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# LESSON 1

## INTRODUCTION

CVC (consonant-vowel-consonant) words such as *cat* and *dog* were the first words students learned to read. These words can be expanded into CVCC words, where the "CC" represents either a consonant team or a consonant blend. (Variations include CCVC, CCVCC, and VCC.)

A **consonant team**, or **digraph**, is a two-letter team that represents one sound. This lesson reviews the final consonant teams **ck**, **ng**, **nk**, and **double f, l, s, z**.

All of the words in this lesson have short vowels, whose sounds are not as distinct as the long vowel sounds. Students will mark short vowels with a breve.

**Note on CK:** The final **k** in one-syllable words is spelled **ck** after a short vowel.

**Note on NG & NK:** These teams are bossy. In the same way an **r** changes the sound of the vowel it follows, **ng** and **nk** slightly change the vowels preceding them. Don't try to isolate the short vowel from the **ng** and **nk**. Rather, pronounce the vowel with the team as a complete sound: **ang, ing, ong, ung; ank, ink, onk, unk**. Remind students that in all these words, the vowel is still considered a short vowel even though it doesn't sound exactly right.

## Day One

### TEACHING OVERVIEW

*Thinks* begins with another consonant team, **th**. **Ch, sh, th, wh** are also called *h-teams*.

**Sight Words:** The **oe** in *does* spells /ū/. The **ee** in *been* spells /ī/; **oe** and **ee** are **vowel teams** (Lesson 3 Introduction).

**Note:** The **s** in *does* spells /z/. This /z/ sound should already be mastered by students at the level of *Book Two*, so *Phonics Flashcards* and *Classical Phonics* references for **s = /z/** will not be repeated after this lesson.



# LESSON 1

## Phonics Focus

- The vowel in CVC and CVCC words is usually short.  
Ex: **pat, pet, pit, pot, putt** (golf)
- Mark short vowels with a breve.  
ă ě ĭ ö ũ
- Some **consonant teams** found at the end of short-vowel words are **ck; ng; nk; double f, l, s, z**.

- |           |               |
|-----------|---------------|
| 1. sing   | <i>sing</i>   |
| 2. tell   | <i>tell</i>   |
| 3. pass   | <i>pass</i>   |
| 4. thanks | <i>thanks</i> |
| 5. king   | <i>king</i>   |
| 6. pack   | <i>pack</i>   |
| 7. ink    | <i>ink</i>    |
| 8. pick   | <i>pick</i>   |
| 9. junk   | <i>junk</i>   |
| 10. lock  | <i>lock</i>   |
| 11. long  | <i>long</i>   |
| 12. cuff  | <i>cuff</i>   |
| 13. jazz  | <i>jazz</i>   |
| 14. does  | <i>does</i>   |
| 15. been  | <i>been</i>   |

Write the words that have the sound of short ä.

- pass
- thanks
- pack
- jazz

Write the word that has the sound of short ě.

- tell

Write the words that have the sound of short ĭ.

- sing
- king
- ink
- pick

Write the words that have the sound of short ö.

- lock
- long

Write the words that have the sound of short ũ.

- junk
- cuff

Write the sight words.

- does
- been

### Phonics Flashcards:

- Phonics Focus* – short vowels (#28-31)
- thanks, does* – **th** (#53-54), **s = /z/** (#46)
- Sight Words* – **does** (#207), **been** (#201)

### Classical Phonics:

- short vowels & Phonics Rule #1 (pp. 36-38, 137); final consonant teams & Phonics Rules #2 and #3 (pp. 46-48, 137)
- s = /z/** (p. 43), **th** (p. 51)

Write the words with the consonant team *ng*.

1. sing
2. king
3. long

Write the words with the consonant team *nk*.

4. thanks
5. ink
6. junk

Write the words with the consonant team *ck*.

7. pack
8. pick
9. lock

Write the words with *double f, l, s, or z*.

10. tell
11. pass
12. cuff
13. jazz

Write the sight words.

14. does
15. been

### COLORFUL LETTERS

- Write all words in pencil with a BULLET between syllables.
- Go back and write over ...
  - vowels/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. *sīng*
2. *tĕll*
3. *päss*
4. *thănks*
5. *kīng*
6. *păck*
7. *īnk*
8. *pĭck*
9. *jŭnk*
10. *lŏck*
11. *lŏng*
12. *cŭff*
13. *jăzz*
14. *does*
15. *been*

## WORD STUDY QUESTIONS

1. Which four words have a short **a**? (pass, thanks, pack, jazz)
2. Which word has a short **e**? (tell)
3. Which four words have a short **i**? (sing, king, ink, pick)
4. Which two words have a short **o**? (lock, long)
5. Which two words have a short **u**? (junk, cuff)
6. Which four words end in double consonants? (tell, pass, cuff, jazz)
7. Which word is a plural word? (thanks)
8. How do you spell /k/ at the end of a one-syllable word with a short vowel? (**ck**)
9. Which word begins with an **h**-team? (thanks)

## GUIDED STUDENT WORK

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

### Day 1 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. s \_ ng (sing)
2. t \_ ll (tell)
3. p \_ ss (pass)
4. th \_ nks (thanks)

## DEFINITIONS

1. **sing** – to use your voice to make music
2. **tell** – to express in words
3. **pass** – to move beyond; to hand to someone
4. **thanks** – gratitude
5. **king** – a man who rules a country
6. **pack** – a group of something
7. **ink** – a pigment used in writing
8. **pick** – to choose
9. **junk** – something that isn't worth much
10. **lock** – a device used to keep something from opening
11. **long** – not short
12. **cuff** – the fabric at the end of a shirt or pants
13. **jazz** – a type of music
14. **does** – a form of *do* (to to perform)
15. **been** – past form of *be* (a verb that shows existence)

## Day Two

## GUIDED STUDENT WORK

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

### Day 2 Activity

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

1. king - k + s = (sing)
2. fell - f + t = (tell)
3. lass - l + p = (pass)
4. thinks - i + a = (thanks)

# Day Three

## GUIDED STUDENT WORK

1. Complete Day 3 Activity.
2. Read "Jazz."
3. Complete the "Spelling Sentences."
  - Each spelling word will only be used once.

