to -ves to make the word plural as in dwarf/dwarfs/dwarves.

Irregular Plurals Rule:

Some plurals are irregular and no rule can be made for them. Some add letters as in child and children. Some change internal letters as in tooth/teeth.

Some plurals are irregular and no rule can be made for them. Some do not change as in sheep/sheep, moose/moose, deer/deer.

Doubling Rule:

The suffix -er is used to compare two things as in short/shorter.

The suffix -est is used to compare more than two things as in short/shortest.

Drop e Rule:

When the ending -er or -est is added to words ending in final e, the final e is dropped as in fine/finer/finest and brave/braver/bravest.

Doubling Rule:

When -er or -est is added to some root words that end with one vowel and one consonant, the final consonant is doubled before adding the suffix as in glad/gladder/ gladdest.

Change y to i Rule:

When -er or -est is added to a root word ending in y after a consonant, change the y to i before adding the suffix as in pretty/prettier/prettiest and busy/busier/busiest.

Singular Possessive Nouns Rule:

Nouns that show ownership or possession are called possessive nouns. Place an apostrophe (') and an s after a singular noun to show possession as in girl/girl's and cat/cat's.

Plural Possessive Nouns Rule:

Place an apostrophe after plural nouns ending in s to show possession as in boys/boys' and students/students'. If the plural noun does not end in s, add an apostrophe and s to show possession as in children/children's and men/men's.

Suffix -ly or -ful Rule:

A suffix is an ending that is added to a word to make a new word. Usually when the suffixes -ly or -ful are added, the spelling of the base word does not change as in pain/painful and quick/quickly.

Suffix -less or -ness Rule:

A suffix is an ending that is added to a word to make a new word. Usually when the suffixes -less or -ness are added, the spelling of the base word does not change as in fearless and fullness.

Suffix Rule:

A suffix is an ending that is added to a word to make a new word. When a word ends in a single or a double consonant, the spelling does not usually need to be changed when adding the suffixes -y, -en, or -able/-ible as in frost/frosty, straight/straighten, wear/wearable, and deduct/deductible.

When a word ends with a single consonant that follows a single vowel, the final consonant is usually doubled before the suffix -y is added as in fun/funny and fog/foggy.

Drop e Suffix Rule:

A word that ends in e usually drops the e when adding a suffix beginning with a vowel as in move/movable, force/forcible, and rise/risen.

Prefix re- Rule:

The prefix re- usually means to do again as in redo and repack.

Prefix un- Rule:

The prefix un- usually means not, the opposite, as in unstrung, undress, and unlock.

Prefix dis- Rule:

The prefix dis- usually means not, no, the opposite, as in dishonest and disrepair.

Prefix pre- Rule:

The prefix pre- usually means before, in front of, as in prebake and prescreen.

Prefix mis- Rule:

The prefix mis- usually means bad, badly, wrong, lack, as in misadd and miscolor.

Prefix non- Rule:

The prefix non- usually means not, no, other than, as in nonfat and nonfrozen.

Antonym Rule:

An antonym is a word that means the opposite of another, as in hot – cold.

Synonym Rule:

A synonym is a word having the same or nearly the same meaning as another word, as in big/large, small/little, and closes/shuts.

Homophone or Homonym Rule:

Homophones or homonyms are words that sound the same but have different spellings and different meanings, as in beet/beat, weak/week, and knows/nose.

Homograph Rule:

Homographs are words that are spelled the same, although perhaps pronounced differently as in read/read. Example: We can read the book that we read yesterday.

Rhyme Rule:

Words that rhyme have the same ending sound as in ball/hall and otter/bitter.

Contraction Rule:

A contraction is a word that is made from two words.

Contractions with will Rule:

In contractions formed with the word will, an apostrophe (') is used in place of the letters that are left out as in we + will = we'll and I + will = I'll.

Contractions with not Rule:

In contractions formed with the word not, an apostrophe (') is used in place of the letters that are left out as in cannot = can't and could + not = couldn't.

Contractions with have, has, and had Rule:

In contractions formed with the word have, has, and had, the ha is removed and replaced with an apostrophe (') as in I + have = I've, he + has = he's, and I + had = I'd.

Contractions with am Rule:

In the contraction formed with the word am, the a is removed and replaced with an apostrophe (') as in I + am = I'm.

Contractions with is Rule:

In contractions formed with the word is, the i is removed and replaced with an apostrophe (') as in he + is = he's and she + is = she's.

Contractions with are Rule:

In contractions formed with the word are, the a is removed and replaced with an apostrophe (') as in you + are = you're and they + are = they're.

Contractions with us Rule:

In contractions formed with the word us, the u is removed and replaced with an apostrophe (') as in let + us = let's.

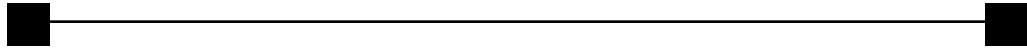
Contractions with would Rule:

In contractions formed with the word would, the woul is removed and replaced with an apostrophe (') as in she + would = she'd.

Contractions with shall Rule:

In contractions formed with the word shall, the sha is removed and replaced with an apostrophe (') as in he + shall = he'll and she + shall = she'll.

Lesson Plans



Lesson 1: Initial Consonant Sounds, Hard & Soft Sounds of c & g, & Short Vowel Sounds

Overview:

- Print beginning consonant letters
- Audio discrimination of consonant sounds
- Print beginning short vowel letters
- Audio discrimination of short vowel sounds
- Complete words by writing the short vowel
- Identify the sound of soft c and hard c in words
- Identify the sound of soft g and hard g in words

Materials and Supplies:

- Teacher's Guide & Student Workbook 1
- White board or chalkboard
- Alphabet flashcards
- Reader: *Robinson Crusoe & Other Classic Stories*

Teaching Tips:

Have the student practice printing the upper case and lower case alphabet on lined paper or on the white board. Do one letter at a time by holding up a letter flashcard, asking the student for the name of the letter, asking for the sound that the letter makes, and then asking him to write the letter. Sort the letters into two groups. A group that the student knows well and a group that needs review.

Activity 1. Review the names of the pictures together. Have the student print the upper case and lower case consonant letters for the beginning sound of each picture.

Pictures:

**box, king, door, hand, cat
gate, lamp, jar, house, fish**

Letters:

**Bb, Kk, Dd, Hh, Cc
Gg, Ll, Jj, Hh, Ff**



Activity 2. Review the names of the pictures together. Write the vowels on the board. Have the student print the upper case and lower case vowel letters for the beginning sound of each picture.

