

Sample Materials

SAMPLE MATERIALS FROM THE READING HORIZONS DISCOVERY®
READING CURRICULUM AND SPELLING SUPPLEMENT



Reading Curriculum Sample Materials






Sample Lesson #1

R-Blends

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*.

Lesson Section	Time Frame	Content	Materials
Review	3-5 min. 	L-Blends	Whiteboard and marker Blends Poster
Teacher Instruction	15-20 min. 	R-Blends	Whiteboard and marker Blends Poster
Guided Practice/ Dictation	10-15 min. 	Dictation	Whiteboard space Marker and eraser for each student
Transfer/ Individual Practice	3-5 min. 	Whole Class Transfer Card	R-Blends Whole Class Transfer Cards
	Times Will Vary 	Student Transfer Cards Optional: <i>Reading Horizons Discovery® Little Books</i>	R-Blends Student Transfer Cards Optional: Corresponding <i>Reading Horizons Discovery® Little Books</i> (see www.rhaccelerate.com)
Reinforcement and Differentiation Activities	As needed	Reinforcement and Differentiation Activities	See Reinforcement and Differentiation Activities on pp. 25-26

R-Blends

Notes

Alternative review activities:

- Read corresponding *Little Books* for kindergarten Lesson 43 and/or lesson 18 as a whole class or individually. Have students identify *L*-Blends in the story.
- Using some form of projection, project the *L*-Blends Refresher from the software.
- Use the Blends Flip Chart or the Whole Class Transfer Card from Lesson 18 for review.

REVIEW



- ☰ 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*.

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.

TEACHER INSTRUCTION

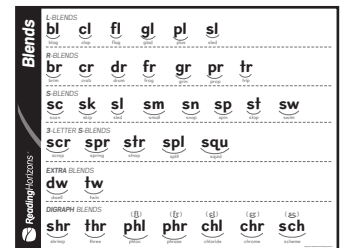


- ☰ In this lesson, you will learn the *R*-Blends. There are seven. Just like the letter *l* in an *L*-Blend, *r* is the second letter in an *R*-Blend. Alphabetically, *R*-Blends are almost the same as the *L*-Blends.

- 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:

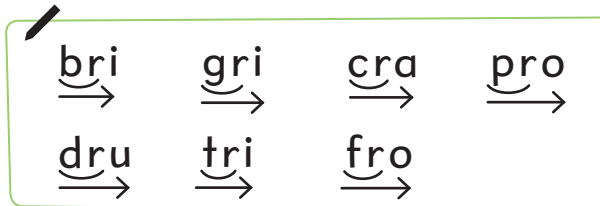
bl *cl* *fl* *gl* *pl* *sl*
br *cr* *dr* *fr* *gr* *pr* *tr*



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. (/brī/, /grī/, /cră/, /prŏ/, /drŭ/, /trī/, /frŏ/)

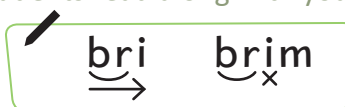
Now let's change these slides into words by adding a consonant to the end of each slide.

- 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.

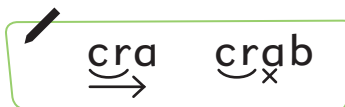
Read each slide and each word aloud with me.

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

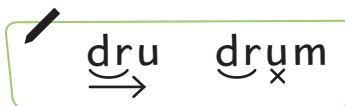
What is the word? (*brim*) Eduardo likes milk so much that he filled his glass to the *brim*.



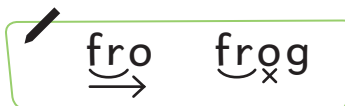
What is the word? (*crab*) A hermit *crab* makes a great pet.



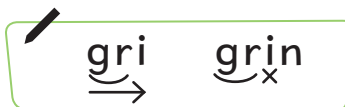
What is the word? (*drum*) Blake got a new *drum* for her band.



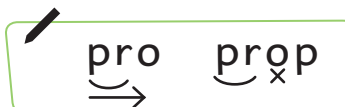
What is the word? (*frog*) A *frog* has smooth, moist skin.



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.

R-Blends

Notes

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*)

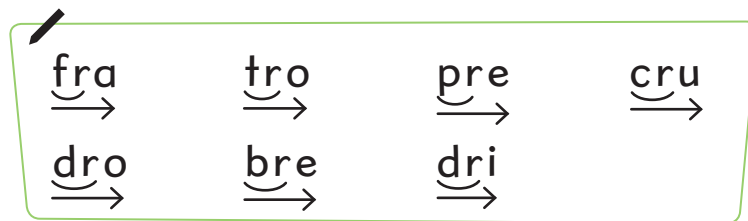
Arc the Blend.

Now mark the slide.

