Sample Materials

SAMPLE MATERIALS FROM THE READING HORIZONS DISCOVERY®
READING CURRICULUM AND SPELLING SUPPLEMENT
Sample Lesson #1

R-Blends
Lesson Summary

- *R*-Blends are consonant Blends that include the letter *r*.
- *R* is the second letter in an *R*-Blend.
- There are seven *R*-Blends: *br*, *cr*, *dr*, *fr*, *gr*, *pr*, *tr*.

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A Blend is two or three consonants standing together. Each consonant keeps its own sound. Even though a Blend can be anywhere in a word (beginning, middle, or end), it has to be able to begin a word. You have already learned L-Blends. \( L \) is the second letter in these Blends. There are six \( L \)-Blends. Can you name them? (bl, cl, fl, gl, pl, sl).

Can you think of words that have an \( L \)-Blend?

- Write these words on the board: blog, clap, flag, glad, plan, slot.

We mark an \( L \)-Blend with an arc underneath the Blend, like this.

- Mark the \( L \)-Blend in the word blog by adding an arc underneath bl.

Of course, we need to mark the vowel, as well.

- Mark the vowel with an \( x \).

If time allows, have students mark the remaining Blends and vowels. Make sure students are reading each word aloud as they mark it. If time is limited, mark each Blend and vowel, and then have the class read each word aloud together.

In this lesson, you will learn the R-Blends. There are seven. Just like the letter \( l \) in an L-Blend, \( r \) is the second letter in an R-Blend. Alphabetically, R-Blends are almost the same as the L-Blends.

- Name the R-Blends (b-r, c-r, d-r, f-r, g-r, p-r, t-r) as you are pointing to them on the poster or writing them on the board.

We mark each R-Blend with an arc underneath the Blend, just like we did with L-Blends:
Show students that five (out of seven) of the beginning letters in the R-Blends are the same as five of the beginning letters in L-Blends (b, c, f, g, and p). The addition of dr and tr make a total of seven R-Blends.

Now we will practice adding a vowel to each R-Blend to create R-Blend slides.

- Write the following slides on the board. For each word, arc the Blend, and place the slide arrow underneath the arc.

- Read these slides aloud with me as I point to them. (/bri/, /gri/, /cra/, /pro/, /dru/, /tri/, /fro/)

  Now let’s change these slides into words by adding a consonant to the end of each slide.

- Next to each corresponding slide, write the following words: brim, crab, drum, frog, grin, prop, trip. For each word, arc the Blend first, and then mark the vowel.

  Read each slide and each word aloud with me.

- Point to and read each slide and word aloud as students read along with you.

What is the word? (brim) Eduardo likes milk so much that he filled his glass to the brim.

What is the word? (crab) A hermit crab makes a great pet.

What is the word? (drum) Blake got a new drum for her band.

What is the word? (frog) A frog has smooth, moist skin.

What is the word? (grin) A grin is a smile.

What is the word? (prop) We will use a rock to prop open the door.

Notes

The r sound can be difficult for some English Language Learners to pronounce. You may need to take some extra time to review how this sound is produced when teaching this Blend.

Pictures to illustrate R-Blend words will help to increase vocabulary.
CHAPTER 2 Lesson 19

R-Blends

What is the word? (trip) Suki’s class is going on a field trip to the zoo.

If time permits, allow students to share words that start with an R-Blend and/or a sentence that uses a word with an R-Blend.

When you are marking a word that begins with a Blend, it is important to mark the Blend first and then mark the vowel.

• Write the word brag on the board.

For example, when I mark the word brag, I start by drawing an arc under the Blend first.

• Arc under the br Blend.

Then I mark the vowel a.

• Mark the vowel with an x.

It is important to mark under the word, from left to right.

What is the word? (brag) Emma likes to brag about her video game scores.

Repeat the instruction with the words cram and drip, making sure to emphasize the importance of marking underneath the word, from left to right.

What is the word? (cram) He likes to cram a lot of stuff into his backpack.

What is the word? (drip) The leaky faucet went drip, drip all night long.

Guided Practice/Dictation

Now it is your turn to practice R-Blends.

Write the three-letter slide c-r-a, c-r-a. (c-r-a, c-r-a)

Arc the Blend.

Now mark the slide.

What is the sound? (/cra/)

Now write the three-letter slide g-r-i, g-r-i. Draw an arc under the Blend. Mark the slide. Then say it. (/gri/)
Repeat with the following slides: f-r-a, f-r-a (/frə/), t-r-o, t-r-o (/trɔ/), p-r-e, p-r-e (/prɛ/), c-r-u, c-r-u (/crü/), d-r-o, d-r-o (/drɔ/), b-r-e, b-r-e (/brɛ/), d-r-i, d-r-i (/drɪ/).

Write the letters d-r-o-p, d-r-o-p. (d-r-o-p, d-r-o-p)

Mark the word, left to right. First mark the Blend, then the vowel.

What is the word? (drop)

Use the word drop in a sentence. (Don’t drop the vase!)

• Dictate the following R-Blend words:

  
  trap prom crop frog crib
  drag trim fret grab bran
  drop brag grin brim grip
  *frad *trug *breb *prun *drit

As students are writing, marking, and reading the words aloud, be sure to give proper feedback.

Sentences for Dictation:

• Dictate the following sentences. Attend to students’ spelling and punctuation. Students will not be marking the words in these sentences.

  Fred can grin.
  The tot can grip the crib.
  The frog is not in the trap.

Words for Dictation That Include Previous Skills for Review:

  clap cot plug kit bat
  ten tin blog get *glud
  *kem *cag

To increase vocabulary, use each word in a sentence, or have students use each word in a sentence.

For additional words for dictation, use R-Blend Student Transfer Cards.
R-Blends

Play the “Eraser Game” (see the Reading Horizons Discovery® Games Supplement for instructions).

TRANSFER/INDIVIDUAL PRACTICE

Transfer Cards

Whole Class Transfer Card: Access the R-Blend Whole Class Transfer Card at www.rhaccelerate.com to facilitate fluency through choral reading and to model proper use of Transfer Cards.

Student Transfer Cards: Distribute an R-Blend Student Transfer Card to each student. Listen as students take turns reading the words and sentences on the card to a partner, or have students use the cards independently.

Little Books

Optional corresponding Reading Horizons Discovery® Little Books (see www.rhaccelerate.com). To facilitate fluency with the whole class through choral reading practice, project the Little Book (accessed from the software) onto the wall. These Little Books can also be accessed in print form for use in small groups or individual practice. Little Books can also be accessed in the software by individual students.

Practice Pages

Practice Pages 61-63

Suggested Spelling Words

Choose from the following:

brag  grin  trip
crib  prop  brim
drop  trap  drag
frog  drag

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After teaching this lesson, you may choose to administer a Skill Check. Blackline masters are available at www.rhaccelerate.com. See the Teacher Supplement, pp. 15-18 in Chapter 1, for more information.
## Reinforcement and Differentiation Activities

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<td>[Time Will Vary]</td>
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*For additional game suggestions, refer to the Reading Horizons Discovery® Games Supplement.
Reinforcement and Differentiation Activities

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*For additional game suggestions, refer to the *Reading Horizons Discovery® Games Supplement.*
Lesson 19: R-Blends

bri cri dru fro gri pro tri
brim crib drum frog grin prop trip
brag crab drip Fred grab prep trot

That is not a frog.
The crab did not trot.

