

**Skills Overview**

- When the letter *e* comes at the end of a word, the *e* is *silent*, making the first vowel sound *long*.
- To prove the vowel sound in a Phonetic Skill 4 word: 1) Go under the word, moving left to right, and place an *x* under the first vowel and under the ending vowel *e*; 2) move up and over the *e*, and draw a line straight down through it and the *x* below it, making the ending *e* *silent*; 3) move left to the first vowel; 4) the *e* causes the first vowel to be long, so mark it long.
- The consonant between the first vowel and silent *e* cannot act as a guardian consonant because the *e* has already dictated that the first vowel is long, and guardians only appear after short vowels.
- Notice the change in the vowel sound and meaning of the word when the silent *e* is added: *cap/cape*, *hop/hope*, *plan/plane*.
- Note: These rules are being applied to single-syllable words at this point of instruction.

Refer to the 5 Phonetic Skills Poster.

Teach Most Common Words from List 8 with this lesson. See pp. 105-106.

**TEACHER INFORMATION****Phonetic Skill 4: When there is a silent *e*, the vowel is long.**

There are very few words in English in which the *e* is sounded at the end of a word. Most words that end in the sound of *e* are actually spelled with a *y*—words like *happy*, *baby*, *lady*, *pony*, etc. There are just a few words of Latin or Greek origin that actually have a *sounded* letter *e* at the end of the word—words such as *epitome*, *simile*, *anemone*, *apostrophe*, *catastrophe*, and *hyperbole*. There are only five words spelled with an *e* ending and no additional vowels that are used frequently and pronounced with the sound /ē/. They are the words *he*, *me*, *we*, *be*, and *she*, and they all follow Phonetic Skill 3. In hundreds of remaining words, the *e* will be silent. You are very safe in telling students that most of the time, *e* will be silent at the end of English words.

Note: These rules are being applied to single-syllable words at this point of instruction.

**TEACHER INSTRUCTION**

1. Move *under* the word, left to right. Place an *x* under the vowel *o* and under the vowel *e*. (This is the first time in the program that *two* vowels have been used in a word.)
2. Move up (as the arrow shows). Seeing the vowel *e* at the end of the word, draw a line straight down through the vowel *e* and through the *vowel* mark below it (to show it is no longer a sounded vowel).
3. Move left to the first vowel. Silent *e* causes the first vowel to be *long*. Mark the vowel *o* long.

h o p e  
x x

h o p e  
x x  
↑

h o p e  
x x  
←

Ask students, “What is the sound of long *o*?” Students respond, “/ō/.”  
 “So the word is ...?” Students should respond, “hope.”



**FYI** Phonetic Skill 4 words do not have more than one consonant between the first vowel and ending e.

If students question whether the consonant *p* in the word *hope* is a guardian, remind them that silent *e* has already dictated that the first vowel will be long. The consonant *p* cannot act as a guardian when the vowel is long. *However*, if we took *e* away, then *p* would be a guardian consonant and would make the vowel *o* short.

### ESOL Note

This is a good time to informally assess whether students can accurately pronounce the long vowel sounds. Remind students that long *u* can say two sounds: /ū/ as in *cute*, or /ōō/ as in *rude*.

## STUDENT INVOLVEMENT

Walk students through the marking system as you dictate the first word or two. Then dictate several more words for students to *prove*.

smōke	wīfe	tūbe	cūte
Ēve	hōme	prīde	bōne
rīde	māke	snāke	plāne

### ESOL Note

Review the meanings of words with your students as you practice decoding the words.

Ask students to prove the following Phonetic Skill 1 words. Then rewrite the words, adding a silent *e*. Ask students to prove these new words again as Phonetic Skill 4 words.

hōp*	hōpe	pēt*	Pēte	rip*	rīpe
cūt*	cūte	cāp*	cāpe	Sām*	sāme
twīn*	twīne	spīn*	spīne	fīn*	fīne
cān*	cāne	plān*	plāne	tūb*	tūbe

### ESOL Note

For practice distinguishing between the long *a* and short *e* sounds, refer to the Minimal Pairs exercise on p. 253 in the ESOL Supplement at the back of this manual.



Use the following Word Bank using Phonetic Skill 4 words for more practice.

s l i d e

c a k e

s c o p e

c u b e

s t e v e

l i f e

l a k e

r u d e

t i m e

s t a t e

s a l e

b i t e

More words: bake, bike, blade, blame, brave, cape, cone, date, Dave, dive, fame, flame, frame, glide, hide, kite, like, lime, lone, lope, Mike, mule, mute, nine, note, pile, pipe, plate, quake, rake, rate, robe, rode, slime, slope, smile, spoke, stake, strike, stroke, tone, tribe, vote, wine, wipe

Give students Reverse Listening Card Phonetic Skills. Use the words in **column four**. Students should prove each word as taught in the lesson. Students should also read, write, and underline MCWs. Don't require students to read the sentences at the bottom of the card until all five skills have been taught.

Use Student Workbook pp. 79-80 to reinforce the skills taught in this lesson.

**FYI** In the combination *-ine*, the letter *i* will sometimes make the sound of long e. This occurs in approximately 30 English words, the most common of which are listed below:

gasoline  
machine  
marine  
figurine

limousine  
magazine  
nectarine  
chlorine





## Skills Overview

Decoding words with more than one working (or sounded) vowel:

- If there is just one guardian consonant following the vowel in a multi-syllabic word, the consonant will move on to be with the vowel in the next syllable. “One must run.”
- To prove Decoding Skill 1 words, move under the word, marking each vowel with an *x*. Be sure to arc blends when you see them. Go back to the first vowel in the word. There is only one consonant following this vowel, so box the first syllable separating the vowel from its following consonants and mark the vowel long. Determine the vowel sound in the next syllable, then box the syllable.
- You do not need to mark guardian consonants in multi-syllabic words.
- These rules are being applied to two-syllable words at this point of instruction.

Refer to the 2 Decoding Skills Poster.

Teach Most Common Words from List 9 with this lesson. See pp. 137-138.

## TEACHER INFORMATION

**FYI** Words used for teaching Decoding Skills 1 and 2 are somewhat limited since at this point they will not contain Murmur Diphthongs (*r*-controlled vowels), Digraphs, or Special Vowel Sounds. These sounds are taught in the following lessons. Students will practice decoding with these sounds as they are introduced.

Decoding Skills 1 and 2 should be well explained and practiced. Please review these decoding strategies in the Online Workshop prior to teaching the skills. The workshop can be accessed on the Internet at [www.phonicstraining.com](http://www.phonicstraining.com).

These rules are being applied to two-syllable words at this point of instruction.

## TEACHER INSTRUCTION

Write the word *motel* on the board. Erase all but *m o*. Ask students if they can pronounce the word. They will tell you the word says *mō*. Ask them to *prove* that it says *mō*. They should explain Phonetic Skill 3: The vowel is long, because it stands alone.

m o  
x

Add the letter *t*, and ask students what the new word says. They should respond *mōt*. Ask them to *prove* it using Phonetic Skill 1.

m o t  
x

Add the vowel *e* and ask students to read and prove the new word *mote* (Phonetic Skill 4).

m o t e  
x

Add the consonant *l*, and discuss the fact that they can no longer only use the Five Phonetic Skills, because for the first time, they are working with a word that has *two working vowels*. A *working vowel* is a vowel that is sounded. The vowel *e* is not silent in this word; therefore, *e* and *o* are both working vowels. Since

there are *two working* vowels, there are *two syllables*. (Every syllable must have a working vowel or vowel sound.) The two syllables can be seen (two vowels are marked) and heard. Ask students to say *motel* and hear the two parts.

m o - t e l

#### ESOL Note

It may be necessary to change some words to be more culturally appropriate (e.g., using *female* in place of *motel*).

Two simple decoding skills teach how to break words into syllables. Teach students Decoding Skill 1.