Pictures:

**ox, elephant, inch, add, umpire
insect, axe, under, olive, engine**

Letters:

**Oo, Ee, Ii, Aa, Uu
Ii, Aa, Uu, Oo, Ee**

Activity 3. Review vowel sounds using flashcards. Write the words *dad, fed, hit, Bob,* and *nut* on the board, leaving out the vowel. Say each word and have a student tell you the letter for the missing vowel. Write the vowel completing the word. Review the pictures in the student book and have the student write the missing letters.

Pictures:

sun, hot, map, red, dig

Letters:

u, o, a, e, i

Activity 4. Read and discuss the rule for the hard and soft sounds of **c**. Illustrate the difference in the sounds by writing some words on the board and identifying the words with soft **c** and the words with hard **c**. *Words to teach the concept:* Soft **c** words – cell, cellar, cement, census, center, cinder, civil, cycle. Hard **c** words: can, call, come, camp, could, carry. Discuss the pictures in the activity. Have the student identify each picture and determine whether the hard or soft sound of **c** is heard. Have the student underline all the pictures that begin with the sound of hard **c** first. Go through the activity again and tell the student to circle the pictures that begin with the soft **c** sound.

Pictures:

cold, cent, circus, cut, circle

Hard **c**:

cold, cut

Soft **c**:

cent, circus, circle

Activity 5. Read and discuss the rule for the hard and soft sounds of **g**. Illustrate the difference in the sounds by writing some words on the board and identifying the words with soft **g** and the words with hard **g**. *Words to teach the concept:* Soft **g** words: gem, gentle, germ, genius, gelatin, gypsy, gesture, general. Hard **g** words: go, good, got, gave, get, gun, game, gift, gone. Discuss the pictures in the activity. Have the student identify each picture and determine whether the hard or soft sound of **g** is heard. Have the student underline all the pictures that begin with the sound of soft **g** first. Go through the activity again and draw a square around the pictures that begin with the hard **g** sound.

Pictures:

giraffe, garden, giant, gas, gym

Hard **g**:

garden, gas

Soft **g**:

giraffe, giant, gym

Reading. Read and discuss the maxim for the Lesson.

Read the poem *If a Pig Wore a Wig*. Preview the poem and explain words or sentence structures that are not familiar to the student.

Comprehension questions:

Do the clothes that one wears make a difference?

What is sometimes needed to solve a problem?

Read the story *Familiar Lessons on Animals*.

Preview the story and explain words or sentence structures that are not familiar to the student.

Comprehension questions:

What are examples of some of the ways animals are different?

How do the differences in animals help them to live?

What are some of the “useful” animals?

Why are these animals useful?

Assign. Lesson activities or reading that are to be completed as homework.

Lesson 2: Final & Initial Consonant Sounds

Overview:

- Print ending consonant sounds in words
- Print beginning consonant letters
- Audio discrimination of consonant sounds
- Match **qu** pictures to words
- Complete words by writing the short vowel

Materials and Supplies:

- Teacher's Guide & Student Workbook 1
- White board or chalkboard
- Alphabet flashcards
- Reader: *Robinson Crusoe & Other Classic Stories*

Teaching Tips:

Review for Mastery. Discuss and review any work from the previous lesson that was assigned as homework. Check for completion of the activities and orally quiz the student for comprehension. Review any reading that was assigned, discussing the characters, setting, plot, theme, language, sequence, etc.

Strengthen fluency and phonemic awareness by reviewing words and sentences from previous lessons. Build vocabulary skills by using some of the words in sentences.

Review any letters that were found to need extra practice from the previous lesson. Do one letter at a time by holding up a letter flashcard, asking the students for the name of the letter, asking for the sound that the letter makes, and then asking them to write the lower case letter on the white board or on a sheet of paper. This program focuses on phonics so only have the students write the lower case letters and focus on writing skills by using the *Horizons Penmanship* program. Again sort out the letters that need review in future lessons.

Review the sound of the short vowels by having the student read the words in Lesson 1,



Activity 3. Pay special attention to the beginning and ending consonant sounds.

Review the hard and soft sounds of **c** and **g** by having the student review the pictures in Lesson 1, Activities 4 & 5.

Activity 1. Review the names of the pictures together, emphasizing the consonant sound at the end of the word. Have the student print the lower case consonant letters for the ending sound of each picture.

Pictures:

**book, dog, cab, vowel, off
music, red, work, cub, end**

Letters:

**k, g, b, l, f
c, d, k, b, d**

Activity 2. Review the names of the pictures together, emphasizing the consonant sound at the beginning of the word. Have the student print the lower case consonant letters for the beginning sound of each picture.

Pictures:

night, saw, paper, man, table
rat, mother, top, sound, picture

Letters:

n, s, p, m, t
r, m, t, s, p

Activity 3. Review the **qu** Rule and stress that **q** is always followed by **u**—they always appear together. Have the student write examples of the rule on the chalkboard or white board. Pay special attention to the /kw/ sound of the **qu** spelling. *Words to teach the concept:* quite, quick, quit, quest, quiet, quack, quail, quake, quiz, quote, quill, quality. Have the student identify the pictures and draw a line to match the pictures with the words.

Pictures:

quart queen
quilt question mark

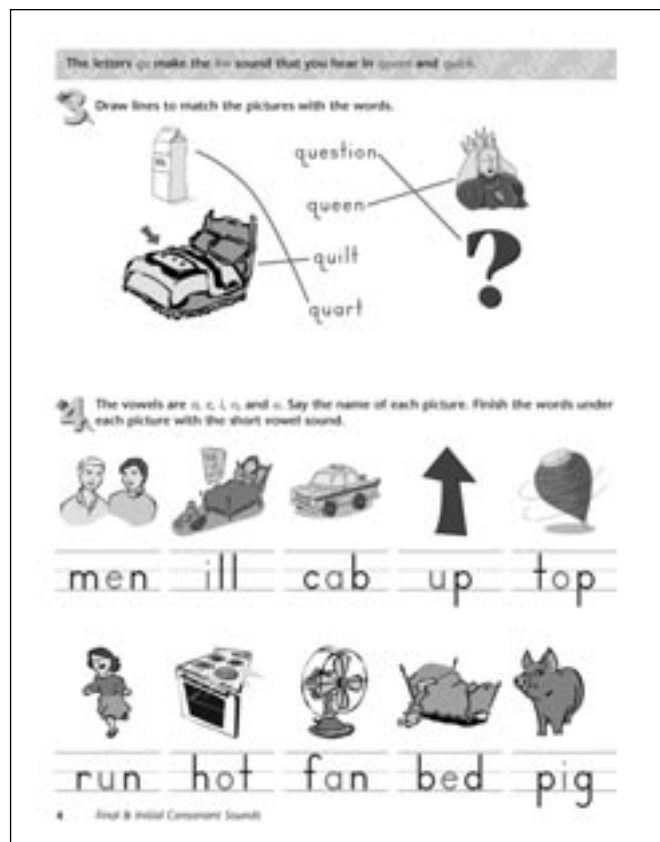
Activity 4. Review the names of the pictures together. Have the student print the lower case vowel for the sound of each picture.