Can a frog grin?
How did Fred trap the crab?

The cub had a plan to grab a frog.
Can a fox trap a man?

We have a pet frog.
The kid will grip the bat.
Sample Resource

R-Blends Little Book
Chapter 2
Lesson 19: R-Blends
Lexile® Measure: 400L
Reading Horizons Discovery® Little Books are decodable texts that were designed to facilitate automaticity and fluency in beginning readers while reading connected text. At least 90% of the words in each Reading Horizons Discovery® Little Book correlate with the sequence of skills taught in the Reading Horizons® methodology, including the Most Common Words lessons. In addition to these decodable texts, it is recommended that teachers utilize a variety of text forms during literacy instruction in order for students to accurately read and comprehend text.
“Get in your bed, Fred,” said Mom. But Fred did not get out of the crib.
“You are too big for a crib,” said Dad. But Fred did not get out of the crib.
“Get in your big bed, Fred,” said Brad. Fred did not get out of the crib.
“You can have your frog if you get in your big bed,” said Mom. Fred said, “No.”
“You can have a drum if you get in your big bed,” said Dad. Fred said, “No.”
“You can go for a trot on Clip-Clop if you get in your big bed,” said Mom. Fred said, “No.”
“The crib is not for you,” said Brad. “Will you get in your big bed?” Fred said, “No.”
“Will you get in your big bed for *Sam Pratt and the Big Cat*?” said Dad with a grin. And then Fred got in his big bed.
“So THAT is what all of this was about,” said Mom to Brad.
The End
Comprehension Questions

1. Why wouldn’t Fred get in bed?
   a. He wanted a drum set.
   b. He wanted a pony ride.
   c. He wanted to be read to.

2. What is Fred’s brother’s name?
   a. Jed
   b. Brad
   c. Hank

3. Choose the thing that can trot.
   a. a pony
   b. a racecar
   c. an airplane
4. What is Clip-Clop?
   a. a toy pony
   b. a goldfish
   c. a stuffed animal

5. What does the story tell us about Fred?
   a. He talks a lot.
   b. He likes books.
   c. He will be a pilot when he grows up.
### Skill Words
- Brad
- crib
- drum
- Fred
- frog
- grin
- Pratt
- trot

### Most Common Words
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### Challenge Words
- go
- no
- too
Sample Lesson #2

Phonetic Skill 4
Lesson Summary

- Phonetic Skill 4 is: 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.

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Phonetic Skill 4 is the silent e skill. Phonetic Skill 4 is: the first vowel is long because the word ends in silent e.

Watch as I prove this word. Just like always, I will work, left to right, underneath the word. What will I mark first? (the vowel o)

• Mark the vowel o.

What will I mark next? (the vowel e)

• Mark the vowel e with an x.

This is the first time we have had two vowels in a word. Phonetic Skill 4 tells us that when e is at the end of a word and it has another vowel before it in the word, the e is silent. Since e is silent, or quiet, I will draw a line right down through the e and through the x that is beneath it.
Phonetic Skill 4

- Draw a vertical line through the e and the x.

This mark looks the same as when someone is telling you to be quiet.

- Demonstrate by vertically placing your index finger over your mouth.

Even though the e is silent, it is a very strong vowel. Silent e makes the first vowel say its long sound.

- Mark the vowel o long.

What does long o say? (/ɔ/) What is this word? (hope) Use the word hope in a sentence. (Example: I hope it doesn't rain today.)

Can the consonant p be a guardian in this word? (answers may vary) What do guardians do? (they cause the vowel to be short) What does silent e do to the first vowel in a word? (silent e makes the first vowel long) Can the consonant p in this word be a guardian when it is followed by silent e? (no) The letter p provides the final sound in the word, but it cannot be a guardian when it is followed by the strong and silent vowel e.

- Write the word cube on the board.

Let’s prove this word. What will we mark first? (the vowel u)

- Mark the vowel u.

What will we mark next? (the vowel e)

- Mark the vowel e with an x.

How will we mark the vowel e to show that it is silent? (draw a line right down through the e and through the x that is beneath it)

Since we won’t hear the sound of e in this word, we will mark it silent.

- Draw a vertical line through the e and the x.

Remember, even though the e is silent, it is a very strong vowel. Will the vowel u in this word be long or short? (long)

- Mark the vowel u long.

What does long u say? (/ʌ/) What is this word? (cube) The ice cube melted in the sun.

Is the consonant b a guardian in this word? (no) How do you know? (because it is followed by silent e) What does silent e do? (silent e makes...
Phonetic Skill 4

**Notes**

*If you choose, repeat this process with the words *scrape* and *scrap* or any of the words in the Additional Dictation Activity on p. 115 of this lesson.*

*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.

The letter v will never end an English word. It will always be followed by a silent e, even though at times the e does not cause the first vowel to be long (give, live, have, etc.)

---

**the first vowel long** The consonant b cannot be a guardian because guardians make the vowel short, and silent e has made the vowel sound in this word long.

- Write the word *cube* on the board again, next to the marked version of the word on the board.

  ![cube](cubė) cube

- What is this word? *(cube)* Let’s see what happens to this word when I take the silent e away.

- Erase the vowel e, and mark the vowel u with an x.

  ![cube](cūb) cub

  There is no longer an e to make the first vowel long. Now, can the consonant b act as a guardian? *(yes)* You are right!

- Mark the b with a guardian star.

  ![cube](cūb*) cub

  Now what is the sound of the vowel? *(/u/)* Yes, because the guardian consonant makes the u say its sound. What is the word? *(cub)* Use the word *cub* in a sentence. *(Example: A baby bear is called a cub.)*

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**GUIDED PRACTICE/DICTATION**

10–15 min

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 word bank below. For the first few words, walk students through the process. When students are ready, encourage them to work independently.

- Dictate the following words:

  bake quite note bike spoke
  wipe frame mute snipe like
  slide choke tone slime shape
  whale dime plate pave take
  *habe* *thope* *chate* *grute* *plefe*
**Additional Dictation Activity:**

This dictation activity helps students see how silent e changes a vowel from a short vowel to a long vowel. 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 final consonant will no longer be a guardian consonant, and the first vowel will be long.

Model this concept, using the words *glad* and *glade*. Then dictate from the word bank below. Dictate the first word, and have students prove it. Next, have them rewrite the word, adding silent e. Ask students to prove these new words again as Phonetic Skill 4 words.

### Phonetic Skill 1 Phonetic Skill 4

```
hop    hop e

cut    cute

twīn   twīne

cān    cāne

fād    fāde

pēt    Pēte

cāp    cāpe

spīn   spīne
```

### Phonetic Skill 1 Phonetic Skill 4

```
plān    plāne

spīt    spite

rip     ripe

Sām    sāme

fīn    fīne

tūb    tūbe

strip   stripe
```

**Sentences for Dictation:**

- Dictate from the following sentences. Attend to students’ spelling and punctuation. Students will not be marking the words in these sentences.

Kate told quite a joke.
Mike had a milk shake.
Jade rode her bike on a slope.
Do you like pet snakes?

