

Lesson 56 • Decoding Skill 1

SKILLS OVERVIEW

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

- If there is just one consonant following the vowel in a multisyllabic word, the consonant will move on to be with the vowel in the next syllable. “One must run.”
- To prove a Decoding Skill 1 word, move under the word, marking each vowel with an x. Be sure to arc Blends and Digraphs 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, and then box the syllable.
- You do not need to mark guardian consonants in multisyllabic words.
- These rules are being applied to two-syllable words at this point of instruction.

LESSON MATERIALS

- Decoding Skill 1, *Student Book*
- Decoding Skills Poster
- Transfer Cards: *Decoding Skill 1*
- *Reading Horizons Elevate*® Software lesson *Decoding Skill 1*
- Make necessary preparations for any Enrichment Activities you choose to use.
- For additional review, access the Online Workshop and the Online Professional Development Course found at www.rhaccelerate.com.

MOST COMMON WORDS

Teach Most Common Words from **List 13** with this lesson.

REVIEW

Writing Sentences with Words from Lesson 55 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 INSTRUCTION: Decoding Skills 1 and 2

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) 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 and the Online Professional Development Course found at www.rhaccelerate.com.

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

TEACHER INSTRUCTION: Syllables

 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/)

 **On the Board**
*mo

Which Phonetic Skill does this word follow? (*Phonetic Skill 3*)

 *mō
x

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*)

How many working vowels are in *mot*? (*one*)

 *mōt
x

How do you pronounce this word? (/mōte/)

 mote

Which Phonetic Skill does it follow? (*Phonetic Skill 4*)

 mōte
x x

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, or sounded, vowels in the word. When a word has more than one working vowel, it has more than one syllable.



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 **multisyllabic**.

Not only can you see that there are two syllables, but you can also hear them. Listen for the two syllables as I read 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.



FYI The letter combination *mo* is not a word, but *mot* and *mote* are, although *mot* is of French origin and is pronounced /moh/. Therefore, *mot* is marked as a nonsense word. A *mot* is a witty remark, and a *mote* is a small particle.

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

TEACHER INSTRUCTION: Decoding Skill 1

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.

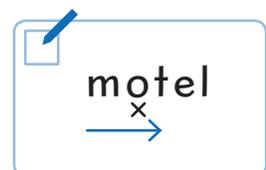
There are two rules for breaking a word into syllables. They are called the Two Decoding Skills.

Decoding Skill 1 applies to words like *motel*. Write the word *motel*:
m-o-t-e-l, *m-o-t-e-l*.

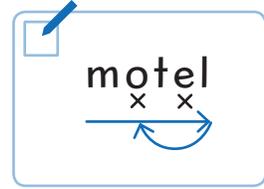


To apply Decoding Skill 1, you begin by proving the word normally: you work under the word, left to right, marking Blends, Digraphs, and vowels. What should you mark first in this word? (*the vowel o*)

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



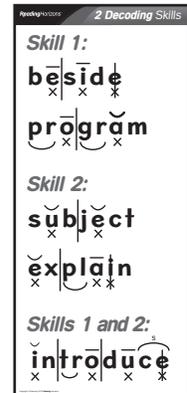
Mark it with an x, as well. After marking under the word, you would normally move up and around the word. However, we can see that *e* is not silent because it is not the last letter. That means it is a working vowel. When the word has more than one working vowel, you return to the first working vowel.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



Next, you count the number of consonants between the first and second vowels. How many consonants between the *o* and the *e*? (*one*)

- Point out, or uncover, Decoding Skill 1 on the *Decoding Skills Poster*.

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



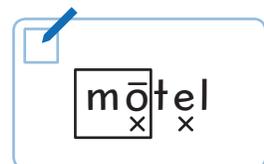
If the consonant *t* moves to the next syllable and joins the vowel *e*, then the first syllable will include the letters *m* and *o*. Draw a box around these letters, dividing the *o* from the *t*.



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*)

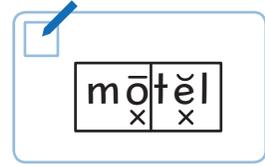
Again, you will mark above the word, right to left, but skip the guardian consonant. It is still a guardian, but you don't mark it or other guardians in multisyllabic words. Just "think" them. It's enough just to identify the guardians in your head.