What is the sound? (*/cră/*)

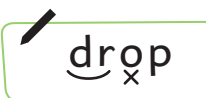
Now write the three-letter slide *g-r-i*, *g-r-i*. Draw an arc under the Blend. Mark the slide. Then say it. (*/grî/*)

Repeat with the following slides: *f-r-a*, *f-r-a* (/fră/), *t-r-o*, *t-r-o* (/trö/), *p-r-e*, *p-r-e* (/prě/), *c-r-u*, *c-r-u* (/crü/), *d-r-o*, *d-r-o* (/drö/), *b-r-e*, *b-r-e* (/brě/), *d-r-i*, *d-r-i* (/dri/).



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			

Notes

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

Notes

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:

brag	grin	trip
crib	prop	brim
drop	trap	
frog	drag	

The *Reading Horizons Discovery® Spelling Supplement* is a grade-specific curriculum designed to help teachers integrate reading and spelling instruction. For more information about how to be using this program in your 1st-3rd grade classroom, talk to your account representative.

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.

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

TRANSFER/INDIVIDUAL PRACTICE

 Times Will Vary

Transfer Cards

 3-5 min

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.

 Times Will Vary

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

 Times Will Vary

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

 Times Will Vary

Practice Pages 61-63






















<p>Name _____</p> <p>Begin with a blend, add a vowel, add a consonant, and you have a blend word.</p> <p>Lesson 19: R-Blends</p> <p>Copy and read each R-Blend slide one time. Copy and read each R-Blend word two times.</p> <p>bra _____</p> <p>fro _____</p> <p>dru _____</p> <p>gro _____</p> <p>tri _____</p> <p>Write a sentence, using a word with an R-Blend. Then read the sentence.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>61</p>	<p>Name _____</p> <p>Practice building words with R-Blends.</p> <p>Lesson 19: R-Blends</p> <p>Write each R-Blend slide. Choose one of the letters in the letter box for an ending sound. Add it to the slide to make a real word. Read the word you made. Write the word two more times. Be sure to arc each blend and mark the vowel in each word. The first word has been done for you.</p> <p>p g b</p> <p>dri dri dri dri dri</p> <p>gra _____</p> <p>fro _____</p> <p>tra _____</p> <p>gro _____</p> <p>gra _____</p> <p>62</p>	<p>Name _____</p> <p>Practice finding words with R-Blends.</p> <p>Lesson 19: R-Blends</p> <p>Color each of these seven boxes a different color.</p> <p>br cr dr fr gr pr tr</p> <p>Now find at least 19 words (four-letter words and nonsense words) that begin with these blends. The words can go up, down, across, or diagonally. Color each word to match the color of the blend it begins with.</p> <table border="1"> <tr><td>D</td><td>R</td><td>U</td><td>M</td><td>T</td><td>T</td><td>R</td><td>A</td><td>P</td></tr> <tr><td>R</td><td>X</td><td>Y</td><td>C</td><td>R</td><td>I</td><td>B</td><td>Z</td><td>R</td></tr> <tr><td>I</td><td>K</td><td>C</td><td>R</td><td>O</td><td>P</td><td>R</td><td>H</td><td>O</td></tr> <tr><td>P</td><td>J</td><td>X</td><td>I</td><td>D</td><td>R</td><td>A</td><td>F</td><td>P</td></tr> <tr><td>Y</td><td>B</td><td>Z</td><td>M</td><td>K</td><td>A</td><td>T</td><td>R</td><td>C</td></tr> <tr><td>G</td><td>R</td><td>E</td><td>P</td><td>H</td><td>M</td><td>X</td><td>O</td><td>R</td></tr> <tr><td>R</td><td>A</td><td>F</td><td>R</td><td>E</td><td>D</td><td>Y</td><td>G</td><td>U</td></tr> <tr><td>U</td><td>G</td><td>R</td><td>I</td><td>P</td><td>P</td><td>R</td><td>O</td><td>D</td></tr> <tr><td>B</td><td>R</td><td>A</td><td>M</td><td>T</td><td>R</td><td>E</td><td>P</td><td>Z</td></tr> </table> <p>63</p>	D	R	U	M	T	T	R	A	P	R	X	Y	C	R	I	B	Z	R	I	K	C	R	O	P	R	H	O	P	J	X	I	D	R	A	F	P	Y	B	Z	M	K	A	T	R	C	G	R	E	P	H	M	X	O	R	R	A	F	R	E	D	Y	G	U	U	G	R	I	P	P	R	O	D	B	R	A	M	T	R	E	P	Z
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Reinforcement and Differentiation Activities