Begin by working under the word from left to right.

m o t e l  
x x

Rather than working *around* the word, go back to the first vowel.

m o t e l  
x x

Ask students how many guardian consonants come right after the vowel *o*. Students should respond that there is just one, the consonant *t*. **Decoding Skill 1 teaches that if there is just one guardian consonant following the vowel, the consonant must move on to the next syllable.** The consonant *t* must move to join the vowel *e*. ("**One must run.**") Box the first syllable, *mo*. Once this word is broken into syllables, it can be easily pronounced by applying the Five Phonetic Skills. Mark the vowel *o* long because it stands alone (Phonetic Skill 3).

m o t e l  
x x

There is one more working vowel, so there is one more syllable. The vowel in this syllable will be short, because it has a guardian consonant (Phonetic Skill 1). Mark the vowel *e* short, and box the final syllable.

m o t e l  
x x

When proving multi-syllabic words, it is *no longer necessary* to mark guardians. Students have been marking guardian consonants long enough; now they can just *think* guardian consonants. They will **continue to mark guardians in one-syllable words**, but as words are broken into syllables, consonants move on and are no longer in a guardian position (following the vowel). So remember, **when decoding multi-syllabic words, do not mark guardians.**

Have student practice Decoding Skill 1 on a few more words.

prēvēnt  
x x

prōtēct  
x x

dēmānd  
x x

mīnūs  
x x



In this word, you'll notice why it is so important to mark blends with an arc.

pr̄ogrām

Remind students that blends *usually* stay together and move as a unit when syllables break in multi-syllabic words. Blends are joined with an arc to remind us to keep blends together.

### STUDENT INVOLVEMENT

Dictate or spell the following words. Walk students through the decoding process with the first few words. Then let students decode the rest on their own.

bēgin

pr̄ētēnd

pr̄ōtētst

rēpēl

bāsīs

hōtēl

### TEACHER INSTRUCTION

Using Decoding Skill 1, demonstrate marking words containing silent *e*, adjacent vowels, and bridges.

Remember to have students apply the Five Phonetic Skills as they decode the words.

#### Silent *e*:

1. Mark left to right beneath the word. Mark the blend, vowel *o*, vowel *i*, and vowel *e*.

pr̄ovide

2. Box the first syllable, and mark the first vowel long.

pr̄ovide

3. Mark the final *e* silent and the *i* long, and box the final syllable.

pr̄ovide

### STUDENT INVOLVEMENT

Dictate the following words. They all end in silent *e* and follow Decoding Skill 1. (Remind students that the blend will stay together and move as a unit in the word *migrate*.)

dōnāte

fēmāle

migrāte

bēcāme

bēsīde

ūnīte

**TEACHER INSTRUCTION****Adjacent vowels:**

1. Mark left to right beneath the word. Mark the vowel *e*, the *tw* blend, and the two vowel *es*.

b e t w e e n  
 x     x     x     x

2. Box the first syllable, and mark the first vowel long. (Remember that blends move together, so divide before the *tw* blend.)

b e t w e e n  
 x     x     x     x

3. Mark the second adjacent vowel *e* silent, the first *e* long, and box the final syllable.

b e t w e e n  
 x     x     x     x

**FYI** Adjacent vowels can occur in the first syllable. When they do, divide after the *second* vowel, and continue to mark the word according to the Five Phonetic Skills. Wait until you teach the schwa sound to show examples of this skill. (See pp. 120-121.)

s e a s o n  
 x     x     x     x

**STUDENT INVOLVEMENT**

Dictate the following words. They all contain adjacent vowels and follow Decoding Skill 1.

d e c r e a s e  
 x     x     x     x     x     x

d e t a i l  
 x     x     x     x

r e f r a i n  
 x     x     x     x

r e p e a t  
 x     x     x     x

F r i d a y  
 x     x     x     x

p r o c l a i m  
 x     x     x     x

**TEACHER INSTRUCTION****Bridges:**

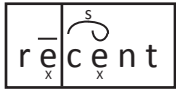
1. Mark left to right beneath the word. Mark both vowels.

r e c e n t  
 x     x     x     x

2. Box the first syllable, and mark the first vowel *e* long.

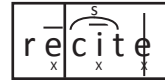
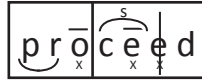
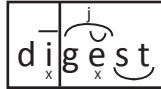
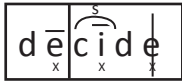
r e c e n t  
 x     x     x     x

3. Mark the second *e* short, make a bridge between *c* and *e*, write a bridge *s* above it, and box the final syllable.



## STUDENT INVOLVEMENT

Dictate the following words. They all contain bridges and follow Decoding Skill 1.



Use Student Workbook pp. 99-100 to reinforce the skills taught in this lesson.



## Skills Overview

- When the letter *e* comes at the end of a word and is preceded by another vowel, the *e* is *silent*, making the first vowel sound *long*.
- To prove the vowel sound in a Phonetic Skill 4 word: 1) go under the word, moving left to right, and place an *x* under the first vowel and under the ending vowel *e*; 2) move up and over the *e*, and draw a line straight down through it and the *x* below it, making the ending *e* *silent*; 3) move left to the first vowel; 4) the final *e* causes the first vowel sound to be long, so mark it long.
- The consonant between the first vowel and silent *e* cannot act as a guardian consonant because the *e* has already dictated that the first vowel is long, and guardians appear only after short vowels.
- Notice the change in the vowel sound and meaning of a word when the silent *e* is added: *cap/cape*, *hop/hope*, *plan/plane*.
- Note: These rules are being applied to single-syllable words at this point of instruction.

## Lesson Materials

- *Blast*, Appendix, p. 741
- Five Phonetic Skills Poster
- Phonetic Skill 4, *Student Workbook*, pp. 79-80
- Reverse Listening Card: *Phonetic Skills*, column 4
- Vocabulary Strategy 6: Sort Vocabulary, *English Language Enhancement*, pp. 24-26
- *Reading Horizons* software lesson *Phonetic Skill 4*

Teach Most Common Words from List 8 with this lesson. See pp. 337-342.

## REVIEW

Ask students to repeat Phonetic Skills 1, 2, and 3. Then use the following procedures to dictate and spell the words from the list below:

- Write *c-a-b*, *c-a-b*. Prove the word. Say it. Which phonetic skill does it follow?
- Write the word *cab*, *cab*. (*cab*, *cab*) Prove the word. Say it. Which phonetic skill does it follow?

Use the following lists of words for dication practice. Be sure to dictate words from all of the skills in random order.

<b>Phonetic Skill 1:</b>	c <sup>∪</sup> a <sup>*</sup> b x	l <sup>∪</sup> e <sup>*</sup> d x	s <sup>∪</sup> t <sup>*</sup> o <sup>*</sup> p x	t <sup>∪</sup> r <sup>*</sup> i <sup>*</sup> p x
<b>Phonetic Skill 2:</b>	m <sup>∪</sup> a <sup>*</sup> s <sup>*</sup> t x	r <sup>∪</sup> e <sup>*</sup> n <sup>*</sup> t x	s <sup>∪</sup> a <sup>*</sup> n <sup>*</sup> d x	s <sup>∪</sup> t <sup>*</sup> o <sup>*</sup> m <sup>*</sup> p x
<b>Phonetic Skill 3:</b>	h <sup>∪</sup> i x	m <sup>∪</sup> e x	s <sup>∪</sup> o x	w <sup>∪</sup> e x

*Variation:* For a more kinesthetic approach, put the words on flashcards, and ask students to group the cards according to the phonetic skill that the word follows.



**TEACHER INFORMATION****Phonetic Skill 4: When there is a silent e, the first vowel is long.**

There are very few words in English in which the *e* is sounded at the end of a word. Most words that end in the sound of *e* are actually spelled with a *y*—words like *happy*, *baby*, *lady*, *pony*, etc. There are just a few words of Latin or Greek origin that actually have a *sounded* letter *e* at the end of the word—words such as *epitome*, *simile*, *anemone*, *apostrophe*, *catastrophe*, and *hyperbole*. There are only five words spelled with an *e* ending and no additional vowels that are used frequently and pronounced with the sound /ē/. They are the words *he*, *me*, *we*, *be*, and *she*, and they all follow Phonetic Skill 3. In hundreds of remaining words, the ending *e* will be silent. You are very safe in telling students that most of the time, *e* will be silent at the ends of English words.

Note: These rules are being applied to single-syllable words at this point of instruction.

**TEACHER INSTRUCTION: Phonetic Skill 4**

**FYI** The instruction below uses questions to help students discover the skill for themselves at the board.

**Teacher Script****On the Board****(Student Responses)**

You'll now prove a word that follows the Fourth Phonetic Skill. Write *h-o-p-e*, *h-o-p-e*. Move under the word, left to right. What should you mark first?

h o p e

(the vowel o)

Mark the vowel *o* with an *x*. There's one more vowel in this word. What is it?

 h o p e  
           x  
           1.