Pictures:

men, ill, cab, up, top
run, hot, fan, bed, pig

Letters:

e, i, a, u, o
u, o, a, e, i



Reading. Read and discuss the maxim for the Lesson.

Read the story *Familiar Lessons on Time*. Preview the story and explain words or sentence structures that are not familiar to the student. With every story ask questions: who are the characters, what are they doing, what are they saying, where does the action take place, what is the order of events, what words are being used, what new information is given, what lesson can be learned?

Comprehension questions:

- What are some of the differences among the seasons?
- What things does time tell us?
- What are some of the things that happen during specific times of the day?
- What are some of the things that happen during specific times of the year?

Assign. Lesson activities or reading that are to be completed as homework.

Lesson 3: Final & Initial Consonant Sounds & Final Double Consonant Sound

Overview:

- Print ending consonant sounds in words
- Audio discrimination of consonant sounds
- Print beginning consonant letters
- Choose ending consonant sounds in words
- Blend consonant-vowel-consonant words
- Audio discrimination of short vowel sounds
- Match pictures to words

Materials and Supplies:

- Teacher's Guide & Student Workbook 1
- White board or chalkboard
- Alphabet flashcards
- Reader: *Robinson Crusoe & Other Classic Stories*

Teaching Tips:

Review for Mastery. Discuss and review any work from the previous lesson that was assigned as homework. Check for completion of the activities and orally quiz the student for comprehension. Review any reading that was assigned, discussing the characters, setting, plot, theme, language, sequence, etc.

Strengthen fluency and phonemic awareness by reviewing words and sentences from previous lessons. Build vocabulary skills by using some of the words in sentences.

Review letters and sounds that were found to need more practice in previous lessons with flashcards.

Review initial consonant sounds with Lesson 2, Activity 1. Review the name for each picture and ask the student to identify the beginning sound that he hears.

Review the sound of the short vowels by having the student read the words in Lesson 2, Activity 4. Pay special attention the beginning and ending consonant sounds.



Activity 1. Review the names of the pictures together. Have the student print the lower case consonant letters for the ending sound of each picture.

Pictures:

**top, arm, bus, man, nut
can, us, cut, map, team**

Letters:

**p, m, s, n, t
n, s, t, p, m**

Activity 2. Review the names of the pictures together. Have the student print the lower case consonant for the beginning sound of each picture.

Pictures:

**yawn, vase, win, work, violin
woman, yard, yellow, vowel, year**

Letters:

**y, v, w, w, v
w, y, y, v, y**

Activity 3. Read and discuss the rule for the z sound of x. *Words to teach the concept:* xerox, xylem, xylene, xenon. Review the names of the pictures together. Have the student fill in the circle by the correct letter for the beginning sound for each picture.

Pictures:

zoo, week, zipper, van
xylophone, yam, yak, zero

Letters:

z, w, z, v
z, y, y, z

Activity 4. Read and discuss the rule for the spelling of the final s sound. *Words to teach the concept:* Bess, bless, boss, brass, class, dress, grass, less, mess, press, truss. Read the words and review the pictures with the student. Have the student draw a line to match the pictures with the words. Have the student draw a slash through the final silent letter.

Pictures:

pass **hiss**
kiss **bass**
moss **miss**
fuss **loss**



Reading. Read and discuss the maxim for the Lesson.

Read the story *Questions*. Preview the story and explain words or sentence structures that are not familiar to the student. With every story ask questions: who are the characters, what are they doing, what are they saying, where does the action take place, what is the order of events, what words are being used, what new information is given, what lesson can be learned?

Comprehension questions:

- What is similar about all of the questions?
- What is the moral of the story?
- Can the student make up some questions of his own?

Assign. Lesson activities or reading that are to be completed as homework.

Lesson 4: Medial Consonant Sounds, Syllable Rule, & Final Double Consonant Sound

Overview:

- Match pictures to words with final x sound
- Audio discrimination of consonant sounds
- Identify words with the final z sound
- Use the Syllable Rule to recognize words with more than one syllable
- Choose medial consonant sounds in words
- Audio discrimination of short vowel sounds
- Match pictures to words for final double consonant zz

Materials and Supplies:

- Teacher's Guide & Student Workbook 1
- White board or chalkboard
- Alphabet flashcards
- Phonics rules flashcards
- Reader: *Robinson Crusoe & Other Classic Stories*

Teaching Tips:

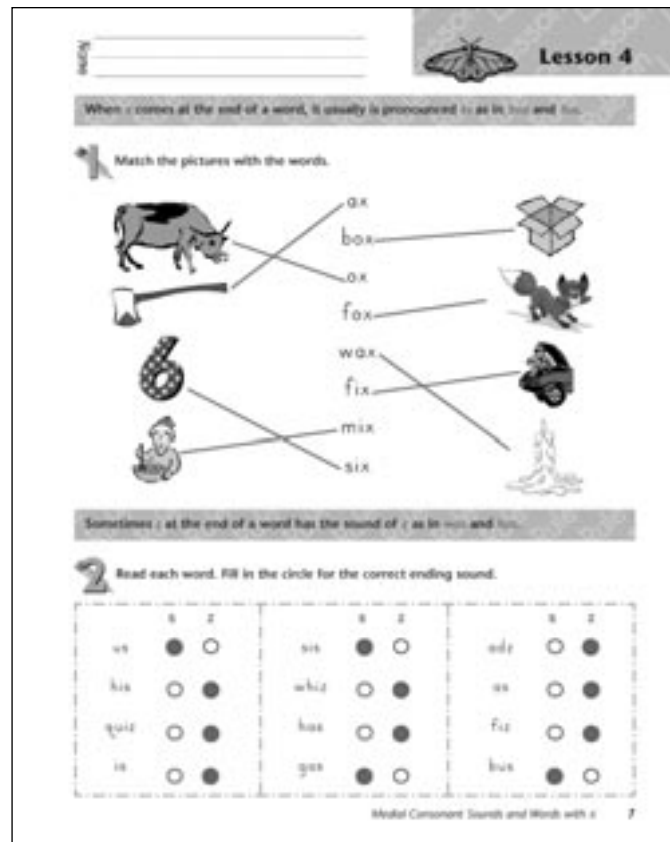
Review for Mastery. Discuss and review any work from the previous lesson that was assigned as homework. Check for completion of the activities and orally quiz the student for comprehension. Review any reading that was assigned, discussing the characters, setting, plot, theme, language, sequence, etc.