FYI Students may continue using the guardian star if necessary, but they should aim to quit using it eventually. At this point in the instruction, the software will no longer use it.

 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/*)

Read both syllables together. (*motel*)



FYI Remember to discuss the meanings for unfamiliar words and to use words in context sentences as you decode the words with your students.

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*)



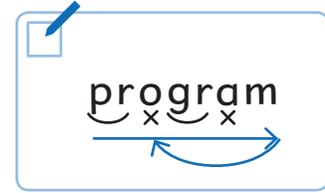
Mark it with an x, as well.



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

Ch. 4 Lesson 56 • Decoding Skill 1

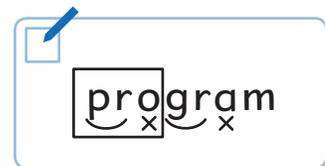
 Return to the first working vowel, *o*.



How many consonants between the *o* and the next vowel? (*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 and Digraphs 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. According to the Five Phonetic Skills, will *o* be short or long? (*long*)



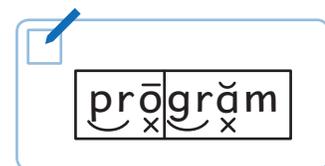
Mark it long. Pronounce this syllable. (*/prō/*)

Move to the last working vowel in the last syllable. As I said before, this syllable follows the First Phonetic Skill. Why? (*because the vowel is followed by one consonant*)



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

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



Read the whole word. (*program*)

Always remember to arc Blends and Digraphs. 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 multisyllabic 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.

Omitting the guardian star 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.

FYI 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 syllable lines, which this Teacher’s Manual employs in later lessons. Examples of both boxing and syllable lines are used throughout the remainder of the manual.

TEACHER INSTRUCTION: Phonetic Skill 2 in the Second Syllable

☰ 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 Phonetic Skill 1.

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*)



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



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

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)



How many consonants between the o and the e? (one)

Remember that when there is only one consonant, one blend, or one digraph between two vowels, 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*)

Ch. 4 Lesson 56 • Decoding Skill 1

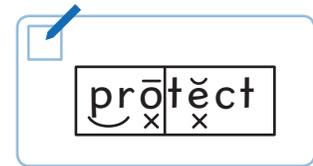
☰ Box them. Remember, if a word follows Decoding Skill 1, its first syllable will usually follow Phonetic Skill 3, and its vowel will be long. Mark the *o* long. Pronounce this syllable. (/prō/)



Move to the last working vowel in the last syllable. As I said before, this syllable follows Phonetic Skill 2. Why? (*because there are two guardian consonants*)

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. (/tĕct/)

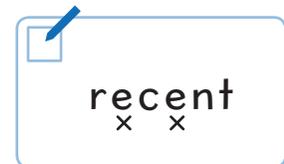


Read the whole word. (*protect*)

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*)

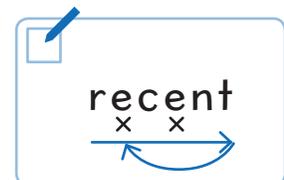


Mark them with xs. Are they both working vowels? (*yes*)



Where should you go now? (*to the first working vowel, e*)

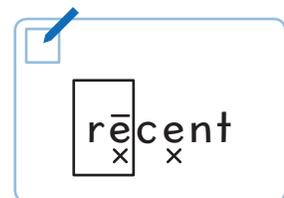
How many consonants between the first *e* and the second *e*? (*one*)



Because *one must run*, the *c* moves to the next syllable.