(e)

Mark the *e* with an *x*. This is the first time you've seen two vowels in a word. This second vowel, *e*, will be silent, but it will make the first vowel, *o*, long.

 h o p e  
   x      x  
 1.      2.  
 —————→

Move up and around the *e*. Draw a line through the *e*, and mark the *o* long. Is the consonant *p* a guardian in this word?

 ←—————  
 4.      3. |  
 h o p e  
   x      x  
 1.      2.  
 —————→

(no)

Why not? What do guardians do?

(guardians make the vowel short)

What does silent *e* do?

(it makes the first vowel long)

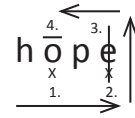


Here, the silent vowel *e* is stronger than the consonant *p*. The consonant *p* is no longer a guardian; it just gives the ending sound to the word. The vowel becomes long. What is the sound of long *o*?

(/ō/)

Say the word.

(hope)



Uncover Phonetic Skill 4 on the **Five Phonetic Skills Poster**.

This word follows **Phonetic Skill 4: When there is a silent *e*, the first vowel is long.**

**FYI** Phonetic Skill 4 words do not have more than one consonant between the first vowel and ending *e*.

### ESOL Note

This is a good time to informally assess whether students can accurately pronounce the long vowel sounds. Remind students that long *u* can say two sounds: /ū/, as in *cute*, or /oo/, as in *rude*.

**FYI** Phonetic Skill 4 is consistent. There are only five frequently used English words that end in *e* that keep the sound of long *e*. As mentioned in the Teacher Information section on the previous page, they are the words *he*, *we*, *be*, *me*, and *she*, and they all follow Phonetic Skill 3. There are a few other words in which the *e* is sounded, such as *simile* and *anemone*, but they are not common. Most words that end in the sound of long *e* are really words ending in *y*, such as *baby* and *happy*.

## STUDENT INVOLVEMENT: Listening and Dictation

Use the following procedures to dictate or spell each word:

- Write *c-a-p-e*, *c-a-p-e*. Prove the word. Say it. What does it mean? Use it in a sentence.
- Write the word *crime*, *crime*. (crime, crime) Prove it. Say it. What does it mean? Use it in a sentence.

Continue dictation, using the list below. For the first few words, walk students through the process. (For a review of the marking procedure, see the summarized steps in the **FYI** section on the next page.) When students spell the words, help them identify the individual sounds and their letter names. When students are ready, encourage them to work independently.

Walk students through the marking system as you dictate the first word or two. Then dictate several more words for students to *prove*.

smōkē

wīfē

cūte

hōmē

prīde

bōnē

rīde

māke

snāke

plāne



**ESOL Note**

Review the meanings of words with your students as you practice decoding the words.

**Comparing the Phonetic Skills:** This dictation activity helps students see how silent *e* changes a vowel from short to long. Show students what happens when you add silent *e* to a word that follows Phonetic Skill 1. The word will then follow Phonetic Skill 4, the ending consonant will no longer be a guardian consonant, and the vowel will be long. Model with *glad* and *glade*. Then dictate from the list below. Dictate the first word, and have students prove it. Next, have them rewrite the word, adding silent *e*. Then have them prove the new word.

Ask students to prove the following Phonetic Skill 1 words. Then rewrite the words, adding a silent *e*. Ask students to prove these new words again as Phonetic Skill 4 words.

Phonetic Skill 1	Phonetic Skill 4	Phonetic Skill 1	Phonetic Skill 4	Phonetic Skill 1	Phonetic Skill 4
h <sup>o</sup> <sub>x</sub> p	h <sup>o</sup> <sub>x</sub> pe	p <sup>e</sup> <sub>x</sub> t	P <sup>e</sup> <sub>x</sub> te	r <sup>i</sup> <sub>x</sub> p	r <sup>i</sup> <sub>x</sub> pe
c <sup>u</sup> <sub>x</sub> t	c <sup>u</sup> <sub>x</sub> te	c <sup>a</sup> <sub>x</sub> p	c <sup>a</sup> <sub>x</sub> pe	S <sup>a</sup> <sub>x</sub> m	s <sup>a</sup> <sub>x</sub> me
t <sup>w</sup> <sub>x</sub> n	t <sup>w</sup> <sub>x</sub> ne	s <sup>p</sup> <sub>x</sub> n	s <sup>p</sup> <sub>x</sub> ne	f <sup>i</sup> <sub>x</sub> n	f <sup>i</sup> <sub>x</sub> ne
c <sup>a</sup> <sub>x</sub> n	c <sup>a</sup> <sub>x</sub> ne	pl <sup>a</sup> <sub>x</sub> n	pl <sup>a</sup> <sub>x</sub> ne	t <sup>u</sup> <sub>x</sub> b	t <sup>u</sup> <sub>x</sub> be
f <sup>a</sup> <sub>x</sub> d	f <sup>a</sup> <sub>x</sub> de	sp <sup>i</sup> <sub>x</sub> t	sp <sup>i</sup> <sub>x</sub> te	str <sup>i</sup> <sub>x</sub> p	str <sup>i</sup> <sub>x</sub> pe

**FYI** The Word Bank above does not use any example words that end in *v* because this combination does not occur in English; the letter *v* at the end of a word is always followed by silent *e*, although not all of these words have long vowels, e.g., *give*, *have*, etc.

**ESOL Note**

For practice distinguishing between the long *a* and short *e* sounds, refer to the Minimal Pairs exercise on p. 703 in the **ESOL Supplement** at the back of Volume 2 of the **Teacher's Manual**.

**FYI** If you are unsure of how to prove a word, follow the summarized steps below:

1. Work under the word, left to right.
2. Mark the first vowel with an *x*.
3. Mark the second vowel, *e*, with an *x*. Move up and over the word.
4. Draw a straight line through the *e* and the *x* under it.
5. Mark the first vowel long.
6. Say the long vowel sound.
7. Say the whole word.



## STUDENT INVOLVEMENT: RLCs

Give students **Reverse Listening Card: Phonetic Skills**. Use the words in column four. Students should prove each word, as taught in the lesson. Students should also read, write, and underline MCWs. Don't require students to read the sentences at the bottom of the card until all five skills have been taught.

## ENRICHMENT ACTIVITIES

## Phonemic Awareness

*Blast, Appendix*, p. 741. Have students use words that follow Phonetic Skill 4.

Nonsense Word Scramblers: Dictate a nonsense word from the list below. Have your students prove it. Then see how many real words they can make from the letters of the nonsense word. For example, dictate the word *crope*, and have your students prove it. Then have them list real words that can be made from the letters, such as *crop* and *rope*. You could also have your students make rhyming words by changing the first letters of the nonsense word. Using *crope*, students could write *slope*, *dope*, and *hope*.

\*crōpē

\*flīnē

\*zāpē

\*slīpē

## ESOL Note

This activity may not be appropriate for low-level ESOL students because of their limited vocabularies.

## Reading/Writing

Phonetic Skill 4, *Student Workbook*, pp. 79-80.

## Reading

Reverse Listening Card: *Phonetic Skills*. *Variation from the RLC instruction above*: Still using the fourth column, have students look through the silent *e* words and write the words that work as short vowel words when the *e* is removed. For example, if a student sees *twine*, he or she would write *twine* and then *twin*.

## Spelling

Possible Spelling List: *dime*, *fine*, *home*, *hope*, *made*, *mate*, *same*, and *spine*. Add appropriate Most Common Words from **List 8**, pp. 337-342.

## ESOL

Vocabulary Strategy 6: Sort Vocabulary, *English Language Enhancement*, pp. 24-26.



**Software**

Have students run the *Phonetic Skill 4* lesson on the *Reading Horizons* computer software.

**FYI** In the combination *-ine*, the letter *i* will sometimes make the sound of long *e*. This occurs in approximately 30 English words, the most common of which are:

gasoline	limousine
machine	magazine
marine	nectarine
figurine	chlorine



## Skills Overview

Decoding words with more than one working (or sounded) vowel:

- If there is just one guardian consonant following the vowel in a multi-syllabic word, the consonant will move on to be with the vowel in the next syllable. “One must run.”
- To prove Decoding Skill 1 words, move under the word, marking each vowel with an x. Be sure to arc Blends when you see them. Go back to the first vowel in the word. There is only one consonant following this vowel, so box the first syllable, separating the vowel from its following consonants, and mark that first vowel long. Determine the vowel sound in the next syllable, then box the syllable.
- You do not need to mark guardian consonants in multi-syllabic words.
- These rules are being applied to two-syllable words at this point of instruction.