Strengthen fluency and phonemic awareness by reviewing words and sentences from previous lessons. Build vocabulary skills by using some of the words in sentences.

Review letters and sounds that were found to need more practice in previous lessons with flashcards.

Review previous phonics/spelling rules with flashcards.

Review initial consonant sounds with Lesson 3, Activity 1. Review the name for each picture and



ask the student to identify the beginning sound that he hears.

Review final consonant sounds with Lesson 3, Activity 2. Review the name for each picture and ask the student to identify the ending sound that he hears.

Activity 1. Review the rule for the sound of x at the end of a word. *Words to teach the concept:* tax, fax, relax, hex, lax, vex, prefix, complex, perplex. Read the words in the activity. Review the names of the pictures together and have the student draw a line to match the pictures with the words.

Pictures:

ox	box
ax	fox
six	fix
mix	wax

Activity 2. Review the rule for the z sound of s at the end of a word. *Words to teach the concept:* odds, news, says, suds, yours, tongs, days, ours, eyes. Review the words in each box together. Have the student fill in the circle under the correct letter for the final sound for each word.

Activity 2 continued:

Letters:

s s z
z z z
z z z
z s s

Activity 3. Review the Syllable Rule. *Words to teach the concept:* subject, object, problem, because, across, become, monkey, turkey, packing, under, order, idea, after, often, careful, beautiful, behind, unhappy, behave, behold, ahoy, enjoy, banjo, project, rejoice, below, along, follow, family. Review the names of the pictures together. Have the student fill in the circle by the correct letter for the medial sound for each picture.

Pictures:

body, ahead, major, baby
relax, before, broken, second

Letters:

d, h, j, b
l, f, k, c

Activity 4. Read and discuss the rule for the spelling of the final z sound. *Words to teach the concept:* pizzazz, razz, frizz, abuzz, whizz (also spelled whiz). Read the words and help the student identify the pictures. Have the student draw a line to match the pictures with the words. Have the student draw a slash through the final silent letter.

Pictures:

fizz jazz
fuzz buzz

Reading. Read and discuss the maxim for the Lesson.

Each syllable in a word has a vowel as in *hour* (hour) and *here* (here).

3 Say the name of each picture. Fill in the circle for the correct medial consonant sound.

The letters *b*, *c*, and *z* are usually doubled in a one-syllable word that has one vowel followed by only one consonant sound as in *ebb*, *odd*, *ebb*, *ebb*, *ebb*, *ebb*, *ebb*, and *ebb*.

4 Match the pictures with the words. Draw a slash through the silent letter *z*.

Medial Consonant Search and Words with *z*

Read the story *The Fox and the Ducks*. Preview the story and explain words or sentence structures that are not familiar to the student.

Comprehension questions:

- Where does this story take place?
- Who are the characters in the story?
- Can a fox really do the things in this story?
- Who is this lesson written for?
- What are some things that we see and do everyday where there could be some danger?
- What are some difficult problems that we can solve by being creative?

Read the poem *Mix a Pancake*. Preview the poem and explain words or sentence structures that are not familiar to the student.

Comprehension questions:

- What are the rhyming words in the poem?
- What are the different vowel sounds heard in the words of this poem?

Assign. Lesson activities or reading that are to be completed as homework.

Lesson 5: Medial Consonant Sounds

Overview:

- Print medial consonant sounds in words
- Audio discrimination of consonant sounds
- Use the Syllable Rule to recognize words with more than one syllable
- Audio discrimination of short vowel sounds
- Sort words by their short vowel sound

Materials and Supplies:

- Teacher's Guide & Student Workbook 1
- White board or chalkboard
- Alphabet flashcards
- Phonics rules flashcards
- Reader: *Robinson Crusoe & Other Classic Stories*

Teaching Tips:

Review for Mastery. Discuss and review any work from the previous lesson that was assigned as homework. Check for completion of the activities and orally quiz the student for comprehension. Review any reading that was assigned, discussing the characters, setting, plot, theme, language, sequence, etc.

Strengthen fluency and phonemic awareness by reviewing words and sentences from previous lessons. Build vocabulary skills by using some of the words in sentences.

Review letters and sounds that were found to need more practice in previous lessons with flashcards.

Review previous phonics/spelling rules with flashcards.

Review initial and final consonant sounds with Lesson 4, Activity 3. Review the name for each picture and ask the student to identify the beginning and ending sound that he hears.

Lesson 5

Say the name of each picture. Write the lower case letter(s) for its middle sound.

n = m p n

z r s m z

m r n p kw

s z t t z

z t s n r

Medial Consonant Sounds

Activity 1. Review the Syllable Rule. Review the rule for the spelling of the z sound at the end of a word or syllable. Some of the words used in this activity have a middle z sound with the s spelling. *Words to teach the concept:* America, complete, tummy, many, country, any, animal, happy, important, liquid, equipment, equator, require, equation, very, merry, berry, also, person, answer, system, himself, easy, present, result, season, after, until, into, city. Review the names of the pictures together. Have the student print the lower case consonant letters for the middle consonant sound heard in each picture.

Pictures:

penny, equal, lemon, paper, honey
 zipper, forest, seesaw, hammer, music
 mummy, arrive, money, puppy, liquid
 buses, desert, kitten, butter, resort
 daisy, metal, dissolve, sunny, around

Activity 1 continued:

Letters:

n, kw (qu), m, p, n

p, r, s, m, z

m, r, n, p, kw (qu)

s, z, t, t, z

z, t, s, n, r

Note the middle z sound spelled s in *music*, *resort*, *daisy*, and *desert*.

Note the kw sound of qu in *equal* and *liquid*.

Activity 2. Have the student read each of the short vowel words in the box. Have the student sort the short vowel words by writing them in the correct box.

Words:

Short a: tap, bad, rat

Short e: den, web, let

Short i: big, bid, kit

Short o: got, top, sob

Short u: put, us, sun

Reading. Read and discuss the maxim for the Lesson.

Read the story *The Sheep and the Pig*. Preview the story and explain words or sentence structures that are not familiar to the student. With every story ask questions: who are the characters, what are they doing, what are they saying, where does the action take place, what is the order of events, what words are being used, what new information is given, what lesson can be learned?