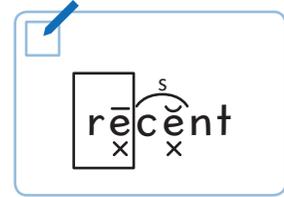
Which letters should you box for the first syllable? (*r and e*)

Box them. The *e* stands alone, so mark it long. Pronounce this syllable. (/rē/)



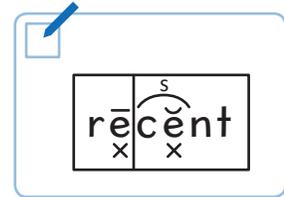
Move to the last working vowel, the second *e*, in the last syllable. Remember, when you mark each syllable of multisyllabic words, you mark above the syllable, right to left. In this syllable, you skip marking the guardian consonants and move to the vowel. This syllable follows Phonetic Skill 2. Is 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 the Bridge S and then box this last syllable. Read the syllable. Don't forget to pronounce the Bridge S. (*/sɛnt/*)

Read the whole word. (*recent*)



You will see Bridges in many places in multisyllabic words.

- Discuss word meanings, and use words in context sentences.

FYI *The multisyllabic 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 *These Student Involvement Word Banks will be the first to use syllable lines instead of boxes to separate syllables. If your students are ready, point out the change, and have them start using lines rather than boxes. Don't feel obligated to switch. Teach your students to use syllable lines only after they are comfortable breaking words into syllables. However, when you do teach syllable lines, be sure that students make them longer than the lines for silent vowels. Otherwise, the two lines could be confused. Boxes are still used in some of the Teacher Instruction sections of the Reading Horizons Elevate® Teacher's Manuals. For additional explanation, see the **FYI** section later in this lesson.*

Use the following procedure to spell each word:

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

Choose an equal amount of words from each of the Word Banks that follow. 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, encourage them to work independently. Notice that students are not asked to listen to the whole word and then spell it because the vowel sounds in many multisyllabic words are reduced to the schwa sound (see **Lesson 58** in this chapter).

FYI *Note that the Double S, F, and Z rule applies only to one-syllable words. Multisyllabic 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	rĕ frĕsh	rĕ pĕl	rō bōt

Phonetic Skill 2

sĭ lĕnt	dĕ mānd	dĭ gĕst	lō cŭst
prĕ tĕnd	prĕ vĕnt	prō tĕst	cy ^s 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 (including silent e) and any Blends or Digraphs.
3. Divide the word into two syllables.
 - a. Return to the first working vowel.
 - b. Count the number of consonants between the two vowels.
 - c. If there is one consonant, Blend, or a Digraph, move it to the next syllable.
 - d. Box the first vowel with 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. Read the whole word.

TEACHER INSTRUCTION: Phonetic Skill 4 in the Second Syllable

 Few words have a second syllable that follows Phonetic Skill 3, so we'll move on to proving 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 or Digraphs. 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)



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

How many? (one)



What is it? (e)

Mark the e with an x.

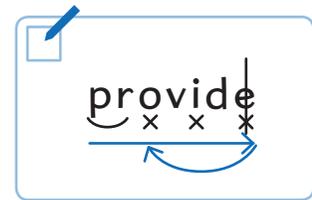


Which of the three vowels are working vowels? (the o and i)

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

Mark the e silent.

You've found all of the vowels. Where should you go now?
(back to the first working vowel, o)

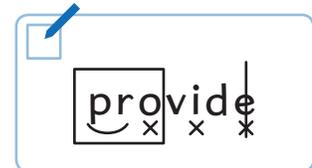


How many consonants between o and i? (one)

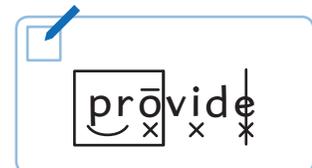
Where will the consonant v go? (to the next syllable)

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)



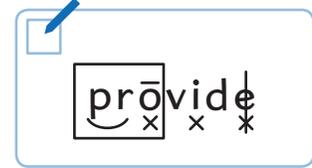
So, its vowel will be long. Mark the o long. Pronounce this syllable. (/prō/)



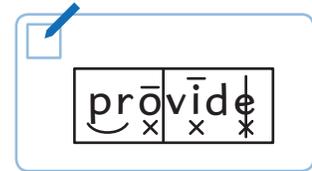
Move to the last working vowel in the last syllable. As I said before, this syllable follows Phonetic Skill 4. Why? (because it has a silent e)

Ch. 4 Lesson 56 • Decoding Skill 1

Does the silent *e* make the vowel *i* short or long? (*long*)