## Lesson Materials

- Decoding Skill 1, *Student Workbook*, pp. 99-100
- Decoding Skills Poster
- *Reading Horizons* software lesson *Decoding Skill 1*

Teach Most Common Words from List 9 with this lesson. See pp. 425-430.

## REVIEW

*Writing Sentences with Words from Lesson 38, pp. 355-364:* Write the following words on the board: *crypt, dry, fly, gray, gym, Lynn, play, ray, spy, stay, yell, yes*. Read the list out loud as a class to practice pronunciation. Have students write one or two sentences, using these words or any other words they know that contain y. Encourage students to use at least three words with y in each sentence. Students can work with a partner, if they choose. When students are finished, have them read their sentences to at least two other students. Have a few students read their sentences in front of the whole class.

## TEACHER INFORMATION

**FYI** Words used for teaching Decoding Skills 1 and 2 are somewhat limited, since at this point, they will not contain Murnur Diphthongs (r-controlled vowels), Digraphs, or Special Vowel Sounds. These sounds are taught in later lessons. Students will practice decoding with these sounds only after they are introduced.

Decoding Skills 1 and 2 should be well explained and practiced. Please review these decoding strategies in the Online Workshop prior to teaching the skills. The workshop can be accessed on the Internet at [www.phonicstraining.com](http://www.phonicstraining.com).

These rules are being applied to two-syllable words at this point of instruction.

**TEACHER INSTRUCTION: Syllables****Teacher Script**  
**(Student Responses)****On the Board**

You can now read many kinds of letter combinations and words that have one working vowel. What is a working vowel?

*(a vowel that you hear)*

For example, pronounce this nonsense word.

*(/mō/)*

\*mō

Which phonetic skill does this word follow?

*(Phonetic Skill 3)*

\*mō<sub>x</sub>

How many working vowels are in *mo*?

*(one)*

Now, how do you pronounce this word?

*(/mōt/)*

mot

Which phonetic skill does this word follow?

*(Phonetic Skill 1)*

mō<sub>x</sub>t

How many working vowels are in *mot*?

*(one)*

How do you pronounce this word?

*(/mōte/)*

mote

Which phonetic skill does it follow?

*(Phonetic Skill 4)*

mōte<sub>x</sub>

How many working vowels does it have?

*(one)*

The *e* is silent, so *o* is the only working vowel.

When I add an *l* to the end of this word, the *e* is no longer the last letter, so it is no longer silent. There are now two working vowels in the word. When a word has more than one working vowel, it has more than one syllable.

motel

A **syllable** is a part of a word. **Each syllable has one working vowel or vowel sound.** Because this word has two working vowels, it has two syllables. Words with more than one syllable are called **multi-syllabic**.

Not only can you see that there are two syllables, but you can also hear them. Listen for the two syllables as I say the word: *mo-tel*. Tap your finger on your desk for each syllable: *mo-tel*. Pay attention to the sound of each working vowel when you count.

mo - tel

**⚡FYI** The letter combination *mo* is not a word, but *mot* and *mote* are. A *mot* is a witty remark, and a *mote* is a small particle.



### ESOL Note

If the example word *motel* is not culturally appropriate for your students, replace it with a more appropriate word, such as *female*.

### TEACHER INSTRUCTION: Decoding Skill 1

#### Teacher Script (Student Responses)

#### On the Board

In order to prove and read a word that has more than one syllable, you need to know where the syllables break. After you have broken a word into syllables, you can then apply the Five Phonetic Skills to each syllable.

There are two rules for breaking a word into syllables. They are called the Two Decoding Skills.

The First Decoding Skill applies to words like *motel*. Write the word *motel*:  
*m-o-t-e-l, m-o-t-e-l.*

m o t e l

To apply the First Decoding Skill, you begin by proving the word normally: you work under the word, left to right, marking Blends and vowels. What should you mark first in this word?

(the vowel o)

Mark it with an x. Remember, this word has two working vowels. What is the other one?

m o t e l  
→<sup>x</sup>

(e)

Mark it with an x, as well. After marking under the word, you would normally move up and around the word. However, we can see that e is not silent because it is not the last letter. That means it is a working vowel. When the word has more than one working vowel, you return to the first working vowel. What is the first working vowel?

m o t e l  
→<sup>x</sup> →<sup>x</sup>

(o)

Next, you count the number of consonants that follow that first vowel. How many consonants follow the o?

(one)

**Decoding Skill 1 teaches that if there is just one consonant following the vowel, that consonant will move, or run, to the next syllable: *One must run.***

*Uncover Decoding Skill 1 on the Decoding Skills Poster.*

If the consonant *t* moves to the next syllable and joins the vowel *e*, then the first syllable will include the letters *m* and *o*. Draw a box around these letters, dividing the *o* from the *t*.

m o t e l  
x x

Next, apply the Five Phonetic Skills to this first syllable, marking above the word, right to left. Which phonetic skill does it follow?

*(Phonetic Skill 3)*

Is the vowel then short or long?

*(long)*

Mark the *o* long. Pronounce this syllable.

*(/mō/)*

How many more working vowels are there in this word?

*(one)*

Now look at the remaining letters as they form the last syllable. Since there is one working vowel per syllable, which phonetic skill does this syllable follow? Why?

*(Phonetic Skill 1 because there is one guardian consonant)*

Again, you will mark above the word, right to left, but skip the guardian consonant. It is still a guardian, but you don't mark it or other guardians in multi-syllabic words. Just "think" them. It's enough just to identify the guardians in your head.

Working right to left, the first thing to mark in this syllable is the vowel. Is the vowel *e* short or long?

*(short)*

Mark it short, and box the syllable. Pronounce this syllable.

*(/tĕl/)*

Say both syllables together.

*(motel)*

Prove another example word. Like *motel*, the second syllable of this word also follows Phonetic Skill 1. Write the word *p-r-o-g-r-a-m*, *p-r-o-g-r-a-m*. As you prove this word, you'll learn why it's so important to mark Blends with an arc.

Work under the word, left to right. Mark all of the vowels and any Blends.

What should you mark first in this word?

*(the Blend p-r)*

Arc it. What's next?

*(the vowel o)*

Mark it with an *x*. What should you mark next?

*(the Blend g-r)*

Arc the Blend. What's next?

*(the vowel a)*

p r o g r a m

p r o g r a m

p r o g r a m

p r o g r a m

Mark it with an x, as well.

program

Which of these vowels are working vowels? Why?  
(both the o and the a because neither of them is silent)

Return to the first working vowel, o.

How many consonants follow o?  
(two)

You might think you can't use Decoding Skill 1 because it applies to vowels that are followed by only one consonant, but these two consonants are a Blend. Remember, when you are breaking words into syllables, Blends act like one unit and move together when syllables break. The arc helps you remember that they stay together. If the g-r Blend moves to the next syllable, which letters should you box for the first syllable?

(p, r, and o)

Box them. When the Blend moves, it leaves the o standing alone. Will o be long or short?

program

(long)

Mark it long. Pronounce this syllable.  
(/prō/)

program

Move to the last working vowel in the last syllable. As I said before, this syllable follows the First Phonetic Skill. Why?  
(because it has one guardian consonant)

Remember, as you move over the word and begin moving left to right, skip the guardian and move to the vowel. Is the vowel a short or long?  
(short)

Mark it short. Box the syllable. Pronounce this syllable.  
(/gram/)

program

Say the whole word.  
(program)

program

Always remember to arc Blends. If you don't, you may break the syllable in the wrong place.

**FYI** To help students focus on each syllable as you mark it, cover the other syllable in the word with your hand or a piece of paper.

Guardian consonants are not marked in multi-syllabic words because the consonants in the middle of these words often move. For example, a consonant may initially look like a guardian but then move to the next syllable. This can be confusing for students. Consequently, you should refer to guardians as such only when it helps the student prove that a vowel is short. Not marking guardians should not be a problem for students because they have been marking them long enough to have internalized the principle. However, they should continue to star guardians in one-syllable words.