**Words for Dictation That Include Previous Skills for Review:**

```
gō    shē    gōld    chīld    mōst

fīnd   jōlt   mīnd   rāck   brīck

rānc h    māsh    thīn    troll   rāng
```
CHAPTER 3 Lesson 43

Phonetic Skill 4

fluff smock brand trash cap
plan/planned plod/plodded
miss/missed chat/chatting
big/biggest bid/bidder

Notes

Remind students to prove the base word first. Then rewrite the word with the suffix, and underline the suffix.

If you have the technology available, project the Whole Class Transfer Card, using an interactive whiteboard or projector.

If you have the technology available, project the Little Book onto the wall, using an interactive whiteboard or projector.

Suggested Spelling Words

Choose from the following:

ride quake ripe
same grade cane
joke robe cane
fume made

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Practice Pages

Practice Pages 106-108

As Dave and Mike stopped painting the fence, they heard a noise. It was a snake! They quickly ran outside. The snake was a rattlesnake. It was hissing. They knew it was dangerous. They decided to leave the fence and go inside. They wanted to make sure the snake was gone before they left.

We hope to ride the mule to the lake. In spite of the hot flames, Dave stopped the fire.
### Reinforcement and Differentiation Activities

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<td>Corresponding Little Books from Lesson 42 and/or Lesson 43.</td>
<td>“Act a Word”</td>
<td>pp. 106-108</td>
<td>Phonetic Skill 4 Lesson</td>
<td>Phonic Skill 4 Student Transfer Cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Scramble” (using Phonetic Skill 4 words)</td>
<td></td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vocabulary Word Wall/Software Games</td>
<td></td>
</tr>
<tr>
<td><strong>On</strong></td>
<td>Corresponding Little Book from Lesson 43.</td>
<td>“Build a Word”</td>
<td>pp. 106-108</td>
<td>Phonetic Skill 4 Lesson</td>
<td>Phonic Skill 4 Student Transfer Cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Lingo”</td>
<td></td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vocabulary Word Wall/Software Games</td>
<td></td>
</tr>
<tr>
<td><strong>Above</strong></td>
<td>Corresponding Little Book from Lesson 43.</td>
<td>“Guess It”</td>
<td>pp. 106-108</td>
<td>Phonetic Skill 4 Lesson</td>
<td>Phonic Skill 4 Student Transfer Cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Spell or Dare”</td>
<td></td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vocabulary Word Wall/Software Games</td>
<td></td>
</tr>
</tbody>
</table>

*For additional game suggestions, refer to the Reading Horizons Discovery® Games Supplement.*
Sample Resource

Phonetic Skill 4 Transfer Cards
Lesson 43: Phonetic Skill 4

bike    cube    late    note
plate   globe   flute   home
shape   chive   white   phone
thrive  cave    skate   pole

A cube is a box shape. The note is at home by the phone.

Lesson 43: Phonetic Skill 4

mine    male    rate    scribe
hike    grape   home    spoke
take    white   save    ride
home    slide   brave   dime

How can we save a dime? I can ride a bike.

Lesson 43: Phonetic Skill 4

bake    wade    time    cute
save    ride    blame   spoke
shape   chive   white   phone
glide   sale    plane   lake

It is time for the bake sale. Can I use the phone?

Lesson 43: Phonetic Skill 4

hole    bike    tribe   phone
stripe  quake   smile   pipe
wave    whale   flame   white
while   tame    name    blame

What is your name? She has a white bike with a red stripe.
Whales

Chapter 3
Lesson 43: Phonetic Skill 4
Lexile® Measure: 480L

Reading Horizons Discovery
*Reading Horizons Discovery*® Little Books are decodable texts that were designed to facilitate automaticity and fluency in beginning readers while reading connected text. At least 90% of the words in each *Reading Horizons Discovery*® Little Book correlate with the sequence of skills taught in the *Reading Horizons*® methodology, including the Most Common Words lessons. In addition to these decodable texts, it is recommended that teachers utilize a variety of text forms during literacy instruction in order for students to accurately read and comprehend text.
Did you know the biggest animal is the whale? Some people think the whale is a fish. But it is not. It is a mammal.
Many whales swim in both cold and warm water. But most of the time, they swim in cold water.

Whales like to eat fish. They like brine shrimp the best.
There are many kinds of whales. Some are big, while others are small. This is the only whale that is white!
The next time you are on a ship, you could look for a whale!
Look down in the water for a big, black spot. When whales swim close to the top of the water, they make waves. So, you could look for a wave.
If a whale comes close to the ship, you will see a small hole on the top of the whale.

A fine mist of water will come out of the hole. That is how the whale gets rid of water from its lungs and gets fresh air.

Then the whale will dive back down into the water.
I hope you get to see a whale!
The End
Comprehension Questions

1. This passage is about
   a. different types of mammals.
   b. the biggest animal in the ocean.
   c. the difference between fish and mammals.

2. True or false: Whales are fish.
   a. True
   b. False

3. When would you like to feel a mist of water?
   a. in an igloo
   b. on a hot day
   c. right before you get your picture taken
4. Which object could be about the same size as a large whale?
   a. a table
   b. a pencil
   c. a school bus

5. Which one is the biggest animal?
   a. a whale
   b. a giraffe
   c. an elephant
### Skill Words

<table>
<thead>
<tr>
<th>brine</th>
<th>wave</th>
</tr>
</thead>
<tbody>
<tr>
<td>close</td>
<td>waves</td>
</tr>
<tr>
<td>dive</td>
<td>whale</td>
</tr>
<tr>
<td>fine</td>
<td>whales</td>
</tr>
<tr>
<td>hole</td>
<td>while</td>
</tr>
<tr>
<td>hope</td>
<td>white</td>
</tr>
<tr>
<td>like*</td>
<td></td>
</tr>
<tr>
<td>make*</td>
<td></td>
</tr>
<tr>
<td>time*</td>
<td></td>
</tr>
</tbody>
</table>

### Most Common Words

<table>
<thead>
<tr>
<th>a</th>
<th>how</th>
<th>of</th>
<th>this</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>I</td>
<td>on</td>
<td>time</td>
</tr>
<tr>
<td>are</td>
<td>if</td>
<td>one</td>
<td>water</td>
</tr>
<tr>
<td>but</td>
<td>in</td>
<td>other</td>
<td>when</td>
</tr>
<tr>
<td>come</td>
<td>into</td>
<td>people</td>
<td>will</td>
</tr>
<tr>
<td>comes</td>
<td>is</td>
<td>see</td>
<td>you</td>
</tr>
<tr>
<td>could</td>
<td>it</td>
<td>so</td>
<td></td>
</tr>
<tr>
<td>did</td>
<td>like*</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>down</td>
<td>look</td>
<td>that</td>
<td></td>
</tr>
<tr>
<td>for</td>
<td>make*</td>
<td>the</td>
<td></td>
</tr>
<tr>
<td>get</td>
<td>many</td>
<td>there</td>
<td></td>
</tr>
<tr>
<td>gets</td>
<td>not</td>
<td>they</td>
<td></td>
</tr>
</tbody>
</table>

### Challenge Words

- air
- animal
- both
- know
- mammal
- warm

*Both Skill Word and Most Common Word*
Sample Resource

Game (Game Supplement)
Beat the Clock

Objective: To remember and write as many letters, slides, Blends, or three-letter words as possible in one minute.