Student Level	Reading Horizons Discovery® Little Books	Games*	Practice Pages	Reading Horizons Discovery® Software	Extended Dictation/ Practice
Below	<p>Corresponding <i>Little Books</i> from kindergarten Lesson 44 and/or from grades 1-3 Lesson 19.</p> <p></p>	<p>"Scramble"</p> <p></p> <hr/> <p>"Blends Game"</p> <p></p>	<p>pp. 61-63</p> <p></p>	<p>R-Blends Lesson</p> <p></p> <hr/> <p>Library</p> <p></p> <hr/> <p>Vocabulary Word Wall/Software Games</p> <p></p>	<p>Blends Flip Chart</p> <p></p> <hr/> <p>R-Blends Student Transfer Cards</p> <p></p>
On	<p>Corresponding <i>Little Book</i> from Lesson 19.</p> <p></p>	<p>"Scramble"</p> <p></p> <hr/> <p>"Blends Game"</p> <p></p>	<p>pp. 61-63</p> <p></p>	<p>R-Blends Lesson</p> <p></p> <hr/> <p>Library</p> <p></p> <hr/> <p>Vocabulary Word Wall/Software Games</p> <p></p>	<p>R-Blends Student Transfer Cards</p> <p></p>

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

Reinforcement and Differentiation Activities

Student Level	Reading Horizons Discovery® Little Books	Games*	Practice Pages	Reading Horizons Discovery® Software	Extended Dictation/ Practice
Above	<p>Corresponding <i>Little Book</i> from Lesson 19.</p> <p>Times Will Vary </p> <p></p>	<p>“Change That Word”</p> <p>15-20 min.  </p> <hr/> <p>“Detective”</p> <p>15 min.  </p> <p> </p>	<p>pp. 61-63</p> <p> </p>	<p>R-Blends Lesson</p> <p>20 min.  </p> <hr/> <p>Library</p> <p>Times Will Vary  </p> <hr/> <p>Vocabulary Word Wall/Software Games</p> <p>20 min.  </p>	<p>R-Blends Student Transfer Cards</p> <p>3-5 min.  </p> <p> </p> <hr/> <p>Have students create a list of R-Blend words</p> <p></p>

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

Sample Resource

R-Blends Transfer Cards

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.

1

Lesson 19: *R*-Blends

bre cra dri fro gru pro tra
bred cram drip frog grub prod trap
*brix crib drop *frod grab prep trod

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

3

Lesson 19: *R*-Blends

bra cro dru fre gri pri tre
bran crop drum Fred grip prim *tred
brim crab *drot frog grin prop trap

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

2

Lesson 19: *R*-Blends

bri cro dru fre gra pre tra
brim crop drum fret grab prep trap
*brot *crex *drig frog grip prop trot

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

4

Sample Resource

R-Blends Little Book

Fred



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.

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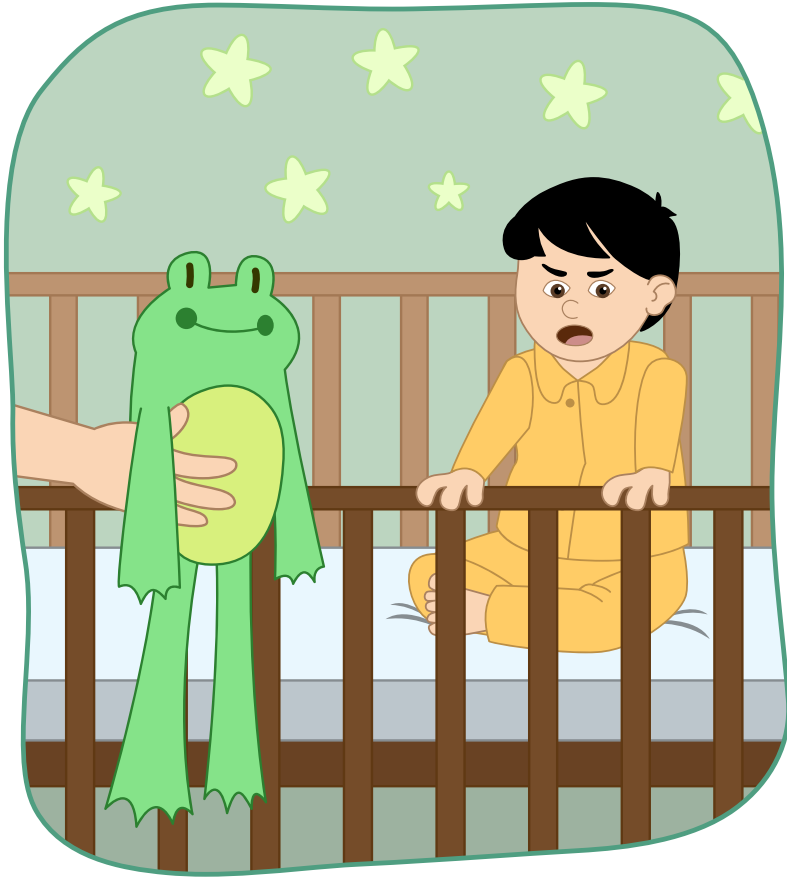
“Get in your bed, Fred,”
said Mom. But Fred did
not get out of the crib.



“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

about	said	your
all	so	
can	the	
have	then	
for	this	
if	to	
in	was	
not	what	
of	will	
on	with	
out	you	

Challenge Words

go
no
too






Sample Lesson #2

Phonetic Skill 4

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.

