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# LESSON 1

## INTRODUCTION

This lesson will review CVC and CVCC words with short vowels, whose sounds are not as distinct as the long vowel sounds. Students will learn to mark short vowels with breves.

The "CC" in CVCC can represent a consonant team or blend. We will call these words CVCC words, although variations include CCVC, CCVCC, and VCC.

## Day One

### TEACHING OVERVIEW

*Will* and *off* have **consonant teams**, two letters that spell one sound, e.g. **ll**, **ff**. *Went* and *hand* have **consonant blends**, two or more consonant sounds blended together, e.g. **nt**, **nd**.

#### Phonics Flashcards

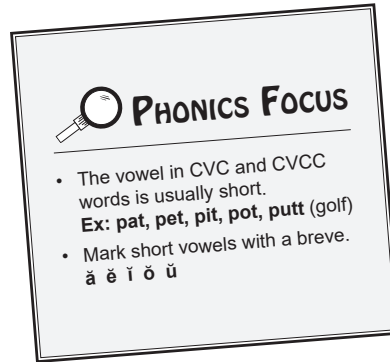
- *Phonics Focus* – short vowels (#28-31)
- *will*, *off* – **double f, l, s, z** (#50)
- *went*, *hand* – final consonant blends, **nt** (#63) **nd** (#62)

#### Classical Phonics

- short vowels (pp. 36-38), Phonics Rule #1 (p. 137)
- **double f, l, s, z** & Phonics Rule #2 (p. 137); final consonant blends (pp. 56-57)

## DEFINITIONS

1. **can** – to be able to do something; a container for food or drink
2. **let** – to be given permission
3. **will** – a word that makes a verb describe an action in the future
4. **run** – to move at a fast pace
5. **went** – past tense of *go* (to move yourself somewhere)
6. **box** – a container, usually cube-shaped
7. **sit** – to rest with legs bent
8. **hand** – the part of your body that contains your fingers
9. **off** – opposite of *on*
10. **bug** – an insect with six legs



1. can
2. let
3. will
4. run
5. went
6. box
7. sit
8. hand
9. off
10. bug

## LESSON 1



Write the CVC words.

1. can
2. let
3. run
4. box
5. sit
6. bug

Write the CVCC words that end in a double letter consonant team.

7. will
8. off

Write the CVCC words that end in a consonant blend.

9. went
10. hand

## WORD STUDY QUESTIONS

1. Which two words have the short sound of **a**? (can, hand)
2. Which two words have the short sound of **e**? (let, went)
3. Which two words have the short sound of **i**? (will, sit)
4. Which two words have the short sound of **o**? (box, off)
5. Which two words have the short sound of **u**? (run, bug)
6. Which two words end in a double-letter consonant team? (will, off)
7. Which two words end in a consonant blend of two different letters? (went, hand)
8. Do you pronounce both **f**'s in *off*? (No.)
9. Do you pronounce both **l**'s in *will*? (No.)

## GUIDED STUDENT WORK

1. Complete Day One Activity. (See box.)
2. Complete the first page of Lesson 1.

Write the words with vowel sounds that match the headings below.

Short *a*

1. can
2. hand

Short *e*

3. let
4. went

Short *i*

5. will
6. sit

Short *o*

7. box
8. off

Short *u*

9. run
10. bug

#### COLORFUL LETTERS

- ☐ Write all words in pencil with a BULLET between syllables.
- ☐ Go back and write over ...
  - ☐ vowel/vowel teams with RED
  - ☐ consonant teams/blends with BLUE
  - ☐ silent e with a SLASH
- ☐ Mark long vowels (not vowel teams) with a MACRON and short vowels with a BREVE.

1. căn
2. lět
3. wĩll
4. rũn
5. wěnt
6. bۆx
7. sīt
8. hănd
9. öff
10. bűg

## Day Two

### GUIDED STUDENT WORK

1. Complete Day Two Activity.
2. Complete the second page of Lesson 1.

#### Day Two Activity

**Missing Sounds:** On the board, write the spelling words, leaving out the vowels. Students should write the complete word on their whiteboards. Examples:

1. b \_ g (bug)
2. w \_ ll (will)
3. h \_ nd (hand)
4. b \_ x (box)

#### Day One Activity

**Spelling Sentences:** On sentence strips, make simple sentences using spelling words. Cut the words apart, keeping the last word and punctuation mark together, and put them in envelopes. Pass an envelope to each student. Ask them to read each word and put them back into the correct order for the sentence. Remind them that the beginning of a sentence starts with a capital letter and ends with a punctuation mark. Examples:

1. The bug can sit on my hand.
2. Will you run with the dog?
3. The map will fit in the box.
4. The hat fell off the bed.
5. Let the pig sit in the tub.
6. We went to the vet with the dog.