Materials: A timer, paper, and pens or pencils.

To play: Use a timer to play all kinds of Beat the Clock games. Use any of the skills taught in the Teacher’s Manual. Set the timer for one minute, and have students write a row of as many letters, slides, Blends, words, etc. as they can think of within the time limit.

Examples: B b F f A a E e ba fa da fe ge be bl br cl sl gl dr fl run fun sun sat cat bug

Variation: Have students write as many Most Common Words as they can think of within the allotted time.

Beginning and Ending

Objective: To help students hear and determine initial and final consonant sounds.

Materials: Paper and a pen or pencil for each student. Alternatively, have students stand at the board.

To play: Have each student draw three lines on the board or on his paper, representing the three parts of a one-syllable word (_____ _____ ____). Dictate a three-letter word. For example, when working with the consonant t, dictate a word that begins with t or that ends with t. The student is to listen and write the t, either on the line representing the first letter or on the line representing the ending letter. Vary and repeat with new words. The following are examples of words that could be dictated using the consonant t:

<table>
<thead>
<tr>
<th>tub</th>
<th>rat</th>
</tr>
</thead>
<tbody>
<tr>
<td>tan</td>
<td>bat</td>
</tr>
<tr>
<td>tap</td>
<td>sat</td>
</tr>
<tr>
<td>ten</td>
<td>cat</td>
</tr>
<tr>
<td>tag</td>
<td>fat</td>
</tr>
</tbody>
</table>

Variation: Have students listen for the vowel sound and write the proper vowel on the center line.

Blends Game

Objective: To memorize Blends.

Materials: Blends Cards. (You will find the masters for these cards online at www.rhaccelerate.com.)

Preparation: Copy all of the L-Blends on one color, all of the R-Blends on a different color, and all of the S-Blends on a third color of cardstock. Then laminate the cards. Cut the individual Blends from the cardstock. Create one set of each Blend card for each pair of students. Each pair of students will need a pencil and paper.
Games

To play: The L-Blend cards are put face-down between the two players (the x side of the card facing up). Player 1 picks the cards up and fans them out so he can see the Blends, but his partner can’t. Player 2 then picks four or five cards from Player 1’s hand and puts them on the desk, in alphabetical order. Player 2 then tells Player 1 which Blends are missing. (The Player may want to write them down.) Player 1 gives Player 2 the cards for the missing Blends as they are named, and Player 2 adds them to the cards on the table in their proper order. If Player 2 doesn’t know the Blends, Player 1 shows the Blends he is holding. The stack of cards is shuffled, and the game begins again, this time with Player 2 holding the cards.

As the R- and S-Blends are learned, the additional stacks are added to the game. The teacher indicates the color to be used and the number of cards to draw.

This game is fun and rewarding. The player holding the cards has the answers and can give immediate reinforcement to the player memorizing the Blends. Playing this game two or three times each week while learning the Blends reinforces the sounds, the number, and the order of the L-, R-, and S-Blends.

Variation: This game can be adapted to include Digraphs and Murmur Diphthongs.

Build a Word

Objective: To build a word, give a definition of that word, and use it in a sentence.

Materials: 42 Sounds Cards (you will find the masters for these cards online at www.rhaccelerate.com); two containers.

To play: Have students sort the 42 Sounds Cards into vowels and consonants. Put all of the vowels in one container and all of the consonants in another. To build a word, students draw one letter from the consonant container and lay it on the table, then draw a vowel from the vowel bag and lay it to the right of the first consonant. A second consonant is then drawn and placed to the right of the vowel. Students then read the word aloud. Some words will be nonsense words, and others will be real words. Have students decide if the word is a real or a nonsense word. Have them give a definition of any real word and use it in a sentence.

Variation: When teaching Blends, have students add l, r, or s onto the consonant they draw. See if it makes a real Blend. If not, have them continue to draw until they find a Blend letter to begin a word. Add the vowel and ending sound, as explained previously.

Calling for Cards

Objective: To match as many uppercase and lowercase cards as possible; letter/sound identification.

Materials: Alphabet Cards (one set of uppercase and lowercase letters for each group of three to four players).

To play: Uppercase letters from the Alphabet Cards are placed face-up in the center of the table. Lowercase letters are dealt to the players. Players may not make a match with the letters from their hands. Instead, they must ask the other players for the letters they don’t have. For example, if Player 1 has f, m, s, and p in her hand, the player may ask any of the other players, “Do you have an a?” If the player asked does have an a,
Sample Resource

Reference Poster
<table>
<thead>
<tr>
<th>19 CONSONANT SOUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>b c/k d f g h j l m n</td>
</tr>
<tr>
<td>p (qu) r s t v w x y z</td>
</tr>
<tr>
<td>/kw/</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 SHORT VOWEL SOUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a e o u i</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 LONG VOWEL SOUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a e o u i</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 DIGRAPH SOUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>th th ch sh wh</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER DIGRAPHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>f (ph) (gn) (kn) (ck) (wr)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 MURMUR DIPHTHONG SOUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ar or er ur ir</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 SPECIAL VOWEL SOUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>au ow oo</td>
</tr>
</tbody>
</table>

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Spelling Supplement
Sample Materials
Spelling Supplement

Sample Lesson
**WEEK AT A GLANCE**

**Monday:** Pretest  
**Tuesday:** Phonetic Skill 5 in the beginning and middle of words  
**Wednesday:** Phonetic Skill 5 at the end of words (Discovery Lesson 50) and *MCWs Instruction  
**Thursday:** Spelling with -K (Discovery Lesson 52)  
**Friday:** Posttest  
*MCWs spelling instruction can occur daily or in one instructional period.

**MONDAY: PRETEST**

Pretest Spelling Lesson 13

1. dream (I had a dream last night.)
2. foam (Did you see foam in the sink?)
3. suit (Dad bought a new suit.)
4. nail (I saw a nail on the ground.)
5. speak (She does not speak very loudly.)

**Dictation Sentence**

There is a roach on the oak tree.
Suggested Activities for Student Practice

For differentiated student activities for this lesson, see Lesson 13 in the Teacher Resource Manual.

TUESDAY: INSTRUCTION AND PRACTICE

Lesson Content: Phonetic Skill 5 at the Beginning and in the Middle of Words

• (Review) Phonetic Skill 5 is: when some vowel combinations are adjacent, the second vowel is silent, and the first vowel is long.
• To improve your spelling, you can memorize the nine most common adjacent vowels:
  - Long a: ai and ay
  - Long e: ea and ee
  - Long o: oa and oe
  - Long u: ui and ue
  - Long i: ie
• There is more than one spelling for each long vowel sound that the adjacent vowel combinations represent (e.g. ai and ay both represent the long a sound). Knowing which ones to use when spelling a word depends if the sound is at the beginning, middle, or end of the word.
• These are the combinations that are usually used at the beginning or in the middle of words: ai, ea, oa, ui (e.g. aid, rain; eat, read; oat, toast; fruit, suit).
• The *ui* adjacent vowel combination is used **only in the middle** of words (e.g. *fruit, suit*), but never at the beginning of words.
• The *ee* adjacent vowel combination can also be used in the middle of words to spell the long *e* sound (e.g. *feet, need*). With only two exceptions (*eel, eek*) *ee* is not used at the beginning of words.