Lesson Section	Time Frame	Content	Materials
Review	5 min. 	Review of Phonetic Skills 1-3	Whiteboard and marker Five Phonetic Skills Poster
Teacher Instruction	15-20 min. 	Phonetic Skill 4	Whiteboard and marker Five Phonetic Skills Poster
Guided Practice/ Dictation	10-15 min. 	Dictation	Whiteboard space Marker and eraser for each student
Transfer/ Individual Practice	3-5 min. 	Whole Class Transfer Card	Phonetic Skill 4 Whole Class Transfer Card
	Times Will Vary 	Student Transfer Cards Optional: <i>Reading Horizons Discovery® Little Book</i>	Phonetic Skill 4 Student Transfer Cards Optional: Corresponding <i>Reading Horizons Discovery® Little Book</i> (see www.rhaccelerate.com)
Reinforcement and Differentiation Activities	As needed	Reinforcement and Differentiation Activities	See Reinforcement and Differentiation Activities on p. 117

Phonetic Skill 4

Notes

Alternative review activities:

- Read the corresponding *Little Book* from Lesson 42 as a whole class or individually. Have students identify words in the story that follow Phonetic Skill 3.
- Using some form of projection, project the Phonetic Skill 3 Refresher from the software.
- Play "Change That Word" (see the *Reading Horizons Discovery® Games Supplement*).
- Use the Whole Class Transfer Card from Lesson 42.

You may choose to take a moment to review the video demonstration of the Five Phonetic Skills or complete this section of your *Reading Horizons Online Professional Development Course™* at www.rhaccelerate.com.

Phonetic Skill 4 is consistent. There are only five frequently used English words that end in *e* that keep the sound of long *e*. These words are: *he*, *we*, *be*, *me*, and *she*, and they all follow Phonetic Skill 3. There are a few other multi-syllabic words in which the *e* is sounded, such as *simile* and *apostrophe*, but they are not common.

Most words that end in the sound of long *e* are really words ending in *y*, such as *baby* and *happy*. This skill is taught in Chapter 4, Lesson 64, pp. 47-54.

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

REVIEW



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

Write *c-a-b*, *c-a-b*. Prove the word. Say it. Which Phonetic Skill does it follow?

Write the word *cab*, *cab*. (*cab*, *cab*) Prove the word. Say it. Which Phonetic Skill does it follow?

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

Phonetic Skill 1: *cab*, *led*, *stop*, *trip*, *which*

Phonetic Skill 2: *mast*, *rent*, *sand*, *stomp*, *bench*

Phonetic Skill 3: *hi*, *me*, *so*, *we*, *go*

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

TEACHER INSTRUCTION



In this lesson, you will learn Phonetic Skill 4. It is another long vowel skill.

- Refer students to the Five Phonetic Skills Poster.
- Write the word *hope* on the board.

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.

hope


hope

hope



- 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? (/ō/) 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*)

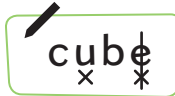
- Mark the vowel *e* with an *x*.



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? (/ū/) 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*

Notes

Phonetic Skill 4 words do not have more than one consonant between the first vowel and ending *e*. Exceptions: *waste*, *paste*, *haste*.

Make sure to draw the line through the *x*. This indicates that a vowel sound is not heard. It is silent.

Remind students to mark by moving around the word as if on a racetrack.

Remind students that long *u* can say two sounds: /ū/, as in *cute*, or /oo/, as in *zoo*.

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.

cūbe 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.

cūbe cūb

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.

cūbe cŭb*

Now what is the sound of the vowel? (*/ŭ/*) 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.*)

GUIDED PRACTICE/DICTATION



Use the following procedures to dictate or spell each word:

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

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

Continue dictation, using the 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:

bāke	quīte	nōte	bīke	spōke
wīpe	frāme	mūte	snīpe	līke
slīde	chōke	tōne	slīme	shāpe
whāle	dīme	plāte	pāve	tāke
*hābe	*thōpe	*chāte	*grūte	*plēfe

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.

<u>Phonetic Skill 1</u>	<u>Phonetic Skill 4</u>	<u>Phonetic Skill 1</u>	<u>Phonetic Skill 4</u>
-------------------------	-------------------------	-------------------------	-------------------------

h ^ö p	h ^ō pe	pl ^ä n	pl ^ā ne
c ^ü t	c ^ū te	sp ^ī t	sp ^ī te
tw ^ī n	tw ^ī ne	r ^ī p	r ^ī pe
c ^ä n	c ^ā ne	s ^ä m	s ^ā me
f ^ä d	f ^ā de	f ^ī n	f ^ī ne
p ^ē t	P ^ē te	t ^ū b	t ^ū be
c ^ä p	c ^ā pe	stri ^p	stri ^p e
sp ^ī n	sp ^ī ne		

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:

g ^ō	sh ^ē	g ^ō ld	ch ^ī ld	m ^ō st
f ^ī nd	j ^ō lt	m ^ī nd	r ^ä ck	br ^ī ck
r ^ä nc ^h	m ^ä sh	th ^ī n	t ^r oll	rang

Notes

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

Phonetic Skill 4

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	
fume	made	

The *Reading Horizons Discovery® Spelling Supplement* is a grade-specific curriculum designed to help teachers integrate reading and spelling instruction. For more information about how to be using this program in your 1st-3rd grade classroom, talk to your account representative.