Mark the vowel *i* long. Box the syllable. Read it. (*/vīde/*)

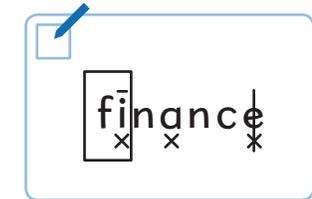


Read both syllables together. (*provide*)

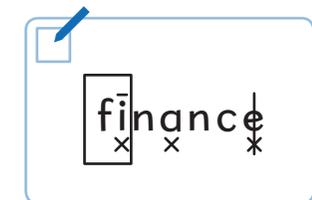
Remember that some silent *e* words have short vowels and Bridges. Prove one of these words. Write the word *f-i-n-a-n-c-e*, *f-i-n-a-n-c-e*.



- 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*.



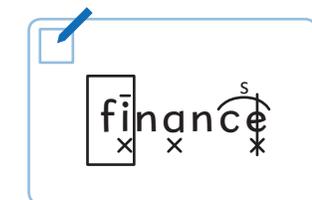
Move to the last working vowel. Remember that the last working vowel is *a* because the *e* is silent, so this is the last syllable.



Which letter is before the *e*? (*c*)

How should you mark the *c* and *e*? (*with a Bridge S*)

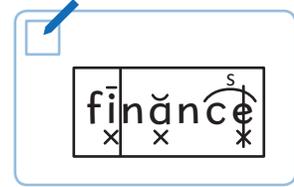
Mark the Bridge. How many consonants are there between the *e* and the *a*? (*two*)



These are guardian consonants, but remember that you don't mark them. Two 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. Read it. Remember to pronounce a short *a* and a Bridge *S*. (*/nănce/*)

Read the whole word. (*finance*)



TEACHER INSTRUCTION: Phonetic Skill 5 in the Second Syllable

☰ 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? (*the vowel e*)



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



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 are between the *e* and the *a*? (*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? (*Phonetic Skill 3*)



☰ So, its vowel will be long. Mark the *e* long. Pronounce this syllable. (*/dē/*)

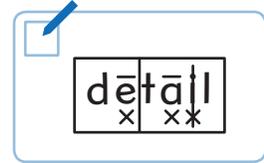


Move to the adjacent vowels. How many working vowels are there? Why? (*one because the i is silent*)

This is the last syllable. Is the *a-i-l* the combination short or long? (*long*)

Ch. 4 Lesson 56 • Decoding Skill 1

☰ Mark the *i* silent and the *a* long. As I said before, because of the adjacent vowels, this syllable follows Phonetic Skill 5. Box the syllable. Read it. (*/tā/*)

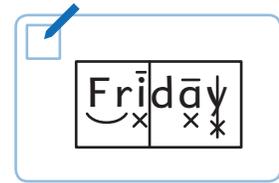


Read the whole word. (*detail*)

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. Read it.

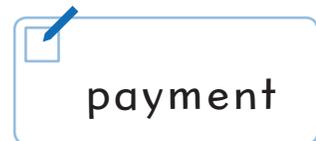


- Following the model taught in this section, mark this word with students. Mark the *fr* Blend, mark the vowels with *x*s, place the syllable box around *Fri*, mark the *i* long, mark the *y* silent, mark the *a* long, and place the syllable box around *day*.



TEACHER INSTRUCTION: Phonetic Skill 5 in the First Syllable

☰ Some two-syllable words have adjacent vowels in the first syllable. You prove these words in the same way that you prove other multisyllabic words. Write the example word *p-a-y-m-e-n-t*, *p-a-y-m-e-n-t*. What should you mark first? (*adjacent vowels a-y*)



Write an *x* under each of these vowels. What is the other vowel? (*e*)



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



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 are between the *a-y* and the vowel *e*? (*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*)

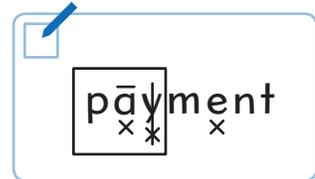
Box them. Now work above the first syllable.