**WEDNESDAY: INSTRUCTION AND PRACTICE**

**Lesson Content: Phonetic Skill 5 at the End of Words**
• Remember, there is more than one spelling for each long vowel sound that the adjacent vowel combinations represent (e.g. *ai* and *ay* both represent the long *a* sound). Knowing which ones to use when spelling a word depends if the sound is at the beginning, middle, or end of the word.
• These are the adjacent vowel combinations that are used **at the end of words**: *ay, ee, oe, ue, ie* (e.g. *say, pay; see; toe, doe; blue, glue; pie, tie*).
• *Ee* is the only ending adjacent vowel combination that can also be used in the middle of words (e.g. *feet, seek*).
THURSDAY: INSTRUCTION AND PRACTICE

Lesson Content: Spelling with -K (Discovery Lesson 52)

- When /k/ is heard at the end of a word with a short vowel sound, it is spelled with -ck.
- When the /k/ sound comes after a long e vowel sound (i.e. adjacent vowels ea, and ee) spell the /k/ sound with the letter -k (e.g. speak, seek) following the pattern of Phonetic Skill 5.
- When /k/ is heard at the end of a word following the long vowel sounds for a, i, and u, the word will follow the pattern of Phonetic Skill 4, and /k/ will be spelled -ke.
- When the /k/ sound comes after a long o vowel sound with the adjacent vowel spelling oa, the /k/ sound is also spelled with -k (e.g. oak, cloak). However, long o followed by the /k/ sound is most often spelled with -ke following the pattern of Phonetic Skill 4 (e.g. joke, spoke).
- Most words that end in a short vowel and the sound /sk/ use the sk spelling of the Blend sound rather than sc (e.g. desk, ask, dusk, whisk).
- The letter k is also used when the /k/ sound in a short vowel word comes after the guardian consonant l (e.g. milk, silk) and at the end of Special Vowel Combinations -ank, -onk, -unk, and -ink (e.g. bank, honk, trunk, sink).
Most Common Words Instruction (For more information on MCWs instruction see the Teacher Resource Manual.)

Remember that MCWs are not marked until they become decodable according to lessons in the instructional sequence.

Suggested MCWs from MCWs Lists:
- List A: work (11), people (8), good (12), said (4), our (12)
- List B: new (11), very (12), only, (11), sound (11), know (11)

Note: The Most Common Words listed are suggested because they are irregularly spelled words according to what has been taught up to this point of the instruction. You may choose to include more regularly spelled words from other MCWs Lists.

Decodable words from MCWs lists that follow the pattern of Phonetic Skill 5 include: each (5), see (8), year (11), mean (13), read (15), need (15), near (18), keep (18), tree (18), seem (19), feet (20), sea (20), eat (21), hear (21), real (22), leave (22). These words can now be marked.

Vocabulary Instruction (For definitions, context sentences, and student activities, see Teacher Resource Manual Lesson 13.)

Suggested Words: squeal, glee, loan, plead, sulk
FRI DAY: POST TESTS

POSTTEST FORM A

SKILL WORDS

1. wheat (The farmer planted wheat.)
2. chain (The chain on the swing broke.)
3. street (We found the lost cat by the street.)
4. beak (What color was the beak on that bird?)
5. squeal (I heard the pig squeal in his pen.)
6. spray (We need to spray the weeds today.)
7. speak (Please speak loudly so I can hear you.)
8. glee (The little boy was filled with glee when he saw all the presents.)
9. fruit (What is your favorite fruit?)
10. soak (First, you must soak the beans in water.)

MOST COMMON WORDS- FORM A

11. work (I went to work with my dad.)
12. people (The people at the party were very nice.)
13. good (My dog is a good dog.)
14. said (Hank’s mom said he would be late.)
15. our (Have you seen our dog?)
DICTATION SENTENCES - FORM A
1. Could you see that boat sink from the beach?
2. That mean skunk will spray your feet!

Bonus Questions
1. Is the word tie a noun or a verb in the following sentence? (verb)
   I need to tie my shoelaces.
2. Write a sentence using the word sulk.

POSTTEST FORM B
SKILL WORDS
1. maid (The maid came to clean our room.)
2. peach (I ate a peach for breakfast.)
3. suit (What color is your new suit?)
4. oak (The children played under the oak tree.)
5. brain (Use your brain to answer that question.)
6. meat (Do you eat red meat?)
7. yank (I had to yank on the door to open it.)
8. rink (Can I go to the ice skating rink today?)
9. pain (He has a sharp pain in his right knee.)
10. loan (Can you loan me twenty five cents?)
MOST COMMON WORDS- FORM B

11. new (She bought a new bike with her money.)
12. sound (The train made a loud sound.)
13. very (The class behaved very well.)
14. only (He was the only one that heard me.)
15. know (How many people do you know?)

DICTATION SENTENCES - FORM B

1. Cake is best when you soak it in milk.
2. The doe will feast on weeds.

Bonus Questions

1. Is the word tie a noun or a verb in the following sentence? (noun)
   My brother’s tie is on the floor.
2. Write a sentence using the word loan.
SPelling Lesson 13: Word Bank A Skill Words

clean loaf jail wheat chain
tie quaint groan treat way
speak think soak pink trunk
flunk foe chain fruit glee
SPELLING LESSON 13: WORD BANK B SKILL WORDS

t ee th g lo at m a id s uit p ie
p ea ch y e ast f ru it g l u e o ak
c r o ak w ea k b l in k c he ek s ne ak
s pan k b r a in r ea ch t h in k l o a n
Spelling Lesson 13

MATH WORDS

each  teen  pay

SCIENCE WORDS

tree  leaf  green  fruit  sea

sea  hue  speak  brain  spleen

blue
Building Words
Review Activity 1 of Spelling Lesson 13: Phonetic Skill 5/Adjacent Vowels

42 Sounds cards (one of each for each student):
Vowels
\[
\text{a e e o u i y}
\]
Consonants
\[
\text{c d l p s t th}
\]

Skill Review
For skill information see Instructor Cards for Spelling Lesson 13

Building Words
Let’s start by spelling words with the long a sound.
1. The first word ends with the long a sound. Use three letters to spell the word say. Can you say the Pledge of Allegiance?
2. Change one letter to spell the word pay. I need money to pay for my groceries.
3. The next word starts with a blend. The word is play. It is fun to play soccer.
4. This word starts with the long a sound. Spell the word aid. Aid means to help.
5. Now let’s spell a word with the long a sound in the middle. Spell the word paid. I paid for my groceries with cash.