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

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

TRANSFER/INDIVIDUAL PRACTICE

 Times Will Vary

Transfer Cards



Whole Class Transfer Card: Access the Phonetic Skill 4 Whole Class Transfer Card at www.rhacelerate.com to facilitate fluency through choral reading and to model proper use of Transfer Cards.



Student Transfer Cards: Distribute a Phonetic Skill 4 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 Book* (see www.rhacelerate.com). To facilitate fluency with the whole class through choral reading practice, project the *Reading Horizons Discovery® Little Book* (from the software) onto the wall. These *Little Books* are also available in print form for use in small groups or individual practice. *Little Books* can also be accessed in the software by individual students.
















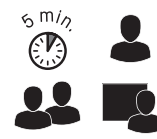









Practice Pages



Practice Pages 106-108

<p>Name _____</p> <p>Phonetic Skill 4: The first vowel is silent, making the first vowel long.</p> <p>Lesson 43: Phonetic Skill 4</p> <p>1. Work, left to right, under the word, marking Blends and vowels: x x. smile</p> <p>2. Mark the vowel e silent: smile</p> <p>3. Silent e causes the first vowel to be long. Mark the first vowel long: smile</p> <p>4. Read the word.</p> <p>Prove and read these words, using Phonetic Skill 4. The first word has been done for you.</p> <p>stone bike hide</p> <p>brave cute kite</p> <p>vote flame bone</p> <p>Write a sentence, using a Phonetic Skill 4 word. Then read the sentence.</p> <p>106</p>	<p>Name _____</p> <p>Phonetic Skill 4: The first vowel is silent, making the first vowel long.</p> <p>Lesson 43: Phonetic Skill 4</p> <p>Prove and read these Phonetic Skill 4 words. Then write each word on the line and add a silent e. Write, prove, and read each new word two times. Remember, there are no guardians with silent e! The first word has been done for you.</p> <p>fin plan hop twin slid mad dim cap</p> <p>107</p>	<p>Name _____</p> <p>Phonetic Skill 4: The first vowel is silent, making the first vowel long.</p> <p>Lesson 43: Phonetic Skill 4</p> <p>Read the sentences below. Circle the words in each sentence that follow Phonetic Skill 4 (silent e). Draw a line to match the sentence to the correct picture. The first sentence is done for you.</p> <p>As (Dave) and (Mike) came home, the (twine) on their (kite) broke.</p> <p>Snakes slide and glide in the grass and shake their rattles.</p> <p>We hope to ride the mule to the lake.</p> <p>In spite of the hot flames, Dave stopped the fire.</p> <p>108</p>
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Reinforcement and Differentiation Activities

Student Level	Reading Horizons Discovery® Little Books	Games*	Practice Pages	Reading Horizons Discovery® Software	Extended Dictation/Practice
Below	Corresponding <i>Little Books</i> from Lesson 42 and/or Lesson 43. 	"Act a Word"  ----- "Scramble" (using Phonetic Skill 4 words) 	pp. 106-108 	Phonetic Skill 4 Lesson  ----- Library  ----- Vocabulary Word Wall/Software Games 	Phonetic Skill 4 Student Transfer Cards 
On	Corresponding <i>Little Book</i> from Lesson 43. 	"Build a Word"  ----- "Lingo" 	pp. 106-108 	Phonetic Skill 4 Lesson  ----- Library  ----- Vocabulary Word Wall/Software Games 	Phonetic Skill 4 Student Transfer Cards 
Above	Corresponding <i>Little Book</i> from Lesson 43. 	"Guess It"  ----- "Spell or Dare" 	pp. 106-108 	Phonetic Skill 4 Lesson  ----- Library  ----- Vocabulary Word Wall/Software Games 	Phonetic Skill 4 Student Transfer Cards  ----- Have students create a word list to be used when playing "Guess It" 

*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.

Sample Resource

Phonetic Skill 4 Little Book

Whales



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



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.