When students first learn to break words into syllables, it is a good idea to have them box the syllables. Boxes help students see exactly what is contained within that syllable. Later, when they become proficient at recognizing separate syllables, boxes can be replaced with lines or “walls,” which this Teacher’s Manual employs in later lessons. Examples of both boxing and walls are used throughout the remainder of the manual.

### TEACHER INSTRUCTION: Phonetic Skill 2 in the Second Syllable

#### Teacher Script

#### *(Student Responses)*

#### On the Board

If a word follows Decoding Skill 1, its first syllable will usually follow Phonetic Skill 3, and its vowel will be long. The second syllable may follow any of the Phonetic Skills. For example, the second syllable of *motel* follows the first skill.

The second syllable of this next word follows Phonetic Skill 2. Write the word *p-r-o-t-e-c-t*, *p-r-o-t-e-c-t*. What should you mark first in this word?  
*(the Blend p-r)*

p r o t e c t

Arc this Blend. After the Blend, what’s next?  
*(o)*

p r o t e c t

Mark it with an x. What is the other vowel?  
*(e)*

p r o t e c t

Is it a working vowel? Why or why not?  
*(yes because it’s not a silent e at the end of a word, nor is it the second vowel in an adjacent vowel combination)*

Mark it with an x, as well. Where should you go now?  
*(to the first working vowel, o)*

p r o t e c t

How many consonants follow the o?  
*(one)*

Remember that when the vowel is followed by only one consonant, the consonant moves, or runs, to the next syllable. If the consonant *t* moves to the next syllable, which letters should you box for the first syllable?

*(p, r, and o)*

Box them. Remember, if a word follows Decoding Skill 1, its first syllable will usually follow Phonetic Skill 3, and its vowel will be long. Mark the o long. Pronounce this syllable.

*(/prō/)*

Move to the last working vowel in the last syllable. As I said before, this syllable follows the Second Phonetic Skill. Why?

*(because there are two guardian consonants)*

p r o t e c t

Move over the word from right to left. Skip the guardians, and move to the vowel. Is the vowel *e* short or long?

(short)

Mark it short, and box the syllable. Pronounce this syllable.

(/tɛct/)

Say the whole word.

(protect)

Prove another example word. Like *protect*, the second syllable of this next word also follows Phonetic Skill 2, but it's the first two-syllable word you've seen that has a bridge. Write the word *r-e-c-e-n-t*, *r-e-c-e-n-t*. First mark under the word. What should you mark first?

(the two e vowels)

Mark them with xs. Are they both working vowels?

(yes)

Where should you go now?

(to the first working vowel, e)

How many consonants follow the first e?

(one)

Because *one must run*, the *c* moves to the next syllable. Which letters should you box for the first syllable?

(r and e)

Box them. The *e* is now alone, so mark it long. Pronounce this syllable.

(/rē/)

Move to the last working vowel, the second *e*, in the last syllable.

Remember, when you mark each syllable of multi-syllabic words, you mark above the syllable, right to left. In this syllable, you skip the guardian consonants and move to the vowel. As I said before, this syllable follows Phonetic Skill 2. Is the *e* short or long?

(short)

Mark it short. Next, you see the *c* before the *e*. How should you mark these letters?

(with a bridge s)

Mark them, and then box this last syllable. Say the syllable. Don't forget to pronounce the bridge *s*.

(/sɛnt/)

Say the whole word.

(recent)

You will see bridges in many places in multi-syllabic words.

r e c e n t

r e c e n t  
x x

r e c e n t  
x x

Discuss word meaning and use words in context sentences.

**FYI** The multi-syllabic word *begin* does not form a bridge *j*, so you may want to avoid using this word at this point in the instruction.

### STUDENT INVOLVEMENT: Listening and Dictation

**FYI** The instruction below is the first to use walls to separate syllables. If your students are ready, point out the change, and have them start using walls. Don't feel obligated to switch. Teach your students to use walls only after they are comfortable breaking words into syllables. However, when you do teach walls, be sure that students make them longer than the lines for silent vowels. Otherwise, the two lines could be confused. For additional explanation, see the **FYI** section on p. 370.

Use the following procedure to dictate each word:

- Write *b-a-s-i-s*, *b-a-s-i-s*. Prove the word. Say it. What does it mean? Use it in a sentence.

Choose an equal amount of words from each of the lists below. For the first few words, walk students through the process. (For a review of the marking procedure, see the summarized steps in the **FYI** section that follows.) When students are ready, let them work more independently. Notice that students are not asked to listen to the whole word and then spell it because the vowel sounds in many multi-syllabic words are reduced to the schwa sound (see **Lesson 40**, pp. 379-384).

**FYI** Note that the double *s*, *f*, and *z* rule applies only to one-syllable words. Multi-syllabic words like *basis* and *crisis* do not always double a final *s*, *f*, or *z*.

#### Phonetic Skill 1

bā|sĭs      crĭ|sĭs      hō|tĕl      mĭ|nŭs  
 prō|pĕl      rē|bĕl      rē|pĕl      rō|bōt

#### Phonetic Skill 2

cēmĕnt      dēmānd      dĭ|gĕst      lō|cŭst      prētĕnd  
 prēvĕnt      prōtĕst      sĭllĕnt      Cŷ|prĕss

**FYI** If you are unsure of how to prove a two-syllable word that follows Decoding Skill 1, follow the summarized steps below:

1. Work under the word, left to right.
2. Mark all vowels and any Blends.



3. Divide the word into two syllables.
  - a. Return to the first working vowel.
  - b. Count the number of consonants after the vowel.
  - c. If there is one consonant or a Blend, move it to the next syllable.
  - d. Box the vowel and any letters before it.
4. Mark the first syllable, including any bridges, according to the Five Phonetic Skills.
5. Mark the second syllable, including any bridges, and then pronounce it.
6. Pronounce the whole word.

## TEACHER INSTRUCTION: Phonetic Skill 4 in the Second Syllable

### Teacher Script (Student Responses)

### On the Board

Few words have a second syllable that follows Phonetic Skill 3, so you'll prove a word in which the second syllable follows Phonetic Skill 4. Write the word *p-r-o-v-i-d-e*, *p-r-o-v-i-d-e*. Now work under the word. Mark all of the vowels and any Blends. What should you mark first in this word?  
(the Blend p-r)

provide

Arc the Blend. What should you mark next?  
(the vowel o)

provide

Mark it with an x. What is the next vowel?  
(i)

provide

Mark it with an x, as well. Are there any other vowels?  
(yes)

provide

How many?  
(one)

What is it?  
(e)

Mark the e with an x.

provide

Which of the three vowels are working vowels?  
(the o and i)

Why is the e not a working vowel?  
(because it's a silent e at the end of the word)

You've found all of the vowels. Don't mark the e silent yet. Where should you go now?  
(back to the first working vowel, o)

provide

How many consonants follow o?  
(one)

Where will the consonant v go?  
(to the next syllable)



If the *v* moves to the next syllable, which letters should you box for the first syllable?

(*p, r, and o*)

Box them. If a word follows Decoding Skill 1, which skill will its first syllable follow?

(*Phonetic Skill 3*)

So, its vowel will be long. Mark the *o* long. Pronounce this syllable.

(*/prō/*)

Move to the last working vowel in the last syllable. As I said before, this syllable follows the Fourth Phonetic Skill. Why?

(*because it has a silent e*)

Mark the *e* silent. Does the silent *e* make the vowel *i* short or long?

(*long*)

Mark the vowel *i* long. Box the syllable. Say it.

(*/vīde/*)

Say both syllables together.

(*provide*)

Remember that some silent *e* words have short vowels and bridges. Prove one of these words. Write the word *f-i-n-a-n-c-e*, *f-i-n-a-n-c-e*.

*Following the model taught in this section, mark this word with students until you reach the second syllable. Be sure to distinguish the working vowels *i* and *a* from the silent vowel *e*.*

Move to the last working vowel. Remember that the last working vowel is *a* because the *e* is silent, so this is the last syllable. Working right to left above the word, mark the vowel *e* silent. Which letter is before the *e*?

(*c*)

How should you mark the *c* and *e*?

(*with a bridge s*)

Mark the bridge. How many consonants are there between the *e* and the *a*?

(*two*)

These are guardian consonants, but remember that you don't mark them. Two guardian consonants are strong enough to help the vowel keep its sound. Is the vowel *a* then short or long?

(*short*)

Mark it short, and box this last syllable. Say it. Remember to pronounce a short *a* and a bridge *s*.