Now let’s spell words with the long e sound.
6. This word starts with the long e sound. Spell the word eat. What did you eat for breakfast today?
7. Ea can also be used to spell the long e sound in the middle of a word. Add one letter to spell the word seat. Stay in your seat until the movie is over.
8. This word uses ee to spell the long e sound in the middle of a word. The word is teeth. Don’t forget to brush your teeth two times a day.
9. Take away the digraph at the end of the word teeth. What is the new word? The new word is tee. A golf tee holds the golf ball still while the golfer swings at it. If you’ve ever played tee ball, you have used a tee. The shape of a tee is similar to a capital letter t. A golf tee sticks into the ground but a tee used in baseball is placed on top of the ground.
10. Change one letter in the word tee to make a new word that sounds the same but has a different meaning. The new word is tea. Alex likes to drink green tea. Often you can tell the meaning of two words that sound the same (homophones) by the way they are spelled. The word tea spelled t-e-a is a drink made from a plant.
11. Now change one letter to spell the word sea. A sea is a very large body of salt water. There are many fish in the sea.
12. Next, change the silent vowel to spell the word see. Mateo can see better now that he has glasses.

Next, we will spell words with long o.
13. Using three letters spell the word oat. Do you like oatmeal?
14. Now add one letter to make a plural. The new word is oats. Horses like to eat oats.
15. Next, spell the word oath. An oath is a promise. The knight made an oath to protect the king.
16. Spell the word coat. You will need a coat if it is cold outside.
Lesson Review 13

17. Now let’s spell a word that ends with the long o sound. Spell the word toe. I hate it when I stub my toe on something.
18. Change one letter to spell the word doe. A doe is a female deer.

Now let’s spell some words with the long u sound.
19. We will spell one word with the long u sound in the middle. The word is suit. He will need a new suit for the wedding.
20. Using four letters spell the word clue. I don’t have a clue about where the treasure is.
21. Take away one letter to spell the word cue. A cue is a reminder to do something. The actor needed a cue to enter the stage at the right time.
22. Change one letter to spell the word due. Homework is due every Friday.

Finally, let’s spell three rhyming words with the long i sound.
23. Using three letters, spell the word pie. What is your favorite kind of pie?
24. Change one letter to spell the word lie. Pinocchio’s problems started with one little lie.
25. Spell the word tie. Who taught you how to tie shoelaces?

Beat the Clock
Ask students to spell and write as many words as they can in a specific amount of time (1-5 minutes depending on the needs of your students).

Bonus: Have students write one sentence using as many words from the lesson as they can.

Transfer
Have students read words and sentences from the lesson on Building Words Transfer Card 13. Check for accuracy and automaticity.
Building Words Transfer Card
Lesson 13

Words:

- say
- pay
- play
- aid
- eat
- seat
- teeth
- tee
- tea
- sea
- see
- oat
- oath
- coat
- toe
- doe
- suit
- clue
- cue
- due
- pie
- lie
- tie

Sentences:

- Max paid for the oats with cash.
- The man wore a blue suit coat with a striped tie.
- Can you eat pie and not get it in your teeth?
Spelling Supplement

Sample Teacher Resources
Spelling Lesson 13: Phonetic Skill 5 and Spelling with -K

- When some vowel combinations are adjacent, the second vowel is silent, and the first vowel is long.
- These are the nine most common adjacent vowel combinations: ai, ay, ea, ee, oa, oe, ui, ue, ie.
- Use these combinations at the beginning or in the middle of words: ai, ea, oa, ui.
- Use these combinations at the end of words: ay, ee, oe, ue, ie. You can also use ee in the middle.
- When the /k/ sound comes after beginning or middle adjacent vowel spellings e-a, o-a, e-e, spell the /k/ sound with the letter -k.

WEEK AT A GLANCE

Monday: Pretest
Tuesday: Phonetic Skill 5 (Discovery Lesson 50)
Wednesday: Phonetic Skill 5 (Discovery Lesson 50)
Thursday: Spelling with -K (Discovery Lesson 52) and *MCW Instruction
Friday: Posttest
*MCW spelling instruction can occur daily or in one instructional period.

MOST COMMON WORDS

Most Common Word Instruction Information
(See MCWs instruction and activities on pp. ___ in this manual.)

Note: Remember that MCWs are not marked until they become decodable according to lessons in the instructional sequence.

*Suggested MCWs from MCW Lists:
   List A: work (11), people (8), good (12), said (4), our (12)
   List B: new (11), very (12), only, (11), sound (11), know (11)

*The Most Common Words listed are suggested because they are irregularly spelled words according to what has been taught up to this point of the instruction. You may choose to include more regularly spelled words from other MCW Lists.

Decodable words from MCWs lists with the Phonetic Skill 3 pattern of Phonetic Skill 5 include: each (5), see (8), year (11), mean (13), read (15), need (15), near (18), keep (18), tree (18), seem (19), feet (20), sea (20), eat (21), hear (21), real (22), leave (22). These words can now be marked.

Other MCWs: Though not yet completely decodable, words from the MCWs lists that appear to follow the pattern of Phonetic Skill 5 but are pronounced differently include: said, been, friend, great, does, read (past tense pronunciation), again, air, earth, head, idea. These words are not marked.
Vocabulary Word Instruction Information (See Vocabulary Word instruction and activities on p. ___ in this manual.)

Suggested:

squeal: (noun) a high-pitched screaming noise; *We heard my sister’s squeal of delight from down the street.*

squeal: (verb) to make a high-pitched screaming noise; *Farmer Ted’s pigs squealed all night long.*

squeal: (verb) to tattle or tell on someone; *Please don’t squeal on me for hiding Mom’s phone.*

glee: (noun) a great amount of happiness or joy; *Hank was filled with glee when he won the race.*

loan: (noun) something that is borrowed and is expected to be returned; *Hugo got a loan from his dad so he could buy a bike before Saturday.*

loan: (verb) the act of borrowing something; *Can you loan me a dollar?*

plead: (verb) to try really hard to convince someone of something important to you; *Mom, I am pleading with you to please, please, please, let me go to the party!*

sulk: (verb) to pout about something you are unhappy about but not talk about it; *Maricella has been sulking in her room ever since Mom told her that she can’t go to the party.*

PRETEST SPELLING LESSON 13

1. dream 2. foam 3. suit 4. nail 5. speak

DICTATION SENTENCE

1. There is a roach on the oak tree.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>MCW</th>
<th>SW</th>
<th>C</th>
<th>P</th>
<th>Total Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

Lesson 13 Pretest

<table>
<thead>
<tr>
<th>Lesson 13 Pretest</th>
<th>MCW</th>
<th>SW</th>
<th>M</th>
<th>C</th>
<th>P</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word List</td>
<td></td>
<td>10</td>
<td>5</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Sentence</td>
<td>4</td>
<td>4</td>
<td></td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>14</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>25*</td>
</tr>
</tbody>
</table>

MCW: Most Common Word  SW: Skill Word  M: Marking  C: Capitalization  P: Punctuation

*When comparing pretest and posttest percentages (forms A and B), multiply the number of points earned by 2.4.
POSTTEST SPELLING LESSON 13 - FORM A

SKILL WORDS

1. wheat 2. chain 3. street 4. beak 5. squeal
6. spray 7. speak 8. glee 9. fruit 10. soak

MOST COMMON WORDS Form A

11. work 12. people 13. good 14. said 15. our

DICTATION SENTENCES - Form A

1. Could you see that boat sink from the beach?

<table>
<thead>
<tr>
<th>Sentence 1</th>
<th>MCW</th>
<th>SW</th>
<th>C</th>
<th>P</th>
<th>Total Possible</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>11</td>
</tr>
</tbody>
</table>

2. That mean skunk will spray your feet!

<table>
<thead>
<tr>
<th>Sentence 2</th>
<th>MCW</th>
<th>SW</th>
<th>C</th>
<th>P</th>
<th>Total Possible</th>
</tr>
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<tr>
<td></td>
<td>1</td>
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<td>1</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

Bonus Questions

1. Is the word tie a noun or a verb in the following sentence? (verb)
   I need to tie my shoelaces.
2. Write a sentence using the word sulk.