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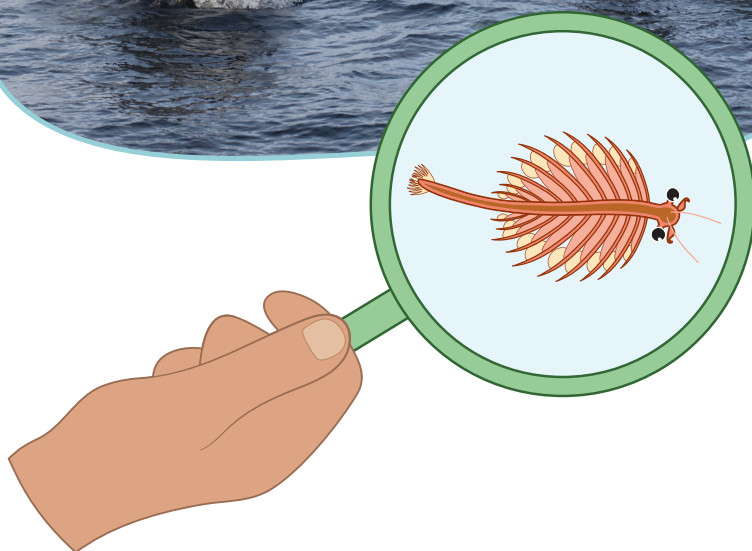
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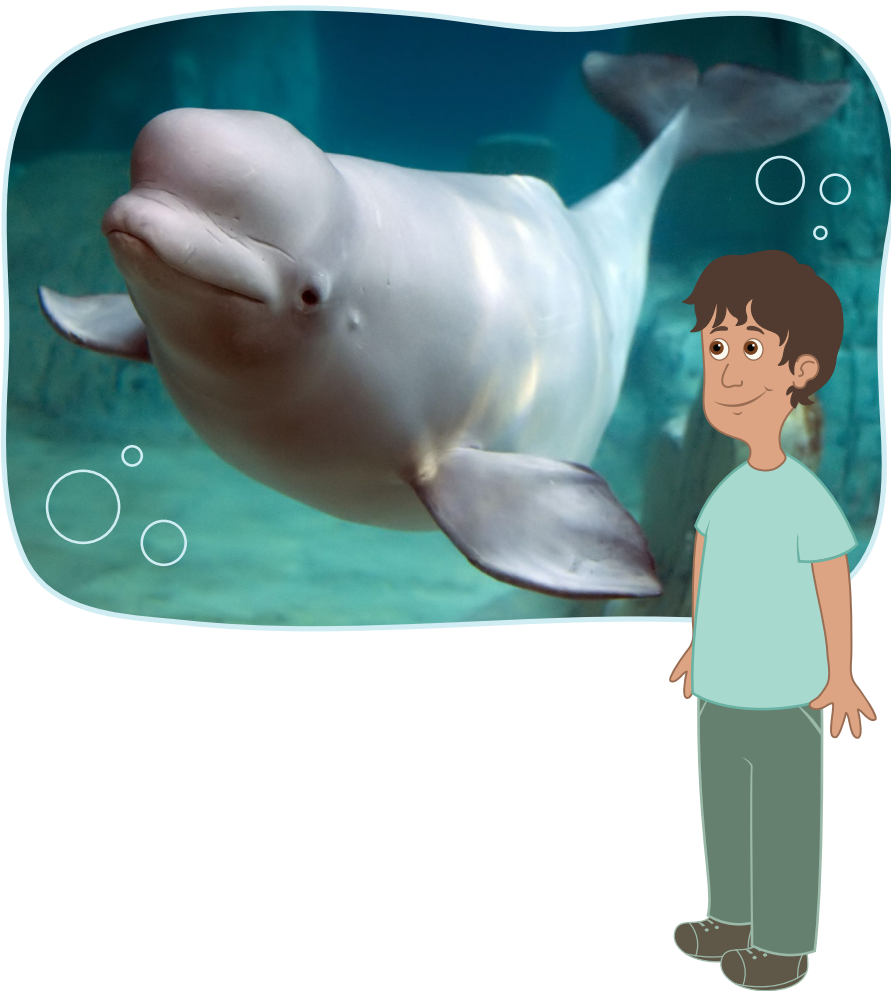
Did you know the biggest animal is the whale? Some people think the whale is a fish. But it is not. It is a mammal.



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

brine	wave
close	waves
dive	whale
fine	whales
hole	while
hope	white
like*	
make*	
time*	

Most Common Words

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

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*:

tub	rat
tan	bat
tap	sat
ten	cat
tag	fat

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

19 CONSONANT SOUNDS

b c/k d f g h j l m n
p (qu) r s t v w x y z

5 SHORT VOWEL SOUNDS

ă ě ǒ ŭ ĭ

5 LONG VOWEL SOUNDS

ā ē ō ū ī

5 DIGRAPH SOUNDS

th th ch sh wh
 that thing chip shop when

OTHER DIGRAPHS

(ph) (gn) (kn) (ck) (wr)
 phone gnat knee quick write

3 MURMUR DIPHTHONG SOUNDS

ar or er ur ir
 car storm her turn first

5 SPECIAL VOWEL SOUNDS

au aw fault, saw
ou ow out, how, slow
oi oy oil, boy
oo zoo
oo look



Spelling Supplement Sample Materials

Spelling Supplement

Sample Lesson

Spelling Lesson 13

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.