## Day Three

### GUIDED STUDENT WORK

1. Complete Day Three Activity.
2. Read "A Trip to the Lake."
3. Complete the "Spelling Sentences."
  - Each spelling word will only be used once.

#### Day Three Activity

**Word Equations:** Write "math" style equations for each spelling word. Examples:

1. pan - p + c = (can)
2. set - s + l = (let)
3. bill - b + w = (will)
4. rub - b + n = (run)
5. bent - b + w = (went)
6. fox - f + b = (box)
7. set - e + i = (sit)
8. hack - ck + nd = (hand)
9. on - n + ff = (off)
10. big - i + u = (bug)

#### A TRIP TO THE LAKE

A trip to the lake is fun. There is so much to do. You **can** ride in a boat, swim, or play on the shore. Best of all, you can fish! Get a rod, hooks, a bobber, and bait. A **bug** or worm **will** do. You will want to have a lot of bait, so keep some in a **box** for later. **Let** Mom or Dad help put your bobber and hook on your line. Get your bait and put it on your hook. Toss your hook into the lake. You may want to **sit** down. It can take time for the fish to find your bait. Watch that bobber. When it jiggles, you could have a fish. If it goes under the water, you have a fish for sure!

**SPELLING SENTENCES:** Use a spelling word to fill in the blank.

can   let   will   run   went   box   sit   hand   off   bug

1. Please turn the lights off.
2. Peg went for a ride in the car.
3. A box makes a good bed for a kitten.
4. Raise your hand to ask a question.
5. The horse will run on the track.
6. Sam has a can of soup.
7. The bird may sit on the log.
8. We will all go to the park.

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Lesson 1

## Day Four

### DICTIONATION

(See inset page for student answers.)

#### Sounds

*Say to the student:* I will say a sound and you will write the letter or letter team that spells that sound. If it is a short vowel, be sure to mark it with a breve.

1. /ă/, as in *can*, /ă/
2. /ě/, as in *let*, /ě/
3. /ĩ/, as in *sit*, /ĩ/
4. /õ/, as in *box*, /õ/
5. /ũ/, as in *run*, /ũ/

## DICTATION

### SOUNDS

- |             |             |             |
|-------------|-------------|-------------|
| 1. <u>ă</u> | 3. <u>î</u> | 5. <u>û</u> |
| 2. <u>ë</u> | 4. <u>ö</u> |             |

### SPELLING WORDS

- |                |                 |
|----------------|-----------------|
| 1. <u>sit</u>  | 6. <u>will</u>  |
| 2. <u>box</u>  | 7. <u>can</u>   |
| 3. <u>hand</u> | 8. <u>run</u>   |
| 4. <u>off</u>  | 9. <u>let</u>   |
| 5. <u>bug</u>  | 10. <u>went</u> |

### SENTENCE

The bug is off the box.

\_\_\_\_\_

\_\_\_\_\_

### Spelling Words

Say: Now I will give you a spelling word and you will write that word. I will say the word by itself and in a sentence. Only write the spelling word.

1. *Emphasize the bold words: Sit. (pause) Please sit in your desk. (pause) Sit.*
2. **Box.** Put the books back in the **box**. **Box.**
3. **Hand.** Raise your **hand** if you want to ask a question. **Hand.**
4. **Off.** The boy will jump **off** the diving board. **Off.**
5. **Bug.** A **bug** is in my soup! **Bug.**
6. **Will.** **Will** you help me? **Will.**
7. **Can.** Jessica **can** write her name neatly. **Can.**
8. **Run.** How fast can you **run**? **Run.**
9. **Let.** She will **let** her sister take a turn first. **Let.**
10. **Went.** We **went** to the movies last night. **Went.**

### Sentence

Say: Put your pencils down. I will now dictate a sentence, so listen closely. It will include one or more spelling words.

- *Emphasize the bold words: The **bug** is **off** the **box**. Pause.*
- *Now I will say the sentence again and you will repeat it after me. Say the sentence. Students repeat.*
- *Now, pick up your pencils. I will repeat the sentence one more time and you will write this sentence. Say the sentence.*

## Day Five

### FINAL TEST

Give spelling words and sentence as in "Dictation" section.

#### Spelling Words

1. **Run.** Today we **run** the race! **Run.**
2. **Sit.** Sit by me. **Sit.**
3. **Box.** My doll came in a lovely **box**. **Box.**
4. **Hand.** Your **hand** has five fingers. **Hand.**
5. **Bug.** Is that **bug** an insect? **Bug.**
6. **Let.** Don't **let** that wet dog in the house! **Let.**
7. **Can.** Can you help? **Can.**
8. **Will.** We **will** have a test on Tuesday. **Will.**
9. **Off.** Please wipe the dirt **off** your shoes. **Off.**
10. **Went.** Andrew **went** home sick. **Went.**

*Sentence: I will run.*

# LESSON 25

## INTRODUCTION

There are three basic spelling rules for adding suffixes to English words. They are tricky and should be retaught every year in grades 1-6.