Mark the *y* silent. Is the *a* short or long? (*long*)

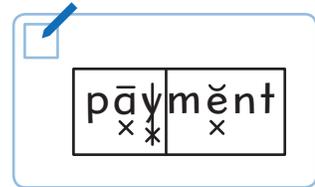


Mark the *a* long. Pronounce this syllable. (*/pā/*)



Move to the next working vowel, *e*.

- Finish proving this word with the students. Mark the *e* short, and place the syllable box around *ment*.



For words with adjacent vowels in the first syllable, remember to count the number of consonants between the whole vowel combination and the next vowel.

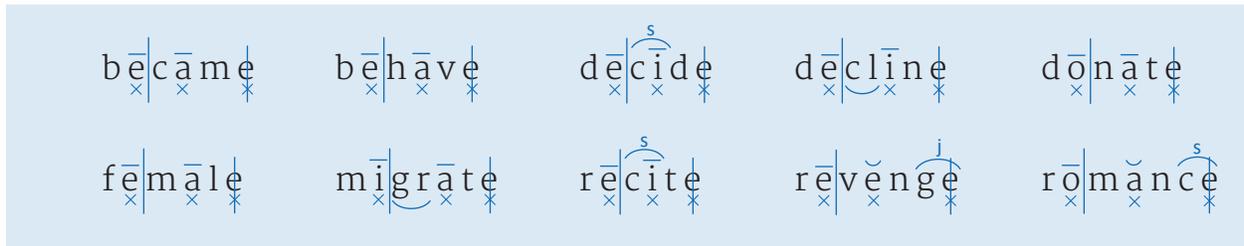
STUDENT INVOLVEMENT: Listening and Dictation

Use the following procedure to spell each word:

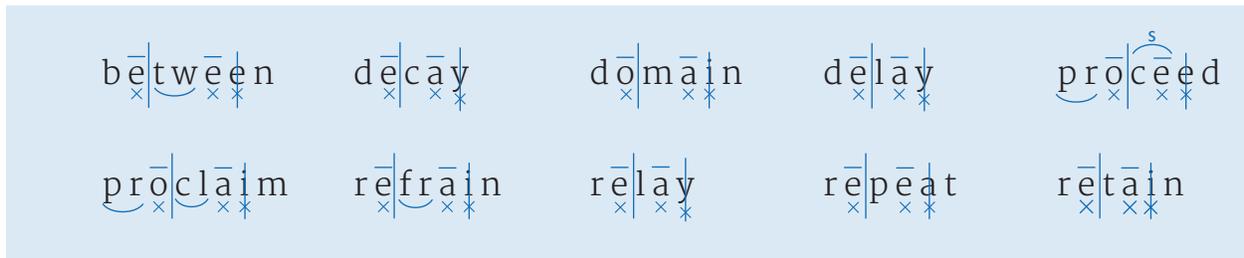
- ☰ • Write *b-e-c-a-m-e*, *b-e-c-a-m-e*. Prove the word. Read it. What does it mean? Use it in a sentence.

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

Phonetic Skill 4



Phonetic Skill 5



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 (including silent e) and any Blends or Digraphs.
3. Divide the word into two syllables.
 - a. Return to the first working vowel.
 - b. Mark any adjacent vowels
 - c. Count the number of consonants between the two vowel sounds.
 - d. If there is one consonant or a Blend or Digraph, move it to the next syllable.
 - e. Box the vowel with 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 adjacent vowels and Bridges, and then read it.
6. Read the whole word.

FYI Be certain students are working under the word, left to right, marking all vowels, Blends, and Digraphs before they begin breaking words into syllables. Remind them that Blends and Digraphs 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 or Digraphs 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 syllable.

STUDENT INVOLVEMENT: Transfer Cards

Give students **Transfer Card: Decoding Skill 1**. Students should: 1) prove each word, as taught in the lesson; 2) read each word aloud; and 3) practice reading the sentences at the bottom of the card.

ENRICHMENT ACTIVITIES

Following are some optional Enrichment Activities to reinforce the skills taught in this lesson. For additional suggestions, visit www.RHAccelerate.com/resources.

PHONEMIC AWARENESS

Activity 1, *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.

Activity 2, *Nonsense Words*: If appropriate, dictate the following nonsense words.