<table>
<thead>
<tr>
<th>Lesson 13 Posttest Form A</th>
<th>MCW</th>
<th>SW</th>
<th>M</th>
<th>C</th>
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<th>Total</th>
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<td>Sentence</td>
<td>5</td>
<td>11</td>
<td></td>
<td>2</td>
<td>2</td>
<td>20</td>
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<tr>
<td>Total</td>
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<td>31</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>60</td>
</tr>
</tbody>
</table>

MCW: Most Common Word    SW: Skill Word    M: Marking    C: Capitalization    P: Punctuation
Spelling Lesson 13

POSTTEST SPELLING LESSON 13- FORM B

SKILL WORDS

1. made  2. peach  3. suit  4. oak  5. brain
6. meat  7. yank  8. rink  9. pain  10. loan

MOST COMMON WORDS Form B

11. new  12. sound  13. very  14. only  15. know

DICTATION SENTENCES - Form B

1. Cake is best when you soak it in milk.

2. The doe will feast on weeds.

Bonus Questions
1. Is the word tie a noun or a verb in the following sentence? (noun)
   My brother’s tie is on the floor
2. Write a sentence using the word loan.

<table>
<thead>
<tr>
<th>Lesson 13 Posttest Form B</th>
<th>MCW</th>
<th>SW</th>
<th>M</th>
<th>C</th>
<th>P</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Word List</td>
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<td>20</td>
<td>10</td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Sentence</td>
<td>3</td>
<td>12</td>
<td></td>
<td>2</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>32</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>59</td>
</tr>
</tbody>
</table>

MCW: Most Common Word  SW: Skill Word  M: Marking  C: Capitalization  P: Punctuation
**Suggested Differentiated Activities and Instruction for Lesson 13**

<table>
<thead>
<tr>
<th>Student Level (Based on Pretest and/or Posttest Scores)</th>
<th>Independent Practice and Application Activities</th>
<th>Direct Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above-Advanced</strong> (91-100%)</td>
<td>Writing Prompt: Opinion Cloze Passage Homework Page Vocabulary Practice</td>
<td>Guided Dictation</td>
</tr>
<tr>
<td></td>
<td>Writing Prompt: Cloze Passage STCs from Discovery Lessons 50 and 52 Homework Page Sort and Spell</td>
<td>Guided Dictation</td>
</tr>
<tr>
<td><strong>On-Mastered</strong> (80-90%)</td>
<td>Sort and Spell STCs from Discovery Lessons 50 and 52 Homework Page</td>
<td>Review of Lesson Guided Dictation Vocabulary Activity *Building Words Activity</td>
</tr>
<tr>
<td><strong>Below-Emerging</strong> (60-79%)</td>
<td>Sort and Spell STCs from Discovery Lessons 50 and 52 Homework Page</td>
<td>Review of Lesson Guided Dictation Vocabulary Activity *Building Words Activity</td>
</tr>
<tr>
<td><strong>Below-Intensive</strong> (0-59%)</td>
<td>Sort and Spell STCs from Discovery Lessons 50 and 52 Homework Page</td>
<td>Review of Lesson Guided Dictation Vocabulary Activity *Building Words Activity</td>
</tr>
</tbody>
</table>

*STCs: Student Transfer Cards
*See Review Lessons Manual

**Additional Ideas**

Silly Sentences: Ask students to create silly sentences using words that will help them remember the vowel combinations that follow Phonetic Skill 5.

*Reading Horizons Discovery™ Software*: Have students spell and prove words in the Vocabulary Word Wall.
Spelling Lesson 13

SORT AND SPELL

CLOZE PASSAGES

HOMEWORK PAGES

VOCABULARY PRACTICE
Spelling Supplement

Sample Homework
(Set A) Spelling Lesson 13: Phonetic Skill 5 And Spelling With -K

Spelling Skill: Phonetic Skill 5 is: When some vowel combinations are adjacent, the second vowel is silent, and the first vowel is long. These are the nine most common adjacent vowel combinations: ai, ay, ea, ee, oa, oe, ui, ue, ie. Use these combinations at the beginning or in the middle of words: ai, ea, oa, ui. Use these combinations at the end of words: ay, ee, oe, ue, ie. You can also use ee in the middle.

When the /k/ sound comes after beginning or middle adjacent vowel spellings e-a, o-a, e-e, spell the /k/ sound with the letter -k.

<table>
<thead>
<tr>
<th>Skill Words</th>
<th>Most Common Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>clean</td>
<td>work</td>
</tr>
<tr>
<td>wheat</td>
<td>people</td>
</tr>
<tr>
<td>groan</td>
<td>good</td>
</tr>
<tr>
<td>quaint</td>
<td>said</td>
</tr>
<tr>
<td>speak</td>
<td>our</td>
</tr>
<tr>
<td>loan</td>
<td></td>
</tr>
<tr>
<td>tie</td>
<td></td>
</tr>
<tr>
<td>way</td>
<td></td>
</tr>
<tr>
<td>soak</td>
<td></td>
</tr>
<tr>
<td>suit</td>
<td></td>
</tr>
<tr>
<td>jail</td>
<td></td>
</tr>
<tr>
<td>chain</td>
<td></td>
</tr>
<tr>
<td>fruit</td>
<td></td>
</tr>
<tr>
<td>glee</td>
<td></td>
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<tr>
<td>mail</td>
<td></td>
</tr>
</tbody>
</table>

Using words from the word bank above, complete at least 3 squares in a row. Show your work on the back of this page in the corresponding squares (e.g. if you choose to complete the activity in square 1, write your response in the grid on the back of this page in the square with the number 1). Return this page to your teacher.
Weekly Spelling Homework

Name ___________________________ Date ________

(Set B) Spelling Lesson 13: Phonetic Skill 5 And Spelling With -K

Spelling Skill: Phonetic Skill 5 is: When some vowel combinations are adjacent, the second vowel is silent, and the first vowel is long. These are the nine most common adjacent vowel combinations: ai, ay, ea, ee, oa, oe, ui, ue, ie. Use these combinations at the beginning or in the middle of words: ai, ea, oa, ui. Use these combinations at the end of words: ay, ee, oe, ue, ie. You can also use ee in the middle.

When the /k/ sound comes after beginning or middle adjacent vowel spellings e-a, o-a, e-e, spell the /k/ sound with the letter -k.