2 Say each word. What vowel sound do you hear? Write the word under the correct vowel.

den	web	tap	let	big
bid	got	kit	top	sob
bad	put	rat	us	sun

Short *a*

tap
bad
rat

Short *e*

den
web
let

Short *i*



big
bid
kit

Short *o*

got
top
sob

Short *u*

put
us
sun



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Comprehension questions:

Where does this story take place?

Who are the characters of the story?

What were the animals learning to do?

Why are the characters working together?

What thing can you do well that might help someone else?

Assign. Lesson activities or reading that are to be completed as homework.

Lesson 6: Medial Consonant Sounds

Overview:

- Print medial consonant sounds in words
- Audio discrimination of short vowel sounds
- Identify vowels in words
- Identify the number of syllables in words
- Identify soft c and hard c sounds in words
- Identify soft g and hard g sounds in words

Materials and Supplies:

- Teacher's Guide & Student Workbook 1
- White board or chalkboard
- Alphabet flashcards
- Phonics rules flashcards
- Reader: *Robinson Crusoe & Other Classic Stories*

Teaching Tips:

Review for Mastery. Discuss and review any work from the previous lesson that was assigned as homework. Check for completion of the activities and orally quiz the student for comprehension. Review any reading that was assigned, discussing the characters, setting, plot, theme, language, sequence, etc.

Strengthen fluency and phonemic awareness by reviewing words and sentences from previous lessons. Build vocabulary skills by using some of the words in sentences.

Review previous phonics/spelling rules with flashcards.

Review initial and final consonant sounds with Lesson 5, Activity 2. Review the sorted words in the activity. Ask the student to form new words by using a different initial or final consonant for the words: tap = map or tan, den = pen or Deb, big = pig or bib, got = hot or gob, put = hut or pup, etc.

Activity 1. Review the Syllable Rule. *Words to teach the concept:* even, never, several, liver, forward, sandwich, aware, unwind, highway,

Lesson 6

1 Review the middle letter sounds. Write the middle lower case letter for each picture.

lawyer sofa alarm clock oxen over

y z w x v

axis reward river sawyer bug dozen

x w v y z

cover Texas beyond frozen away

v x y z w

Each syllable in a word has a vowel as its first (initial) and last (final).

2 Say the name of each picture. Circle each vowel you hear. Print the number of syllables you hear on the line.

elephant hospital mix nail meg

l h m n g

Medial Consonant Sounds

mixture, sixty, expert, Mexico, canyon, courtyard, barnyard, dooryard, backyard, crazy, puzzle, grazing. Review the names of the pictures together. Have the student print the lower case consonant letters for the middle consonant sound heard in each picture. Point out which syllable of each word is to be heard for the activity.

Pictures:

lawyer, lazy, awake, oxen, over
axis, reward, river, sawyer bug, dozen
cover, Texas, beyond, frozen, away

Letters:

y, z, w, x, v
x, w, v, y, z
v, x, y, z, w

Activity 2. Review the Syllable Rule. *Words to teach the concept:* insect, basket. Review the names of the pictures together. Have the student circle the vowels in each word. Have the student write the numbers of vowels each word has on the blank.

Words/Syllables:

ferret(2), hamlet(2), mix(1), nutmeg(2), axis(2)

Activity 3. Read and discuss the rule for the hard and soft sounds of **c**. Words to teach the concept with both a hard and soft **c** in each word: accept, accident, circle, concert, cancel, cyclone, cycle, circus. Discuss the pictures in the activity so the student can identify them correctly. Have the student determine whether the hard or soft sound of **c** is heard. Have the student underline all the pictures with the sound of hard **c** first. Go through the activity again and tell the student to circle the pictures that have the soft **c** sound.

Pictures:

call, face, camp, acid, truce

brace, country, dance, juice, carry

Hard **c**: call, camp, country, carry

Soft **c**: face, acid, truce, brace, dance, juice

Activity 4. Review the rule for the hard and soft sounds of **g**. *Words to teach the concept:* ginger, gigantic, geologist, geology. Discuss the pictures in the activity so the student can identify them correctly. Have the student determine whether the hard or soft sound of **g** is heard. Have the student underline all the pictures with the sound of soft **g** first. Go through the activity again and tell the student draw a square around the pictures that have the hard **g** sound.

Pictures:

gentle, good, gelatin, germ, game

got, digit, gas, engine, genius

Hard **g**:

good, game, got, gas

Soft **g**:

gentle, gelatin, germ, digit, engine, genius

Reading. Read and discuss the maxim for the Lesson.

Read the story *I Wish to be a Sailor*. This is the first chapter of the *Robinson Crusoe* story which will continue for many lessons. Preview

When **c** is followed by **e, i, or y**, it makes the soft sound as in the word **city**. When **c** is followed by **a, o, or u**, or a consonant, it makes the hard sound as in the word **cat**.

3 Underline the pictures that have the sound of hard **c**. Draw a circle around the pictures that have the soft **c** sound.

call face camp acid truce
brace country dance juice carry

When **g** is followed by **e, i or y**, it makes the soft sound as in the word **gentle**. When **g** is followed by **a, o, or u**, or a consonant, it makes the hard sound as in the word **got**.

4 Underline the pictures that have the sound of soft **g**. Draw a square around the pictures that have the sound of hard **g**.

gentle good gelatin germ game
got digit gas engine genius

12 Model Consonant Sounds

the story and explain words or sentence structures that are not familiar to the student. With every story ask questions: who are the characters, what are they doing, what are they saying, where does the action take place, what is the order of events, what words are being used, what new information is given, what lesson can be learned?

Comprehension questions:

When in Robinson's life does this story take place?

Who are the characters of the story?

Where does the story take place?

Why didn't Robinson's mother want him to go to sea?

Assign. Lesson activities or reading that are to be completed as homework.

Lesson 7: Final Double Consonant Sounds

Overview:

- Match pictures to words for final double consonant **ff**
- Identify the silent consonant in words with final double consonants
- Match pictures to words for final double consonant **ll**
- Identify words with the soft **c** and hard **c** sound
- Identify words with the soft **g** and hard **g** sound

Materials and Supplies:

- Teacher's Guide & Student Workbook 1
- White board or chalkboard
- Phonics rules flashcards
- Reader: *Robinson Crusoe & Other Classic Stories*

Teaching Tips:

Review for Mastery. Discuss and review any work from the previous lesson that was assigned as homework. Check for completion of the activities and orally quiz the student for comprehension. Review any reading that was assigned, discussing the characters, setting, plot, theme, language, sequence, etc.

Strengthen fluency and phonemic awareness by reviewing words and sentences from previous lessons. Build vocabulary skills by using some of the words in sentences.

Review previous phonics/spelling rules with flashcards.