Spelling Lesson 13

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*).

Spelling Lesson 13

- 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*).

Spelling Lesson 13

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. *speck*, *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*).

Spelling Lesson 13

MOST COMMON WORD INSTRUCTION

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*

Spelling Lesson 13

FRIDAY: POSTTESTS

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?)

Spelling Lesson 13

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?)

Spelling Lesson 13

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?)

DICTIONARY 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 BANKS

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

SPELLING LESSON 13: WORD BANK B SKILL WORDS

teeth

gloat

maid

suit

pie

peach

yeast

fruit

glue

oak

croak

weak

blink

cheek

sneak

spank

brain

reach

think

loan

Spelling Lesson 13

MATH WORDS

each

teen

pay

SCIENCE WORDS

tree

leaf

green

fruit

sea

sea

hue

speak

brain

spleen

blue

Spelling Supplement

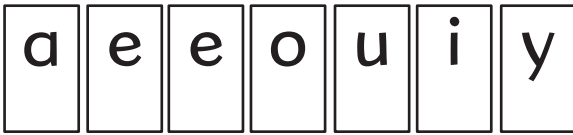
Sample Review Activity

Building Words

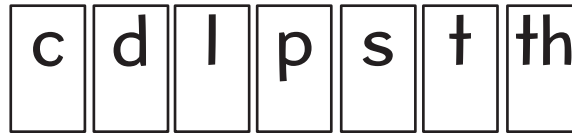
Review Activity 1 of Spelling Lesson 13: Phonetic Skill 5/Adjacent Vowels

42 Sounds cards (one of each for each student):

Vowels



Consonants



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.**

Spelling Lesson 13

VOCABULARY WORD INSTRUCTION

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.

Sentence	MCW 4	SW 4	C 1	P 1	Total Possible 10
----------	----------	---------	--------	--------	----------------------

Lesson 13 Pretest	MCW	SW	M	C	P	Total
Word List		10	5			15
Sentence	4	4		1	1	10
Total	4	14	5	1	1	25*

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

DICTIONATION SENTENCES - Form A

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

Sentence 1	MCW	SW	C	P	Total Possible
	4	5	1	1	11

2. That mean skunk will spray **your** feet!

Sentence 2	MCW	SW	C	P	Total Possible
	1	6	1	1	9

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*.

Lesson 13 Posttest Form A	MCW	SW	M	C	P	Total
Word List	10	20	10			40
Sentence	5	11		2	2	20
Total	15	31	10	2	2	60

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

DICTIONATION SENTENCES - Form B

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

Sentence 1	MCW 2	SW 7	C 1	P 1	Total 11
------------	-----------------	----------------	---------------	---------------	--------------------

2. **The** doe will feast on weeds.

Sentence 2	MCW 1	SW 5	C 1	P 1	Total 8
------------	-----------------	----------------	---------------	---------------	-------------------

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*.

Lesson 13 Posttest Form B	MCW	SW	M	C	P	Total
Word List	10	20	10			40
Sentence	3	12		2	2	19
Total	13	32	10	2	2	59

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

DIFFERENTIATED ACTIVITIES

Suggested Differentiated Activities and Instruction for Lesson 13

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

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 Supplement

Sample Homework

Weekly Spelling Homework

Name _____ Date _____

(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*.

<u>Word Bank</u>		
Skill Words		Most Common Words
clean	loan	jail
wheat	tie	chain
groan	way	fruit
quaint	soak	glee
speak	suit	mail
		work
		people
		good
		said
		our

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

1.	2.	3.
4.	5.	6.
7.	8.	9.

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*.

<u>Word Bank</u>		
Skill Words		Most Common Words
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="text-align: center;">teeth x x x</div> <div style="text-align: center;">suit</div> </div>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="text-align: center;">gloat</div> <div style="text-align: center;">peach</div> <div style="text-align: center;">pie</div> <div style="text-align: center;">weak</div> <div style="text-align: center;">boast</div> </div>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="text-align: center;">maid</div> <div style="text-align: center;">oak</div> <div style="text-align: center;">glue</div> <div style="text-align: center;">cheek</div> <div style="text-align: center;">brain</div> </div>
		<div style="display: flex; flex-direction: column; align-items: center;"> <div style="text-align: center;"><u>new</u></div> <div style="text-align: center;">sound</div> <div style="text-align: center;">very</div> <div style="text-align: center;">only</div> <div style="text-align: center;">know</div> </div>

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.

1.	2.	3.
4.	5.	6.
7.	8.	9.