*blō <u>m</u> ět	*brē <u>d</u> īlt	*dēt <u>tā</u> gē	*frē <u>l</u> ōt
*mō <u>ch</u> ēy	*prō <u>vā</u> ncē	*sīm <u>ā</u> tē	*shī <u>l</u> ōat
*tā <u>f</u> ūd	*trā <u>m</u> ěl	*mē <u>d</u> īnē	
*rē <u>f</u> līn	*sī <u>y</u> grāte	*trē <u>f</u> ēd	

SPEAKING AND LISTENING

Sentence Completion: Model this activity for students by filling in each blank to properly complete the following sentences:

“Wen decided to donate his _____.”

“Lee became upset when he lost his _____.”

(Examples responses: *Wen decided to donate his old clothes. Lee became upset when he lost his keys.*) Discuss possible word choices, addressing parts of speech if desired.

Now have students take turns completing one or both of the sentences. Note: We are looking for a one-word answer per blank, although an article or additional descriptive words may also be necessary in some instances.

Complex sentence option: You could have students complete the following sentence, adding as much information as needed to explain *why*:

“Lee became upset when he lost his _____ because _____.”

(Example response: *Lee became upset when he lost his keys because he needed them to drive to work.*)

READING RESPONSE

Skill Scan (Games Supplement, Reading Horizons Elevate® Supplementary Materials): Have students pull out their library books or other reading material. Give them one minute to identify all of the words that follow Decoding Skill 1 and/or have suffixes added. Students should write the words on their whiteboards or on a piece of paper. Allow each student the opportunity to read the word(s) he/she found to the class or to a partner. If the text is level appropriate for the student, the student could also read the entire sentence in which the word is found.

WRITING

Expanded Writing: This activity will provide students the opportunity to build on oral language skills. Now that students have gone through an overview of the parts of speech, students can practice the different parts of speech to improve their writing.

This activity will focus on the use of adjectives. An adjective modifies a noun, providing description or limiting the noun, adding detail to the exactness and attributes. They can also be comparative or superlative. The adjectives are bolded in the following examples:

- The **quiet** and **cautious** boy entered the room slowly.
- The **brilliant** and **colorful** picture caught the girl’s eye.
- Her coat was **warmer** than my coat.

This activity will focus on the use of adjectives modifying a subject, object, or indirect object.

- Write the following simple sentence on the board: *Carmen stayed at the hotel.*
- Students copy the sentence in a notebook or on a separate piece of paper.
- Then provide students with a list of adjectives either on the board or on a handout (providing the words is critical because most of these words supersede the students’ current decoding/encoding skills). A short suggested list has been provided, but teachers are welcome to add to or adjust the list as they choose: *abandoned, ancient, artistic, austere, colorful, charming, cheerful, clean, comfortable, damaged, dreary, elegant, enchanted, exciting, fancy, flimsy, grand, incredible, magnificent, musty, massive, new, nice, old, old-fashioned, small, sharp, sturdy, tiny, tidy, unique, unpleasant, vacant, and vibrant.*
- Have students then choose two adjectives to describe the hotel and rewrite the sentence adding the adjectives. (Example: *Carmen stayed at the ancient and clean hotel.*)

Additional sentence options (teachers can also come up with their own or have students come up with their own using skill words found in the lesson):

Lin played with a robot.

Kiara is a female.

READING/WRITING

Decoding Skill 1, *Student Book*.

VOCABULARY

Word Meanings: During listening and dictation, have students keep the words dictated on their boards to play the *Eraser Game* (**Games Supplement, Reading Horizons Elevate® Supplementary Materials**) to build vocabulary knowledge. Provide the meaning of a word, and have students erase the word that corresponds to the definition provided. (Example: “Erase the word that means to repeat out loud something that you have memorized.” Answer: *recite*.)

For additional activities see Speaking and Listening, Reading Response, and Writing.

SPELLING

Possible Spelling List: *became, Friday, digest, robot, pretend, program, recite, and refresh*. Add appropriate Most Common Words from **List 13**.

SOFTWARE

Have students complete the *Decoding Skill 1* lesson on the *Reading Horizons Elevate®* Software.