Lesson 7

The letters **c**, **l**, and **z** are usually doubled in a one-syllable word that has one vowel followed by only one consonant sound as in *buff*, *cliff*, *cliff*, *cliff*, *cliff*, *buff*, and *buff*.

Match the pictures with the words. Draw a slash through the silent letter.

staff

ruff

puff

cliff

muff

chaff

off

stuff

Read the words. Code the second consonant as silent.

bosf	lesf	buzf	kisf	sosf
fuzf	lasf	musf	tosf	rozf
mesf	mosf	fizf	posf	Besf

Final Double Consonants 11

Activity 1. Review the rule for a double consonant after a short vowel. *Words to teach the concept:* stuff, buff, cuff, huff, tuff, Jeff, ruff, skiff, stiff, tiff, whiff. Read the words in the activity. Discuss the pictures in the activity so that the student is able to identify them correctly. Have the student draw a line to match the pictures with the words. Have the student draw a slash through the final silent letter.

Pictures:

- | | |
|-------|-------|
| off | stuff |
| cliff | muff |
| staff | ruff |
| puff | chaff |

Activity 2. Read the words in the activity. Identify the vowel in each word. Have the student draw a slash over the final silent letter. This activity reviews concepts from previous lessons.

Activity 3. Review the rule for a double consonant ll after a short vowel. *Words to teach the concept:* all, bill, bull, call, cull, dull, dwell, fell, full, grill, hall, hell, hill, hull, kill, mill, mull, poll, shell, skill, skull, stall, still, tall, till toll, wall, will, well. Discuss the pictures in the activity and read the words. Have the student draw a line to match the pictures with the words. Have the student draw a slash through the final silent letter.

Pictures:

ball	pill
gull	roll
fall	spill
bell	tell

Activity 4. Review and discuss the rule for the hard and soft sounds of c and g. Discuss the pictures in the activity so the student can identify them correctly. Have the student determine whether the hard or soft sound of c is heard or if the hard or soft sound of g is heard. Have the student underline all the pictures with the sound of soft c or g first. Go through the activity again and tell the student draw a square around the pictures that have the hard c or g sound.

Pictures:

mice, can, voice, gallon, genuine

Hard g: **gallon**

Soft g: **genuine**

Hard c: **can**

Soft c: **mice**

Reading. Read and discuss the maxim for the Lesson.

Read the story *I Make My First Voyage*. This is another chapter of the *Robinson Crusoe* story which will continue for many lessons. Preview the story and explain words or sentence structures that are not familiar to the student. With every story ask questions: who are the characters, what are they doing, what are they saying, where does the action take place, what

is the order of events, what words are being used, what new information is given, what lesson can be learned?

Comprehension questions:

- When in Robinson's life does this story take place?
- Who are the characters of the story?
- Where does the story take place?
- What event takes place in the story?

Read the poem *The Broken Doll*. Preview the poem and explain words or sentence structures that are not familiar to the student.

Comprehension questions:

- What are the **-ing** words in the poem?
- Who or what is doing the action?
- Where should Molly's attention be focused?

Assign. Lesson activities or reading that are to be completed as homework.

Lesson 8: Spellings of the k Sound

Overview:

- Identify the vowel that determines the spelling of the k sound in a word
- Use the spellings of the k sound to complete words
- Select the letter for the correct beginning sound of a word
- Select the letter for the correct ending sound of a word.
- Add a middle consonant to complete the spelling of a two-syllable word

Materials and Supplies:

- Teacher's Guide & Student Workbook 1
- White board or chalkboard
- Phonics rules flashcard
- Reader: *Robinson Crusoe & Other Classic Stories*

Teaching Tips:

Review for Mastery. Discuss and review any work from the previous lesson that was assigned as homework. Check for completion of the activities and orally quiz the student for comprehension. Review any reading that was assigned, discussing the characters, setting, plot, theme, language, sequence, etc.

Strengthen fluency and phonemic awareness by reviewing words and sentences from previous lessons. Build vocabulary skills by using some of the words in sentences.

Review short vowel sounds with Lesson 7, Activities 1 & 2. Read the words again and have the student mark the short vowels with a breve.

Activity 1. Read and discuss the rule about the spellings of the k sound. *Words to teach the concept:* call, come, came, camp, car, color, cold, could, carry, kind, key, kill, king, keep, kite, kitten, kettle, kick, keen, back, deck, Dick, duck, hack, hick, Jack, kick, lack, lick, lock, luck, mock, Nick, pack, peck, pick, puck, rack, Rick, rock, sick, sock, suck, tack, tick, tuck. In the words ending in ck, the k speaks and the c is silent. Ask for examples of other silent letters that have been covered so far (ff, ll, ss, zz). Compare the short vowel final ck words to long vowel words like bake, take, bike, Mike, poke, joke, puke, Luke. Discuss the pictures in this activity so that the student is able to identify them correctly. The student should use the rules to correctly spell the k sound in each word.

Pictures:

kid, cup, buck, keg, wick
cot, sack, kin, cat, cut
neck, kiss, cob, dock, Ken

Activity 2. Review initial consonant sounds with flashcards. Discuss the pictures in this activity so that the student is able to identify them correctly. The student will select the consonant for the initial sound heard in each picture.

Pictures:

hat, fox, jar, dig
pie, log, rug, mop

Letters:

h, f, j, d
p, l, r, m

Activity 3. Review final consonant sounds with flashcards. Discuss the pictures in this activity so that the student is able to identify them correctly. Have the student select the correct consonant for the ending sound heard in each picture.

Pictures:

bib, pill, buzz, bat
fox, miss, man, red

Letters:

b, l, z, t
x, s, n, d

Activity 4. Review middle consonant sounds with flashcards. Have the student add a consonant letter to complete the two-syllable words.

Words:

under, oxen or open, paper or pager,
women or woven, relax

Other words may also be used.

Reading. Read and discuss the maxim for the Lesson.

Read the story *I See Much of the World*. This is another chapter of the *Robinson Crusoe* story which will continue for many lessons. Preview the story and explain words or sentence structures that are not familiar to the student. With every story ask questions: who are the characters, what are they doing, what are they saying, where does the action take place, what



is the order of events, what words are being used, what new information is given, what lesson can be learned?

Comprehension questions:

- Where did Robinson go to find a ship on which to sail?
- Where had the old sea captain often traveled?
- What kind of a man was the old sea captain?
- Which direction did the ship travel?
- Was this the only trip that Robinson made?
- Where else did Robinson travel?

Assign. Lesson activities or reading that are to be completed as homework.