Spelling Supplement

Sample Sort and Spell

Discovery Spelling Lesson 13

Sort and Spell 1

Sorting Words with Adjacent Vowels		
Beginning of a Word	Middle of a Word	End of a Word

Discovery Spelling Lesson 13

Sort and Spell 1

Word Bank

rain

oak

road

suit

stay

eat

juice

pie

aim

beach

toe

teeth

stain

see

blue

Name _____ Date _____

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

1. Which adjacent vowels are used at the beginning of words? _____

2. Which adjacent vowels are used in the middle of words? _____

3. Which adjacent vowels are used at the end of words?

Discovery Spelling Lesson 13
Sort and Spell 1
Sentences

Name _____ Date _____

Using the words in the Word Sort, fill in the blanks to complete the sentences below.

1. Do not _____ peach _____ for lunch.

2. The big _____ tree is at the end of the street.

3. Don's _____ got wet in the _____.

4. The _____ made a _____ on the rug.

5. I hit my _____ on a rock at the _____.

6. When you kick the ball, _____ for the net.

7. Did you brush your _____?

8. The flag is red, white, and _____.

9. I _____ home when I am sick.

10. I will _____ you at the game.

Discovery Spelling Lesson 13

Sort and Spell 2

Sorting Long and Short Vowel Words Phonetic Skills 1-5	
Long Vowel Words	Short Vowel Words

Discovery Spelling Lesson 13

Sort and Spell 2

Word Bank

clock	ice
bench	stay
glue	fruit
we	dog
flute	spine
fish	feed
list	mail
no	

Name _____ Date _____

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? _____

Discovery Spelling Lesson 13
Sort and Spell 2
Sentences

Name _____ Date _____

Using the words in the Word Sort, fill in the blanks to complete the sentences below.

1. Do you like to eat _____ in _____ cream?

2. The gift came in the _____.

3. Ben can _____ the hand back on to the _____.

4. Ask Mom if _____ can have a pet _____.

5. _____, I did not _____ my meat to the _____.

6. I have to _____ home when I am sick.

7. I like to play the _____.

8. Stan made a _____ of things to get at the store.

9. Your _____ is made of bones.

10. Greg is sitting on the red _____ by the tree.

Spelling Supplement

Sample Vocabulary Practice

Discovery™ Spelling Lesson 13
Vocabulary Practice

Name _____ Date _____

Word:

Part of Speech (Circle one):

verb noun adjective adverb

Definition:

Antonym:

Synonym:

Picture:

Sentence:

Spelling Supplement

Sample Cloze Passage

Discovery™ Spelling Lesson 13
Cloze Passage 1

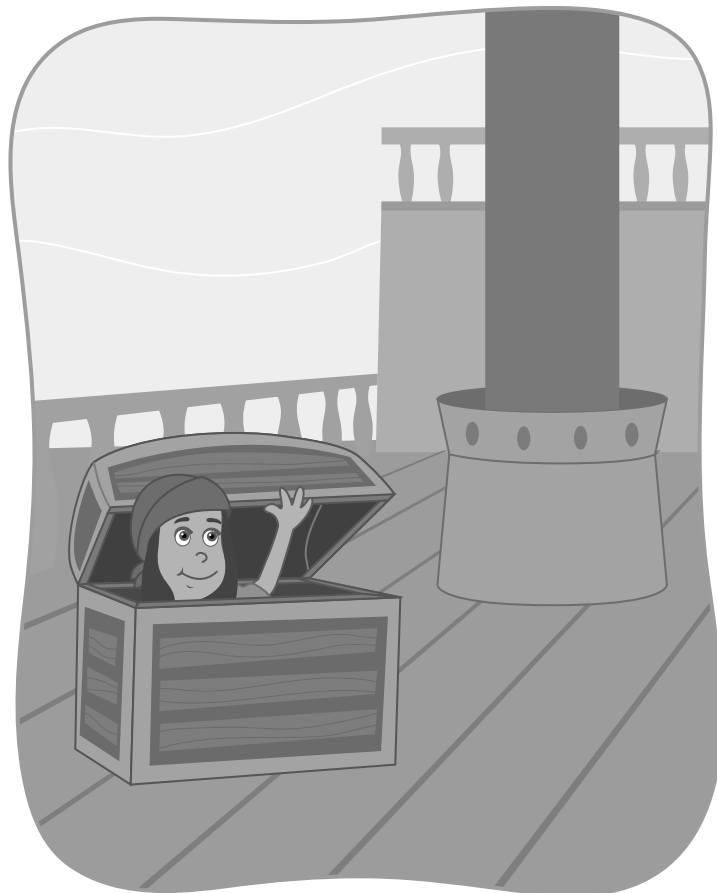
Name _____ Date _____

From *Reading Horizons Discovery™ Little Book "Sage the Pirate"*

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

Writing Prompt: Opinion

Name _____ Date _____



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.

This image shows a full page of handwriting practice paper. It contains ten identical sets of horizontal guidelines arranged vertically. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The sets are evenly spaced across the page, providing ample room for practicing letter formation and alignment. There are no margins, text, or other markings on the paper.

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1.800.333.0054