<table>
<thead>
<tr>
<th>Skill Words</th>
<th>Most Common Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>teeth</td>
<td>new</td>
</tr>
<tr>
<td>suit</td>
<td>sound</td>
</tr>
<tr>
<td>loan</td>
<td>very</td>
</tr>
<tr>
<td>croak</td>
<td>only</td>
</tr>
<tr>
<td>sneak</td>
<td>know</td>
</tr>
<tr>
<td>gloat</td>
<td></td>
</tr>
<tr>
<td>peach</td>
<td></td>
</tr>
<tr>
<td>pie</td>
<td></td>
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<tr>
<td>weak</td>
<td></td>
</tr>
<tr>
<td>boast</td>
<td></td>
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<tr>
<td>maid</td>
<td></td>
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<tr>
<td>oak</td>
<td></td>
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<tr>
<td>glue</td>
<td></td>
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<tr>
<td>cheek</td>
<td></td>
</tr>
<tr>
<td>brain</td>
<td></td>
</tr>
</tbody>
</table>

Word Bank

Spelling Tic Tac Toe

Using words from the word bank above, complete at least 3 squares in a row. Show your work on the back of this page in the corresponding squares (e.g. if you choose to complete the activity in square 1, write your response in the grid on the back of this page in the square with the number 1). Return this page to your teacher.

1. Spell and mark three skill words from the word bank.
2. Write a sentence using at least one skill word and one Most Common Word from the word bank.
3. Spell and mark three skill words from the word bank.
4. Write two skill words from the word bank that have the same vowel sound.
5. Spell and mark five skill words from the word bank.
6. Write one skill word from the word bank and draw a picture to illustrate the meaning of the word.
7. Spell and mark three skill words from the word bank.
8. Write from memory, two words in the word bank that end with the letter "k."
9. Spell and mark three skill words from the word bank.

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<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>5.</td>
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</tr>
<tr>
<td>7.</td>
<td>8.</td>
<td>9.</td>
</tr>
</tbody>
</table>
Spelling Supplement

Sample Sort and Spell
## Sorting Words with Adjacent Vowels

<table>
<thead>
<tr>
<th>Beginning of a Word</th>
<th>Middle of a Word</th>
<th>End of a Word</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>
## Discovery Spelling Lesson 13
### Sort and Spell 1

### Word Bank

<table>
<thead>
<tr>
<th>rain</th>
<th>oak</th>
</tr>
</thead>
<tbody>
<tr>
<td>road</td>
<td>suit</td>
</tr>
<tr>
<td>stay</td>
<td>eat</td>
</tr>
<tr>
<td>juice</td>
<td>pie</td>
</tr>
<tr>
<td>aim</td>
<td>beach</td>
</tr>
<tr>
<td>toe</td>
<td>teeth</td>
</tr>
<tr>
<td>stain</td>
<td>see</td>
</tr>
<tr>
<td>blue</td>
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</tr>
</tbody>
</table>

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Using the words in the Word Sort, answer the questions below.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>1. Which adjacent vowels are used at the beginning of words?</td>
<td>______</td>
</tr>
<tr>
<td>2. Which adjacent vowels are used in the middle of words?</td>
<td>______</td>
</tr>
<tr>
<td>3. Which adjacent vowels are used at the end of words?</td>
<td>______</td>
</tr>
</tbody>
</table>
Using the words in the Word Sort, fill in the blanks to complete the sentences below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do not _________ peach _________ for lunch.</td>
<td></td>
</tr>
<tr>
<td>2. The big _________ tree is at the end of the street.</td>
<td></td>
</tr>
<tr>
<td>3. Don's _________ got wet in the _________ .</td>
<td></td>
</tr>
<tr>
<td>4. The _________ made a _________ on the rug.</td>
<td></td>
</tr>
<tr>
<td>5. I hit my _________ on a rock at the _________ .</td>
<td></td>
</tr>
<tr>
<td>6. When you kick the ball, _________ for the net.</td>
<td></td>
</tr>
<tr>
<td>7. Did you brush your _________ ?</td>
<td></td>
</tr>
<tr>
<td>8. The flag is red, white, and _________ .</td>
<td></td>
</tr>
<tr>
<td>9. I _________ home when I am sick.</td>
<td></td>
</tr>
<tr>
<td>10. I will _________ you at the game.</td>
<td></td>
</tr>
<tr>
<td>Long Vowel Words</td>
<td>Short Vowel Words</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------</td>
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<tr>
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<tr>
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</table>
### Word Bank

<table>
<thead>
<tr>
<th>clock</th>
<th>ice</th>
</tr>
</thead>
<tbody>
<tr>
<td>bench</td>
<td>stay</td>
</tr>
<tr>
<td>glue</td>
<td>fruit</td>
</tr>
<tr>
<td>we</td>
<td>dog</td>
</tr>
<tr>
<td>flute</td>
<td>spine</td>
</tr>
<tr>
<td>fish</td>
<td>feed</td>
</tr>
<tr>
<td>list</td>
<td>mail</td>
</tr>
<tr>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>
Using the words in the Word Sort, answer the questions below.

1. Write a 1 next to Phonetic Skill 1 words. How many are there? _________

2. Write a 2 next to Phonetic Skill 2 words. How many are there? _________

3. Write a 3 next to Phonetic Skill 3 words. How many are there? _________

4. Write a 4 next to Phonetic Skill 4 words. How many are there? _________

5. Write a 5 next to Phonetic Skill 5 words. How many are there? _________

6. Are there more words with long vowels or short vowels? __________________
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like to eat ____________ in ____________ cream?</td>
<td></td>
</tr>
<tr>
<td>2. The gift came in the ____________</td>
<td></td>
</tr>
<tr>
<td>3. Ben can ____________ the hand back on to the ____________</td>
<td></td>
</tr>
<tr>
<td>4. Ask Mom if ____________ can have a pet ____________</td>
<td></td>
</tr>
<tr>
<td>5. ____________, I did not ____________ my meat to the ____________</td>
<td></td>
</tr>
<tr>
<td>6. I have to ____________ home when I am sick.</td>
<td></td>
</tr>
<tr>
<td>7. I like to play the ____________</td>
<td></td>
</tr>
<tr>
<td>8. Stan made a ____________ of things to get at the store.</td>
<td></td>
</tr>
<tr>
<td>9. Your ____________ is made of bones.</td>
<td></td>
</tr>
<tr>
<td>10. Greg is sitting on the red ____________ by the tree.</td>
<td></td>
</tr>
<tr>
<td><strong>Name</strong></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---</td>
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<tr>
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<table>
<thead>
<tr>
<th><strong>Word:</strong></th>
<th><strong>Part of Speech (Circle one):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>verb    noun adjective adverb</td>
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<table>
<thead>
<tr>
<th><strong>Definition:</strong></th>
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<table>
<thead>
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<th><strong>Antonym:</strong></th>
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<tr>
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<table>
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<tr>
<th><strong>Synonym:</strong></th>
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<th><strong>Picture:</strong></th>
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Spelling Supplement

Sample Cloze Passage
Sage had a plan. She _______ a glass of _______ and got her ________, ________ cloak. Then she ________ onto a pirate ship in a big ________ trunk.

After a long time, Sage lifted the lid to ________ out.

As fast as a ________, Sage jumped out of the ________.
Word Bank
Spelling with -K

trunk  peek  snuck  silk  oak

drank  blink  black  milk
Spelling Supplement

Sample Writing Prompt
Joe and his twin just got new bunk beds. If you were Joe, would you want to sleep on the top bunk bed or on the bottom bunk bed? Tell which you think is best and why.
Want to learn more?

Contact your account representative to set up a product demo, contact a current customer, or host a local event.

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