### Day 3 Activity

**Spelling Riddles:** Make up riddles for each spelling word. Have students read the riddle and guess the answer from the spelling list. Examples:

1. I am the leader of a country and I wear a crown. (king)
2. I am a type of music that features brass instruments. (jazz)

# Day Four

## DICTATION

(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 *jazz*, /ă/
2. /ī/, as in *pick*, /ī/
3. /ō/, as in *lock*, /ō/

Now I will say a vowel and consonant team together. You will write the three letters that spell the sound you hear: one letter for the vowel and two for the consonant team. All the vowels are short so mark them with a breve.

4. /ɪŋ/, as in *sing*, /ɪŋ/
5. /ɔŋ/, as in *long*, /ɔŋ/
6. /ɪŋk/, as in the word *ink*, /ɪŋk/
7. /ʊŋk/, as in *junk*, /ʊŋk/
8. Finally, how do you spell /k/ at the end of a one-syllable word, as in *pack*?

## Jazz

**Long** ago, when people came from all different places to A•mer•i•ca, they didn't bring their **junk**; they brought the most im•por•tant things. This usually included some kind of instrument. People brought their songs and music from their homelands to **pass** on to their children. From this, a new kind of music that was a blend of music from two places was born in America. It's called **jazz**! Jazz is music from Africa and Europe. It began in New Orleans about 100 years ago. People there have **been** playing it ever since. You can play a jazz tune on an instrument or you can **sing** jazz. Jazz is a mix of set notes or words with long times where the notes or words are what the player feels moved to play. He **does** not follow the music. He goes with how he feels. Some of the first jazz musicians had funny names like Joe "**King**" Oliver and Jelly Roll Morton. But the most well known was Louis Armstrong. He began playing the cornet when he was only 13. **Thanks** to these men, America has a music all its own.

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

sing	pass	king	ink	junk	long	jazz	been
tell	thanks	pack	pick	lock	cuff	does	

1. Did you tell your mom about the party?
2. A king wears a crown on his head.
3. Emma helped Mom pick peaches for pies.
4. Spilled black ink is hard to clean.
5. It has been three hours since we ate breakfast.
6. Mason got the cuff of his sleeve in the paint.
7. I give thanks for my meal.
8. Don't forget to lock the door when you leave!
9. What does the bird do with the bits of string?
10. Please pack your backpack with your school supplies.

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Lesson 1

### 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: Does.* (pause) When **does** the basketball game start? (pause) **Does.**
2. **Long.** The **long** branch hung down into the water. **Long.**
3. **Pick.** Will you **pick** the strawberry or raspberry pie? **Pick.**
4. **Been.** His family has **been** on vacation since June. **Been.**
5. **King.** A **king** makes the rules in the kingdom. **King.**
6. **Cuff.** My shirt **cuff** was dirty. **Cuff.**
7. **Lock.** I forgot to **lock** my front door! **Lock.**
8. **Pack.** A **pack** of wolves is roaming the forest. **Pack.**
9. **Pass.** We will **pass** the football back and forth. **Pass.**

# Day Five

## DICTATION

### SOUNDS

- |        |          |          |
|--------|----------|----------|
| 1.   ă | 4.   ing | 7.   unk |
| 2.   ĩ | 5.   ong | 8.   ck  |
| 3.   õ | 6.   ink |          |

### SPELLING WORDS

- |           |              |
|-----------|--------------|
| 1.   does | 9.   pass    |
| 2.   long | 10.   junk   |
| 3.   pick | 11.   tell   |
| 4.   been | 12.   sing   |
| 5.   king | 13.   ink    |
| 6.   cuff | 14.   jazz   |
| 7.   lock | 15.   thanks |
| 8.   pack |              |

### SENTENCE

Will the king sing the long jazz song?

## FINAL TEST

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

### Spelling Words

1. Give **thanks** for your food.
2. I like to **sing** in the car.
3. Can you play any **jazz** music?
4. The truck hauled the **junk** away.
5. The car's **lock** is broken.
6. Will the **king** be in his castle?
7. **Does** the camera have film?
8. Her **long** hair is tied back.
9. The player will **pass** the football.
10. Please **pick** up the trash.
11. It has **been** a great year!
12. Please **pack** a snack for school.
13. The author used pen and **ink** in his book.
14. I tore my **cuff** on the fence.
15. The coach will **tell** me when it is my turn.

**Sentence:** The **king** can **sing** with the **jazz pack**.

10. **Junk.** My **junk** drawer is messy. **Junk.**
11. **Tell.** Did you **tell** your mom that you were hungry? **Tell.**
12. **Sing.** The children will **sing** in the choir. **Sing.**
13. **Ink.** I got an **ink** stain on my new shirt. **Ink.**
14. **Jazz.** **Jazz** music was playing on the radio. **Jazz.**
15. **Thanks.** Be sure to say **thanks** for the birthday gift. **Thanks.**

### 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:* Will the **king sing** the **long jazz** song? *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.*