There are many different ways to say these rules, but we have chosen the shortest and simplest formulation, one easy to memorize and remember. However, these short forms require more explanation and teaching to flesh out.

The three basic rules are Double, Drop, and Change. Consult the Appendix for further explanations of these rules.

This lesson covers the Double Rule, which is for CVC and CVCC short-vowel words. These are collectively called 1-1-1 words.

## Day One

### TEACHING OVERVIEW

Doubled **g** (*bigger, biggest*) remains a hard **g** even if the suffix begins with **e, i, y**.


The suffix **-ed** can have one of three sounds. It is pronounced /t/ in *dropped* and *hopped*, and /ĕd/ in *batted*. (Its third sound is /d/ as in *pinned*.)

#### Phonics Flashcards:

- *dropped, hopped, batted* – suffix **-ed** & its three sounds (#168)
- *hopping, running, batting, dropping* – suffix **-ing** (#169)

#### Classical Phonics:

- Spelling Rule #4: Double Rule (p. 137)
- three sounds of **-ed** (p. 120), **ing** (p. 47)

 **PHONICS FOCUS**

- A 1-1-1 word has one syllable, one vowel, and ends in one consonant. Ex. **sad**
- When adding a suffix that begins with a **vowel**, double the final consonant of a 1-1-1 word. Ex. **sad + er = sadder** but **sad + ly = sadly**

1. hopping
2. running
3. batting
4. dropped
5. hopped
6. biggest
7. dropping
8. bigger
9. runner
10. batted

# LESSON 25



Write the words that are the base words of the spelling list. Ask yourself three questions: Is the word one syllable? Does it have one vowel? Does it end in one consonant?

1. hop
2. run
3. bat
4. drop
5. hop
6. big
7. drop
8. big
9. run
10. bat

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Lesson 25

## DEFINITIONS

1. **hopping** – taking small jumps
2. **running** – moving at a fast pace
3. **batting** – hitting with a club
4. **dropped** – past tense of *drop* (to release quickly)
5. **hopped** – past tense of *hop* (to take small jumps)
6. **biggest** – largest
7. **dropping** – releasing something quickly
8. **bigger** – larger of two things
9. **runner** – a person who runs
10. **batted** – past tense of *bat* (to hit with a club)



Write the base word for each spelling word, then double the final consonant before adding the suffix.

1. hopping (add ing)
2. running (add ing)
3. batting (add ing)
4. dropped (add ed)
5. hopped (add ed)
6. biggest (add est)
7. dropping (add ing)
8. bigger (add er)
9. runner (add er)
10. batted (add ed)

#### COLORFUL LETTERS

- ☐ Write all words in pencil with a BULLET between syllables.
- ☐ Underline suffixes.
- ☐ For the base word, go back and write over ...
  - ☐ vowel/vowel teams with RED
  - ☐ consonant teams/blends with BLUE
  - ☐ silent e with a SLASH
- ☐ Mark long vowels (not vowel teams) with a MACRON and short vowels with a BREVE in base word only.

1. hōp•ping
2. rŭn•ning
3. băt•ting
4. drōpped
5. hōpped
6. bĭg•gest
7. drōp•ping
8. bĭg•ger
9. rŭn•ner
10. băt•ted

## GUIDED STUDENT WORK

1. Complete Day One Activity.
2. Complete the first page of Lesson 25.

### Day One Activity

**1-1-1 Words:** Write the base word for each spelling word on the board. Have students copy the base words onto a piece of paper. Calling on individual students, have them count out the 1 syllable, 1 vowel, and 1 ending consonant for each base word. On the board, in a different color than that of the base word, double the final consonant and add the ending for each word. Students should do the same on their paper with a colored pencil.

## Day Two

## GUIDED STUDENT WORK

1. Complete Day Two Activity.
2. Complete the second page of Lesson 25.
  - **Colorful Letters:** Notice the new direction (2nd bullet) and changed direction (3rd & 4th bullets). Lessons 26-30 and 33-34 have similar changes.

## WORD STUDY QUESTIONS

1. Which two words have a short **a** in the base word? (batting, batted)
2. Which two words have a short **i** in the base word? (biggest, bigger)
3. Which four words have a short **o** in the base word? (hopping, hopped, dropped, dropping)
4. Which two words have a short **u** in the base word? (running, runner)
5. Which two words begin with an **r**-blend? (dropped, dropping)
6. Which two words ending in **-ed** rhyme? (dropped, hopped)
7. Which two words ending in **-ing** rhyme? (hopping, dropping)
8. What sound does the final **-ed** make in *batted*? (/ĕd/)

### Day Two Activity

**Comparative Endings Mini Lesson:** Introduce the endings **-er** and **-est** as comparative endings.\* Explain that **-er** compares two things, while **-est** compares three or more things. On the board, draw three stick figures of increasing height. Walk students through the following example: the first figure is *tall*, the second is *taller* than the first, and the third is the *tallest* of them all. Do a couple more examples using *small*, *smaller*, *smallest* and *sad*, *sadder*, *saddest*. Do some classroom examples, e.g., Charlie is *tall*, Mark is *taller* than Charlie, and Mrs. Luse is the *tallest* of them all.