Lesson 9: Short Vowel a

Overview:

- Recognize words with the short a sound
- Audio discrimination of the short a sound
- Complete words with the short a sound
- Read words with the short a sound

Materials and Supplies:

- Teacher's Guide & Student Workbook 1
- White board or chalkboard
- Phonics rules flashcard
- Reader: *Robinson Crusoe & Other Classic Stories*

Teaching Tips:

Review for Mastery. Discuss and review any work from the previous lesson that was assigned as homework. Check for completion of the activities and orally quiz the student for comprehension. Review any reading that was assigned, discussing the characters, setting, plot, theme, language, sequence, etc.

Strengthen fluency and phonemic awareness by reviewing words and sentences from previous lessons. Build vocabulary skills by using some of the words in sentences.

Review short vowel sounds with Lesson 8, Activity 1. Read the words again and have the student mark the short vowels with a breve (˘).

Review silent letters with the **ck** words from Lesson 8, Activity 1. Have the student code the **c** as silent.

Review the use of **c** or **k** to begin short vowel words by sorting the words from Lesson 8, Activity 1 on a sheet of paper by the initial consonant. After the words have been sorted, list the vowels used in each group. Compare these to the Rule.

Review the final and initial consonant sounds with the words from Lesson 8, Activities 2 & 3. Say the words for each picture and ask the



student to identify the final or initial consonant sound that he hears.

Activity 1. Read and discuss the Short Vowel Rule. *Words to teach the concept:* Can the man add? Has the man a tan? The man can gas the van. Dan can wax the cab. Demonstrate the correct diacritical markings for short vowels. Discuss the pictures in each activity so that the student is able to identify them correctly. (**Optional:** You may have the students place diacritical markings on the short vowel **a** words.) Discuss each picture and have the student circle each picture with the short **a** sound.

Pictures:

pig, hat, cat, van
kite, bat, cake, ax
fan, cap, bed, bag
sax, yak, cab, box
ham, keg, rag, pan
wag, tag, can, dig

Short a words:

hat, cat, van, bat, ax, fan, cap, bag, sax, yak,
cab, ham, rag, pan, wag, tag, can

Note: In some resources, the words with **ag** endings are not considered as short vowel **a** words because they have a slightly different a sound.

Activity 2. Have the student complete the short **a** words given a beginning and ending letter. Not all of them form short **a** words.

Words:

pat, sap, tab, yap
bad, has, ban, rap
gap, was, rat, man
map, pat, lab, mad

Activity 3. Have the student add a beginning consonant to form a short **a** word. Answers will vary. Have the student read the words that they have formed. They should correct any that are not real words.

Activity 4. Have the student add an ending consonant to form a short **a** word. They can use double consonant letters. Answers will vary. Have the student read the words that they have formed. They should correct any that are not real words.

Reading. Read and discuss the maxim for the Lesson.

Read the story *I Undertake a New Venture*. This is another chapter of the *Robinson Crusoe* story. Preview the story and explain words or sentence structures that are not familiar to the student. With every story ask questions: who are the characters, what are they doing, what are they saying, where does the action take place, what is the order of events, what words are being used, what new information is given, what lesson can be learned?

2 Complete the short **a** words only where real words are formed. Read the words.

pat sap k k tab yap
bad s f has ban rap
m h gap was rat man
map pat lab mad n z

3 Add a beginning consonant to make a short **a** word.

ab ap ad ag an
at ass am azz at

4 Add an ending consonant to make a short **a** word.

ga ba ha pa wa
da ta ra fa ca

Short Vowel a

Comprehension questions:

- Why did Robinson stop sailing?
- Where did Robinson go to open a plantation?
- What was needed for the plantation?
- Where did Robinson intend to go to get the things needed for the plantation?
- What was taken along on the ship?
- How many men went on the ship?

Assign. Lesson activities or reading that are to be completed as homework.

Lesson 10: Comparative ending -er

Overview:

- Define a root word
- Define a suffix
- Define a schwa vowel
- Identify the vowel and consonant of the 1-1-1 Rule
- Apply the 1-1-1 Rule to add the -er suffix to a root word
- Write new words with the -er suffix
- Compare one item to another with the -er suffix
- Read words with the -er suffix
- Use the -er suffix to indicate someone who

Materials and Supplies:

- Teacher's Guide & Student Workbook 1
- White board or chalkboard
- Phonics rules flashcards
- Reader: *Robinson Crusoe & Other Classic Stories*

Teaching Tips:

Review for Mastery. Discuss and review any work from the previous lesson that was assigned as homework. Check for completion of the activities and orally quiz the student for comprehension. Review any reading that was assigned, discussing the characters, setting, plot, theme, language, sequence, etc.

Strengthen fluency and phonemic awareness by reviewing words and sentences from previous lessons. Build vocabulary skills by using some of the words in sentences.

Review the final and initial consonant sounds with the words from Lesson 9, Activity 1. Say the words for each circled picture and ask the student to identify the final and initial consonant sounds that he hears.

Lesson 10

Read each word. Circle the ending vowel and the one ending consonant. Double the consonant and add the suffix -er to make new words. Write the new words on the lines.

fat fatter madd madder
red redder hot hotter
sadd sadder big bigger

Read each sentence. Use the words above to complete the sentences. Write the word on the line.

1. His hat is red but Ken has a redder one.

2. The sun is hotter at 100 o'clock.

3. Ken has a bigger ball than Bill.

Activity 1. Read and review the rules about root words, suffixes, schwa and adding the -er suffix that compares. *Words to teach the concept:* bad-badder, wet-wetter, fit-fitter, fun-funner. Use these words in sample sentences so the student sees how the words compare two things. Have the student read each given word. Have the student circle the single short vowel and the single ending consonant in each word. Have the student write the new words with the -er suffix. Remind him to double the final consonant.

Words:

**fatter, madder
redder, hotter
sadder, bigger**

Activity 2. Make up some sentences out of the root and the new word that compares in Activity 1. For example: "This ball is fat but the red one is fatter." Complete the sentences by choosing a word from Activity 1. Read the sentences that have been formed.

Activity 2 continued:

Sentences:

His hat is red but Ken has a redder one.

The sun is hotter at 1:00 o'clock.

Ken has a bigger ball than Bill.

Activity 3. Read and review the rules about root words, suffixes, schwa, and adding the -er suffix that means "a person who." *Words to teach the concept:* zap-zapper, gas-gasser, cap-capper, bid-bidder, fan-fanner, win-winner, tip-tipper, sip-sipper, tug-tugger. Use these words in sample sentences so the student sees how the words change to "a person who." Have the student read each given word. Have the student circle the single short vowel and the single ending consonant in each word. Have the student write the new words with the -er suffix.