(*/nănce/*)

f i n a n c e



Say the whole word.  
(finance)



## TEACHER INSTRUCTION: Phonetic Skill 5 in the Second Syllable

### Teacher Script (Student Responses)

### On the Board

Finally, you will prove a word whose second syllable follows Phonetic Skill 5. Write the word *d-e-t-a-i-l*, *d-e-t-a-i-l*. What should you mark first in this word?

d e t a i l

(the vowel e)

Mark the *e* with an *x*. After the *t*, what do you see?

d e t a i l  
x

(an adjacent vowel combination)

What are the two vowels?

(a and i)

Mark each vowel with an *x*, as well. Go back to the first working vowel. How many consonants follow the first *e*?

d e t a i l  
x x x  
—————>

(one)

If there is just one consonant, what happens?

(it moves to the next syllable)

If the *t* moves to the next syllable, which letters should you box for the first syllable?

(d and e)

Box them. If a word follows Decoding Skill 1, which phonetic skill will its first syllable follow?

d e t a i l  
x x x

(Phonetic Skill 3)

So, its vowel will be long. Mark the *e* long. Pronounce this syllable.

d e t a i l  
x x x

(/dē/)

Move to the adjacent vowel combination. How many working vowels are there? Why?

(one because the *i* in the combination is silent)

This is the last syllable. Is the *a* in the combination short or long?

(long)

Mark the *i* silent and the *a* long. As I said before, because of the adjacent vowels, this syllable follows the Fifth Phonetic Skill. Box the syllable. Say it.

d e t a i l  
x x x

(/tail/)

Say the whole word.

d e t a i l  
x x x

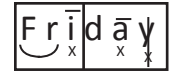
(detail)



Other two-syllable words that follow Phonetic Skill 5 end with adjacent vowels. They don't have a consonant at the end of the word. For example, write the word *F-r-i-d-a-y*, *F-r-i-d-a-y*. Prove this word. Say it.

*Following the model taught in this section, mark this word with students.*

F r i d a y



Some two-syllable words have adjacent vowel combinations in the first syllable. You prove these words in the same way that you prove other multi-syllabic words. Write the example word *p-a-y-m-e-n-t*, *p-a-y-m-e-n-t*.

p a y m e n t

What should you mark first?

*(the adjacent vowel combination a-y)*

Write an x under each of these. What is the other vowel?

*(e)*

p a y m e n t  
x x

Mark the e, as well. Where should you go now?

*(to the first working vowel)*

p a y m e n t  
x x x  
↔

What is the first working vowel? Why is it the working vowel in its syllable?

*(a because the y is silent)*

With adjacent vowels, you ask how many consonants follow the whole combination. In other words, how many consonants follow the *a-y*?

*(one)*

What is the consonant?

*(m)*

Where will the *m* go?

*(to the next syllable)*

Which letters should you box for the first syllable?

*(p, a, and y)*

Box them. Now work above the first syllable. Mark the *y* silent. Is the *a* short or long?

*(long)*

p ā y m e n t  
x x

Pronounce this syllable.

*(pay)*

Move to the next working vowel, *e*.

*Finish proving this word with the students. Be sure that students don't mark the guardian consonants n and t.*

p ā y m ē n t  
x x

For words with adjacent vowels in the first syllable, remember to count the number of consonants after the whole combination.



## STUDENT INVOLVEMENT: Listening and Dictation

Use the following procedures to dictate or spell each word:

- Write *b-e-c-a-m-e*, *b-e-c-a-m-e*. Prove the word. Say it. What does it mean? Use it in a sentence.

Choose an equal amount of words from each of the lists below. For the first few words, walk students through the process. (For a review of the marking procedure, see the summarized steps in the **FYI** below.) When students are ready, encourage them to work independently.

### Phonetic Skill 4

bē|cā|mē    bē|hā|vē    dē|cī|dē    dē|clī|nē    dō|nā|tē    fē|mā|lē  
 mī|grā|tē    pō|lī|tē    rē|cī|tē    rē|vē|ngē    rō|mā|ncē

### Phonetic Skill 5

bē|twē|ēn    dē|cā|y    dē|grē|ē    dē|lā|y    prō|cē|ēd    prō|tē|n  
 rē|frā|n    rē|lā|y    rē|pē|t    rē|tā|n

**FYI** Be certain students are working under the word, left to right, marking all vowels and Blends before they begin breaking words into syllables. Remind them that Blends are joined with an arc because they usually stay together and/or move as a unit when syllables break. Words from the dictation with Blends that move together include *decline*, *migrate*, *between*, *degree*, and *refrain*. Finally, ensure that students determine the vowel sound in each syllable before moving to the next.

## STUDENT INVOLVEMENT: RLCs

Words from this lesson are included on **Reverse Listening Card: Decoding Skill 1 and Jobs of Y**. Use this card after **Lesson 41**, pp. 385-392.

## ENRICHMENT ACTIVITIES

### Phonemic Awareness

**Sound Discrimination: Listening for Syllables.** This activity will help students determine the number of syllables in a word. Create a list of words to read to students. The list could include cities, states, countries, or the students' names. Be sure to include words that have a different number of syllables. Read the list to the students, one word at a time. Have students clap once for each syllable that they hear. Clap with the students at the beginning, if necessary.

Nonsense Words: If appropriate, dictate the following nonsense words.

\*bl<sub>x</sub>ō|m<sub>x</sub>ět\*br<sub>x</sub>ē|d<sub>x</sub>īlt\*d<sub>x</sub>ē|t<sub>x</sub>āgē\*fr<sub>x</sub>ē|l<sub>x</sub>ōt\*m<sub>x</sub>ō|gr<sub>x</sub>ēy\*pr<sub>x</sub>ō|v<sub>x</sub>āncē\*s<sub>x</sub>ī|m<sub>x</sub>āte\*sk<sub>x</sub>ī|l<sub>x</sub>ōat\*t<sub>x</sub>ā|f<sub>x</sub>ūd\*tr<sub>x</sub>ā|m<sub>x</sub>ěl\*m<sub>x</sub>ē|d<sub>x</sub>īnē\*pr<sub>x</sub>ō|r<sub>x</sub>ūm\*r<sub>x</sub>ē|fl<sub>x</sub>īn\*s<sub>x</sub>ȳ|gr<sub>x</sub>ātē\*tr<sub>x</sub>ē|f<sub>x</sub>ěd**Reading/Writing**

Decoding Skill 1, *Student Workbook*, pp. 99-100.

**Spelling**

Possible Spelling List: *became, Friday, digest, robot, pretend, program, repeat, and romance*. Add appropriate Most Common Words from **List 9**, pp. 425-430.

**Software**

Have students run the *Decoding Skill 1* lesson on the *Reading Horizons* computer software.

**Skills Review**

- When the vowel *e* comes at the end of a word, the *e* is *silent*, making the first vowel sound *long*.
- The consonant between the first vowel and silent *e* cannot act as a guardian consonant because the *e* makes the first vowel sound long.

**DECODING**

To prove the vowel sound in a Phonetic Skill 4 word:

1. Move *under* the word, moving left to right. Place an x under the first vowel and under the vowel *e*.
2. Move up and over the *e*. Draw a line straight down through the vowel *e* and the x below it, making it silent.
3. Move left across the consonant to the first vowel.
4. The *e* causes the first vowel sound to be long, so mark the vowel long.

b<sup>o</sup>ne  
x x

l<sup>a</sup>ke  
x x

A. **Circle** the words that have a long vowel sound.

state can side life man same  
late plan vote take red sun

B. Prove these words.

cute safe make time  
drive rule home name

**READING**

Read the ad.  
Notice the  
Phonetic Skill  
4 words.

*Jane's Travel* Co.

Do you want to go  
on a fun trip but don't want  
to spend a lot of time and money to plan it?

---

**We'll help you plan your trip for a great price!**

---

On your trip, you'll:

- Take a nice plane flight.
- Stay in a cute home on the lake.
- Go on a nine mile bike ride around the lake.
- Enjoy fine dining at night.
- Go on a drive to a cave.

You'll like your trip  
so much that you'll  
hate to go home!