\*The **-er** in *runner* is changing the verb *run* into a noun.

# Day Three

## GUIDED STUDENT WORK

1. Complete Day Three Activity.
2. Read "Baseball."
3. Complete the "Spelling Sentences."

### Day Three Activity

#### Verb Tenses Mini Lesson:

Introduce the word endings **-ed** and **-ing** as verb endings that tell when an action happens. Explain that **-ed** shows the action happened in the past and **-ing** shows the action is still happening. Give the example, "Yesterday I talked to the class; today I am talking to the class." Remind students that yesterday's activity, *talked*, happened in the past, as noted by the **-ed** ending. Point out that today's activity, *talking*, is happening right now, as noted by the **-ing** ending. On the board, draw a grid with three columns and three rows. Label the columns *Base Word*, *-ed = past*, and *-ing = now*. In the left column, write the base words *hop*, *bat*, and *drop*, one per row. Show students how doubling the final consonant and adding the ending changes the time when each verb happens.

### BASEBALL

Baseball is played with two teams. One team is **batting** and the other fielding. The batter gets three swings at a ball thrown to him by a pitcher on the other team. If the batter hits the ball, the team in the field tries to catch it. The batter must start **running** around the bases without getting tagged by the other team.

The **biggest** problem for the batter is how fast the pitcher throws the ball. Some pitchers can throw 90 miles an hour. That's fast! If you get hit with that ball, you will be **hopping** around in pain! Once the **runner** is tagged, he is out. If the batter swings three times without hitting the ball, he is out. The batting team gets three outs, then they must trade sides and take a turn in the field.

**SPELLING SENTENCES:** Use a spelling word to fill in the blank.

hopping	batting	hopped	dropping	runner
running	dropped	biggest	bigger	batted

1. Sue dropped the napkin in the trash can.
2. The kitten batted at the ball of yarn.
3. The bunny was hopping down the pathway.
4. The rabbit hopped in the garden last week.
5. The clown kept dropping the balls when juggling.
6. The dog was running after the cat!
7. A horse is bigger than a pony.



## DICTATION

### SOUNDS

- |        |        |       |
|--------|--------|-------|
| 1. er  | 3. ed  | 5. dr |
| 2. est | 4. ing |       |

### SPELLING WORDS

- |            |             |
|------------|-------------|
| 1. bigger  | 6. dropping |
| 2. hopping | 7. dropped  |
| 3. runner  | 8. hopped   |
| 4. batting | 9. batted   |
| 5. biggest | 10. running |

### SENTENCE

The bigger boy is running.

## Day Four

### DICTATION

#### Sounds

Say: I will say a suffix and you will write that suffix.

1. /ŭr/, as in bigger, /ŭr/
2. /ĕst/, as in biggest, /ĕst/
3. /ĕd/, as in hopped, /ĕd/
4. /ing/, as in hopping, /ing/
5. Now I will say a consonant blend and you will write the letter team that spells that blend: /drŭ/, as in dropped, /drŭ/

## Spelling Words

Say: Now I will give you a spelling word and you will write the word. I will say the word by itself and in a sentence. Only write the spelling word.

1. Horses are **bigger** than ponies.
2. The bunnies are **hopping** in the garden.
3. A marathon **runner** practices every day.
4. **Batting** practice begins after school.
5. African elephants are the **biggest** land animals.
6. The leaves were **dropping** from the trees.
7. George accidentally **dropped** the plate.
8. A green frog **hopped** on the lily pad.
9. The player **batted** right-handed.
10. Trolley cars were **running** through the city.

### Sentence

Say: Finally, I will say a sentence and you will write that sentence. The sentence will include one or more spelling words.

- The **bigger** boy is **running**.

## Day Five

### FINAL TEST

#### Spelling Words

1. A rabbit **hopped** through the garden gate.
2. Joggers were **running** on the trail.
3. That **runner** is fast!
4. My kitten **batted** at the toy.
5. The player **dropped** the basketball.
6. The home team is **batting** first.
7. Birds are **dropping** twigs in their nests.
8. Kangaroos are great at **hopping**.
9. This city is **bigger** than my town.
10. Which one is the **biggest** city?

Sentence: The **runner** **batted** the ball first.