Words:

batter, patter
tanner, tagger
runner, bagger
gunner, fogger
logger, tinner
sinner, tapper
lagger, rapper
fanner, napper
yapper, mapper
canner, banner

Make sentences out of the root and the new word that compare. For example: "Here is a bat but where is the batter?" "A tinner is one who works with tin." Do this for all of the words.

Review for Test. The instructor should plan to use some time at the end of the class to review and prepare for the test that follows this lesson. Review the objectives for the test and then look over the lessons that it will cover. If the student has struggled with any of the concepts that will be included in the test, some additional drill, practice, or review may be needed to adequately prepare him for the test.

The suffix -er sometimes means "a person who" or "something that." Example: *some one who works is a worker. A person who sings is a singer.*

3 Read each word. Circle the ending vowel and the one ending consonant. Double the consonant and add the suffix -er to make new words. Write the new words on the lines.

b	a	t	t	p	a	t
t	a	n	n	t	a	g
r	u	n	n	b	a	g
g	u	n	n	f	o	g
l	o	g	g	t	i	n
s	i	n	n	t	a	p
l	a	g	g	r	a	p
f	a	n	n	n	a	p
y	a	p	p	m	a	p
c	a	n	n	b	a	n

28 Suffixes

Reading. Read and discuss the maxim for the Lesson.

Read the story *I Am Shipwrecked*. This is another chapter of the *Robinson Crusoe* story. Preview the story and explain words or sentence structures that are not familiar to the student. With every story ask questions: who are the characters, what are they doing, what are they saying, where does the action take place, what is the order of events, what words are being used, what new information is given, what lesson can be learned?

Comprehension questions:

How many years had Robinson been away from his family?

Was Robinson happy to go to sea again?

How was the weather for the first few days that they were sailing on the sea?

What did they do during the storm?

What happened after land was sighted?

What happened to the small boat?

Assign. Lesson activities or reading that are to be completed as homework.

Test 1

Lessons 1-4

Overview:

- Audio discrimination of short vowel sounds
- Match pictures having the same vowel sound
- Audio discrimination of initial and final consonant sounds
- Audio discrimination of the z sound
- Read short vowel words with a silent final double consonant
- Read and sort words by the hard or soft sound of c
- Read and sort words by the hard or soft sound of g
- Write words given picture clues and letter choices

Materials and Supplies:

- Teacher's Guide & Student Workbook 1

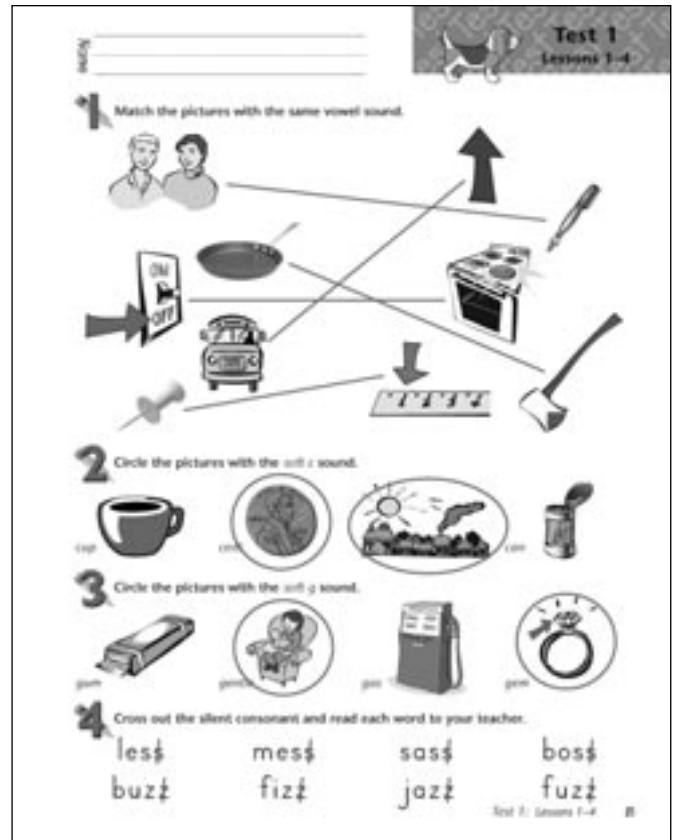
Instructions:

Assessment Start-up. Have the student name all of the pictures in the test to make sure that he/she can identify them. Review the positions of beginning, middle, and end in words to make sure that the student understands the concept. Help the student pronounce all of the words in the test. Answer any questions the student may have. This test should not be timed.

Activity 1. Read the instruction with the student. Review the pictures, making sure the student can correctly identify them. Instruct the student to match the pictures that have the same vowel sound.

Pictures:

men	pen
pan	ax
off	hot
bus	up
pin	inch



Activity 2. Read the instructions and the review the pictures with the student. Tell the student to circle the pictures that have the soft c sound.

Pictures:

cup, cent, city, can

Hard c:

cup, can

Soft c:

cent, city

Activity 3. Read the instructions and the review the pictures with the student. Tell the student to circle the pictures that have the soft g sound.

Pictures:

gum, gentle, gas, gem

Hard g:

gum, gas

Soft g:

gentle, gem

Activity 4. Read the instruction with the student. Instruct the student to cross out the silent letter in each word and listen as they read they words aloud.

Words:

less, mess, sass, boss
buzz, fizz, jazz, fuzz

Activity 5. Read the instruction with the student. Review the pictures, making sure the student can correctly identify them. Have the student select the initial consonant sound, the vowel sound, and the final consonant sound for each picture by filling in the circle by the letters. Finally, have the student write the word on the line.

Pictures:

sun, box, mom, bed
top, cat, dig, man

Activity 6. Read the instruction with the student. Review the pictures, making sure the student can correctly identify them. Instruct the student to circle the pictures that have the z sound.

Pictures:

xylophone, fox, zoo
zipper, news, quiz,
ship, fizz, eyes

Words with z:

xylophone, zoo
zipper, news, quiz,
fizz, eyes

Assessment Follow-up. Every test is an important assessment of both the student’s comprehension of the concepts and the instructional process. This makes follow-up after each test essential to the learning process. Review all of the errors made on the test with the student. Check for understanding of the concepts and of the problem instructions. Compare the errors made on the test to the test objectives to identify specific areas of weakness. If weak areas of understanding are detected it might be necessary to go back to those lessons to devise some enrichment activities for the concept.

The test results can be used to determine what concepts are reviewed during the daily time of classroom instruction. Devise enrichment activities that will provide development in those areas.

If time permits, choose a selection and have the student read it again. This can also be used as a catch-up time to complete unfinished selections.