## Phonetic Skill 4

### APPLICATION ACTIVITIES

#### A. Add a silent *e* to each word to make a new word.

Example: cap cape

- |               |              |
|---------------|--------------|
| 1. quit _____ | 5. cub _____ |
| 2. tap _____  | 6. not _____ |
| 3. cod _____  | 7. hat _____ |
| 4. tub _____  | 8. rip _____ |

#### B. Write the correct word by adding a silent *e* to the end of the word in parentheses.

Example: If you want to go on a trip, call Jane. (Jan)

- We'll choose the best \_\_\_\_\_ for your trip! (**sit**)
- Enjoy every \_\_\_\_\_ of your meals! (**bit**)
- Go on a trip \_\_\_\_\_ for you! (**mad**)
- Get the best \_\_\_\_\_ in town! (**rat**)
- You'll like your trip so much that you'll \_\_\_\_\_ to go again next year! (**hop**)

#### C. Find and circle the silent *e* words in the word search. Words can go down ↓, across →, or diagonal ↘ ↗.

s	a	l	e	e	u	o
s	m	i	l	e	o	c
s	t	o	v	e	e	q
i	h	q	k	e	d	g
z	l	i	n	e	a	a
e	r	u	d	e	t	m
t	t	w	a	v	e	e

date	line	size
stove	game	rude
smile	tune	hole
sale	smoke	wave

**Skills Review**

Decoding words with more than one working (or sounded) vowel:

- If there is just *one* guardian consonant following the vowel in a multi-syllabic word, the consonant will move on to be with the vowel in the next syllable. “*One* must run.”
- You do not need to mark guardian consonants in multi-syllabic words.

**DECODING**

1. Mark under the word, left to right, marking each vowel with an x. Be sure to arc blends when you see them.

motel  
x x

2. Go back to the first vowel.

motel  
x x  
←

3. Only one guardian consonant, the letter *t*, follows the vowel *o*, so it goes on to the next syllable. Box the first syllable after the vowel. The *o* is long because it stands alone in the first syllable, so mark the vowel *o* long.

mōtel  
x x

4. The vowel in the second syllable is short because it still has a guardian. Mark the vowel *e* short, and box the final syllable. We do not need to mark guardians with a star in multi-syllabic words.

mōtél  
x x

**A. Prove these words.**

robot

begin

provide

decide

delay

behave

nomad

refrain

**READING**

**Read the article.**  
**Notice the**  
**Decoding Skill 1**  
**words.**

**NEWS FLASH**

Recently, a crisis at Fremont College has taken place. Students protest that the demands placed on them to gain a degree are too high. When asked to refrain from continuing their protest, they recite, “We will proceed to protect our rights.”



## Decoding Skill 1

### APPLICATION ACTIVITIES

A. Match the first syllable on the left with the correct second syllable on the right to make a word.

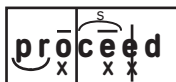
- |        |      |
|--------|------|
| 1. pro | max  |
| 2. cli | have |
| 3. re  | sis  |
| 4. de  | test |
| 5. cri | cite |
| 6. be  | gree |

B. Write each word from Activity A on the lines below.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

C. The words have been divided incorrectly. Put the syllable line in the correct place to make your syllable boxes. Then prove the word.

Example: pro|ceed



Incorrect:

Correct:

- |             |         |
|-------------|---------|
| 1. do nate  | donate  |
| 2. prog ram | program |
| 3. recl ine | recline |
| 4. dem and  | demand  |
| 5. dig est  | digest  |

D. Use two of the words from Activity C above to complete the paragraph.

The recent crisis at Fremont has to do with the \_\_\_\_\_ placed on the students to gain a degree. I went to that college and have been asked to \_\_\_\_\_ money. In light of this, I don't think I will.



## Dancing

As long as humans have been on Earth, they have danced. Dancing is a form of art. To dance is to move the body in time to rhythm. People like to dance for many reasons. It is a great way to spend time with friends or classmates. It is also a fun date. It is a great way to exercise, too. Some dances tell a story, such as ballet and modern dance. Some dances are done with a large group, some are done with one partner, and others are done alone. Sports such as gymnastics and figure skating are much like a form of dance. Dancing is also a way in which people can “speak” to each other without words. This is also called *body language*.



Most kinds of dances are done with the aid of music. But music is not needed to be able to dance. Tap is one kind of dance that does not need music. Tap dancers wear small metal plates on the soles of their shoes. When they dance, the plates make a “tapping” sound on the ground. Many of those who are hard of hearing or deaf love to dance, too. They simply feel the vibrations from a song. This way, they can learn the rhythm.



Most cultures have their own kind of dance. Salsa comes from Cuba. It is a mix of music styles from the islands of the Caribbean. Cubans who moved to the United States in the 1960s brought it with them to New York City. The waltz was first danced in Austria. (The term *waltz* comes from a German word. It means “to glide” or “to roll.”) The poor people in Austria were the first ones to learn how to do it. Soon, everyone else learned the dance, too. Belly dancing comes from the Middle East. It is also known as “the dance of the stomach.” It was first used to help mothers with their breathing as they gave birth.

These are just three of the many dances in the world. Each day, there are many more kinds of dances being enjoyed across the globe.

Time \_\_\_\_\_

Answer comprehension questions on page 149.

## Dancing

### Comprehension Questions

*Circle the best answer.*

1. This passage is about
  - a. what dance is.
  - b. why people dance.
  - c. some different kinds of dance.
  - d. all of the above.
  
2. True or false: Deaf people cannot dance.
  - a. true
  - b. false
  
3. The term *waltz* means
  - a. to slip and slide.
  - b. to glide and roll.
  - c. to jump and stroll.
  - d. none of the above.
  
4. Belly dancing comes from
  - a. China.
  - b. France.
  - c. South America.
  - d. the Middle East.
  
5. Dances can
  - a. tell a story.
  - b. be danced alone.
  - c. be danced in a group.
  - d. all of the above.
  
6. From this passage, we can infer that
  - a. music is an essential part of dance.
  - b. dancing is important all over the world.
  - c. dancing is always tricky and complicated.
  - d. some cultures do not have any special dances.

Check your answers on p. 189.



## Basketball

Basketball is a sport that is played by people all over the world. The game is played between two teams. Only five players from each team are allowed on the basketball court at one time. There are five main positions that players are responsible for when they play. These positions include two guard positions, one center position, and two forward positions. The object of the game is to move a ball down the court toward a basket that is 10 feet (three meters) off of the ground. Then, the team is supposed to throw the ball through the basket. This gives the team points. At the end of the game, the team with more points wins.



Basketball is one of the most popular sports in the world.

This may come as a surprise when you consider that the game was developed by a professor at a college in 1891. While Dr. James Naismith was teaching physical education at the YMCA Training School in Springfield, Massachusetts, he began searching for a game for his students that could keep them active during the long winter in Massachusetts. The game had to be played indoors.

Dr. Naismith first tried to modify a few other sports, including soccer, football, and lacrosse. But they did not work well in a gym. So, he decided to create his own game. He nailed a peach basket onto a wall so that the basket was 10 feet (three meters) high. Then, he wrote a list of 13 very basic rules for his new game. These rules were designed so that players would need more than just strength to be able to play well. The players would also have to be fast, think quickly, and be able to use their hands well. He also wanted players to work well as a team. Because of this, his rules stated that players had to throw the ball to each other in order to move the ball toward their basket. Later, probably in the 1950s, dribbling became an important new rule in the game. Dribbling requires players to use their hands to bounce the ball up and down on the floor while moving toward their basket.

Dr. Naismith called his game *Basket Ball*. The first official game of basketball was played early in 1892. The first ball that was used for basketball was a soccer ball. Also, the fruit baskets used in this game still had the bottoms in them. Thus, if a ball went in, the game would be stopped until somebody could get the ball out of the basket. The final score of this first game was 1-0. The peach baskets had their bottoms removed soon after this game. Finally, in 1906, baskets were replaced by metal hoops that are very similar to what are used today.

Of course, basketball has changed over the past 100 years. After metal hoops were introduced, the ball was changed to a special, brown ball. However, players had trouble seeing the brown ball because the floor was usually brown, too. In the 1950s, a man named Tony Hinkle created a ball that was orange. As the ball and the metal hoops were improved, the scores of basketball games began to climb higher.

After Dr. Naismith taught other teachers his game, basketball spread to other colleges. Competitions between colleges quickly became very popular. With the increased popularity of basketball in colleges and universities, the National Collegiate Athletic Association (NCAA) was formed in 1910. Rules about physical contact were written. In the late 1940s, a professional league was organized. Throughout all of this time, basketball was spreading to colleges, universities, and high schools throughout North America. Many women's basketball teams were also formed at the time.

(continued on next page)

Time: \_\_\_\_\_



## ***Basketball (continued)***



Today, basketball is one of the most popular sports in the world. Professional basketball players are some of the best athletes in the world. Because basketball can be played indoors or outdoors and in a relatively small space, you tend to see basketball courts everywhere. You are also likely to see people playing basketball throughout the year. Dr. Naismith's game has evolved into one of the most-loved sports of all time.

Answer comprehension questions on p. 142.

Time: \_\_\_\_\_



## ***Basketball***

### Comprehension Questions

*Circle the best answer.*

1. The main idea of this passage is to share information about
  - a. the rules of basketball.
  - b. Dr. James Naismith in Massachusetts.
  - c. how basketball was invented and has changed over time.
  - d. how basketball became the most popular sport in the world.
  
2. Dr. Naismith invented basketball for all of the following reasons EXCEPT:
  - a. he wanted a game that could be played in a gym.
  - b. he wanted a game that could be played in the winter.
  - c. he wanted a game that would help his students stay healthy.
  - d. he wanted a game in which the ball would be bounced up and down.
  
3. The first game of basketball had \_\_\_\_ rules.
  - a. five (5)
  - b. 11
  - c. 13
  - d. 21
  
4. True or false: Before he invented basketball, Dr. Naismith first tried to change other sports.
  - a. true
  - b. false
  
5. Dr. Naismith was
  - a. a math teacher.
  - b. a science teacher.
  - c. an English teacher.
  - d. a physical-education teacher.
  
6. From this passage, we can infer that Dr. Naismith
  - a. was athletic.
  - b. was not happy.
  - c. came from a large family.
  - d. wanted to become famous.
  
7. From this passage, you can infer that basketball got its name from the fact that
  - a. fruit baskets were used in the original game.
  - b. Dr. Naismith carried the ball around in a basket.
  - c. the players would bring their lunches to school in baskets.
  - d. all of the above.

Check your answers on p. 154.





## Michelangelo



Michelangelo, one of the most famous and beloved artists in the history of the world, once said he did not care much for painting. He was so well known and popular during his lifetime that two biographies of his life were published while he was still alive. Because of his extraordinary talent and great fame, people called him *Il Divino*, which means “The Divine One.” The style and artistry of his sculptures and paintings were so widely respected that they were the catalyst for a major art movement in the West.

### His Life

Born on March 6, 1475, in Caprese, Italy, his full name at birth was Michelangelo di Lodovico Buonarroti Simoni. His father was a banker who periodically worked in the government. Soon after Michelangelo was born, his family moved to Florence, where he lived for much of his childhood and youth.

When he was young, Michelangelo spent some time in the home of a stonecutter, especially after Michelangelo’s mother died when he was seven years old. It was during this time that Michelangelo gained his first experience with shaping stone.

While still very young, Michelangelo was sent to school to study grammar. However, after showing no interest in the field of grammar and demonstrating an increasing interest in art, he went to study as an apprentice to a painter named Domenico Ghirlandaio. When he was 14 years old, Michelangelo’s visible talent earned him the opportunity to study art at an academy established by the ruler of Florence, Lorenzo de Medici. Michelangelo studied sculpture there for two years until Medici died. During this time, Michelangelo produced his first two sculptures, one of which was commissioned by Medici.

After Medici’s death, Michelangelo returned to his father’s house. Over the next two years, he worked with both stone and wood. During this time, he created an enormous statue of Hercules. It was sold and disappeared from France in the 1700s, never to be seen again.

When Michelangelo was 19, the Medici family was again Michelangelo’s patron, this time commissioned by Lorenzo de Medici’s son Piero de Medici, until Piero was removed from power in Florence. Michelangelo moved to Venice and then to Bologna, where he worked on a series of small figurines for a church. Soon after, he moved back home to Florence and returned to work for the still-prominent Medici family. Throughout this period, his work began to gain notoriety. Before long, having been noticed by important patrons in other cities, Michelangelo was invited to Rome.

He moved to Rome in the middle of 1496 when he was 21, with his reputation growing quickly. It was while he was in Rome that he created one of his most famous pieces: the *Pieta*. This is a sculpture of Mary, the mother of Jesus, holding her son’s dead body. People were stunned at the remarkable skill and beauty in the sculpture, quickly gaining Michelangelo, who was 24, what amounted to celebrity status at the time.

As Michelangelo matured, his extraordinary skill with sculpture and painting grew only more famous. People clamored for his attention and hungered to learn more about this remarkable artist. However, he preferred to live a solitary life, not always proving to be an easy person to make friends with.

(continued on next page)



## Michelangelo (continued)

In general, Michelangelo lived a simple life, taking no interest in lasting relationships or the social culture of the country in which he lived. He ate only when very hungry, and he did not enjoy parties of any kind. He was eccentric, often sleeping in his clothes and boots. While he wrote powerful love poetry at times, he never formed a very serious relationship.

Michelangelo died on February 18th, 1564, after a long struggle with an unusual, slow fever. His body was taken to Florence, where thousands visited so that they could honor the man they considered to be the master of all the arts.

### His Work

Michelangelo spent years being commissioned by various popes and wealthy individuals to create paintings and sculptures. His sculptures of men were famous in their detail and in the fact that he usually sculpted their naked forms. All of his work was well known for the way it showed the human form in great detail and with almost godlike size and muscle.

The statue of *David* is one of Michelangelo's most famous pieces. What many people are not aware of is that *David* is not entirely Michelangelo's work. An artist named Agostino di Duccio had started the statue 40 years earlier. Michelangelo accepted the assignment to finish it, creating the well-known statue of *David*, of which there are numerous reproductions in museums around the world.

In 1505, Michelangelo was hired by Pope Julius II to build the pope's tomb. This work, though, was constantly interrupted by other assignments so that even after 40 years of work, it was never finished. It was during this long period in Rome that Michelangelo was hired to paint the ceiling of the Sistine Chapel. This painting took him four years to complete and remains one of the most famous paintings in the world.



Sculpture and painting were not the only art forms that Michelangelo mastered. He also studied architecture, assisting with the design of many religious buildings and other buildings of historical significance. Probably his most famous architectural project was the design of the dome in St. Peter's Basilica. The Basilica has great religious importance in the Catholic Church. Unfortunately, the dome was not completed before Michelangelo died, but it now continues to serve as a symbol of the genius of this man who mastered nearly every art that humans have been able to imagine.

Time \_\_\_\_\_

Answer comprehension questions on page 170-171.

Level: 11.7

Lexile®: 1080L

Word Count: 937



## **Michelangelo**

### Comprehension Questions

Circle the best answer.

1. This passage is about a famous
  - a. painter.
  - b. sculptor.
  - c. architect.
  - d. all of the above.
  
2. Michelangelo was born in
  - a. Italy.
  - b. Spain.
  - c. France.
  - d. Greece.
  
3. During his lifetime, Michelangelo was
  - a. scorned.
  - b. very popular.
  - c. virtually unrecognized.
  - d. responsible for the support of his mother.
  
4. Michelangelo was invited to study at an academy of art in Florence when he was \_\_\_ years old.
  - a. six (6)
  - b. 10
  - c. 14
  - d. 18
  
5. When Michelangelo carved the statue *Pieta*, his
  - a. reputation soared.
  - b. career was nearly ruined.
  - c. patrons asked him to focus on painting.
  - d. both a and b.
  
6. From this passage, we can infer that Michelangelo
  - a. was greatly influenced by his mother.
  - b. showed immense talent from an early age.
  - c. entered the arts because of family pressure.
  - d. all of the above.
  
7. True or false: Michelangelo worked for many different patrons.
  - a. true
  - b. false

Check your answers on page 183.



## ***Michelangelo (continued)***

8. It took Michelangelo four years to
  - a. study stonemasonry.
  - b. carve the statue *David*.
  - c. build a tomb for the pope.
  - d. paint the ceiling of the Sistine Chapel.
  
9. He designed the dome in
  - a. the Parthenon.
  - b. the Sistine Chapel.
  - c. St. Peter's Basilica.
  - d. Notre Dame Cathedral.
  
10. From this passage, we can infer that Michelangelo
  - a. died mysteriously.
  - b. was a slow worker.
  - c. was an artistic genius.
  - d. was the leader of an important art guild.

Check your answers on page 183.