Note to Instructor

It is important that you read this Note to Instructor in its entirety as it explains the teaching techniques that apply to subsequent chapters.

Chapter 1 covers closed syllables, short vowels, consonant blends, consonant digraphs, and short vowel signals. Lesson 1 introduces closed syllables. Lessons 2 through 6 cover short vowels, one at a time, along with basic consonant concepts. Particular care must be given to ascertain students’ mastery over the short vowel sounds because their differences are subtle and slight. Every lesson starts with single-syllable words and progresses to polysyllabic words.

The exercises in this chapter are especially important for learning-disabled students because their most common weakness in reading is blending phonograms (written representations of speech sounds) in the correct order. They also have great difficulties memorizing the short vowel sounds. The following lessons provide numerous exercises to remediate these weaknesses and spelling rules to solidify retention.

Some secondary students may already have solid knowledge of short vowels, consonant blends, and digraphs. Therefore, it may be appropriate to skip some of the early lessons, but do teach all of the lessons with syllabication rules (1, 3a, 3b, 6). Without this knowledge, students will be lost in subsequent chapters. The dictation and spelling lists can serve as pretests to determine which pages to skip and which pages to include. The skills in this chapter provide a foundation not only for thousands of Anglo-Saxon words, but also for a great majority of Latin and Greek derivatives. Research by Stanback (1992) shows that 43% of all English words contain closed syllables. Before you skip particular lessons, make sure students have complete mastery over the material.

Please help students create a Decoding Binder divided among the following sections:
1. Phonograms
2. Red words (irregular, high-frequency words)
3. Homophones
4. Homographs
5. Prefixes
6. Suffixes
7. Rules

The red words, homophones, and homographs are included in the Reading and Spelling for Mastery lists. Ask students to record words that fit the above categories in the appropriate sections.
of their binders. The phonograms that must be included are written in boldface. Tell students to write four words that illustrate every phonogram.

After students have completed a lesson, have them read all of the words and sentences again.

Lesson 1 (p. 11) introduces closed syllables. This type of syllable is called a closed syllable because the vowel is closed in by one or more consonants on the right side. The abbreviation for this syllable is cl. Copy page 11 as an overhead transparency. It may be necessary to use the transparency several times before students retain the characteristics of a closed syllable.

Ask students to answer the question, “What do these words have in common?” at, stamps, crisp, in, end, kept, job, prompt, up, club. Record the correct responses on the overhead or on the board in any order, and direct your students to take notes. Correct responses are:
1. All are one-syllable words.
2. Every word has only one vowel.
3. Every vowel is followed by one or more consonants on the right side.
   (It doesn’t matter whether there are consonants on the left side of the vowel. Many closed syllables start with vowels, in, up, ant, end)
4. All of the vowels are short.

Mark the vowels immediately after students discover that all of the vowels are short. Mark a short vowel like this: ămp, ăt. Explain that the marks above vowels are called diacritical marks. The name for a short vowel mark is breve, pronounced brév or brêv (derived from Latin brevis, which means brief). A long vowel mark is called a macron, pronounced mācron or mācron (derived from Greek makros, which means long).

Lesson 2a (p. 12) reviews the configuration of closed syllables and introduces the short a sound. This is an easy lesson. You might consider omitting it if you are teaching older students.

Lessons 2b (p. 13) and 2c (p. 14) review the short a sound and introduce beginning and ending blends.

Lesson 2d (p. 15) is a Reading and Spelling for Mastery page, consisting of a dictation and a spelling list with words that contain short a, beginning blends, and ending blends. Please assign two appropriate spelling activities for daily practice. Students must read the spelling words every day, before they begin the two activities. Ask students to write the red words in red pen or red pencil in the Decoding Binder, Red Words section. This page also includes Lesson 2f.

Lesson 2e (p. 16) teaches an alternate sound of a embedded in closed syllables. Its phonemic symbol is ô. It usually occurs in words where a is followed by the letter l, call, stall, talk, always, although. Sometimes a also says ô when it is preceded by the letter w, wasp, want, swat, swap, swamp; however, when wa is followed by the letters g, x, or ck, (glottal stops) the a is short, wag, wagon, wax, wacky, whack. (Linguistics: The letters g, x, and k are called glottal stops, which are pronounced in the back of the throat.) It is difficult to talk about a phonetic rule when it applies usually, but not always. For this reason, give students credit if they notice that a = ô when a comes before l and after w. Note: Please help students with the sentences on the lower half of Lesson 2e.

Lesson 2f (p. 15) is a Reading and Spelling for Mastery list. It is on the same page as Lesson 2d and contains words with a = ô, as well as the exception was (wûz). Some people pronounce what as wût; therefore, what could be considered another exception.

Lesson 3a (p. 17) introduces the short i sound and gives the First Rule of Syllabication: “Every syllable must have one vowel sound. A word has the same number of syllables as the number of sounded vowels.” After completing the first exercise in this lesson, please introduce the above syllabication rule and teach the following mini-lesson on the board/overhead. Say the word handbag slowly and clearly. Ask students to write down the vowels they hear (ă,ă). Call on a
volunteer to write the vowels on the board and mark them. Say the word again; and explain that handbag is a two-syllable word because we can hear two vowel sounds. Follow this procedure for these words: backpack, swift, dismiss, landing, standstill, blast, Batman, catfish, hint, sandbag, tactic. Students are now ready to do the last exercise on 3a.

Lesson 3b (p. 18) teaches the consonant digraphs sh and ch and explains the Second Rule of Syllabication: “A word with two consonants between two vowels is divided between the consonants (ad-mit, in-sist).” Exception: do not divide between consonant digraphs. Since a consonant digraph stands for a single sound, treat it as a single letter. Students will learn to apply this rule in the last exercise. Please adhere to the following steps for writing words in syllables.

Direct students to do these tasks:
• Highlight the vowels in each word and draw a red line between the medial consonants.
• Write the words in separate syllables, divided by dashes, and mark the vowels.
• Underline every word he/she is able to read. (If your teaching situation permits, help those who have not underlined all of the words.)
• When everyone is finished, ask students to raise their hands if they can read the first word.
• Once all the students raise their hands, direct the class to pronounce the word in unison when you say, “Now.” (Insist that no one says the word before you say, “Now.” Otherwise those who need remediation the most will be drowned out by those who need it the least.)
• Repeat the last two steps for each word. Pause between words to give everyone a chance to sound out the next one.
• If some students can’t read the entire word, ask a volunteer to say the first syllable and another person to say the second syllable. Students then read the word in unison.

Lesson 3c (p. 19) The consonant team ng says the sound in bring or sing. When ng comes after a, the a is not exactly short. It makes a sound that is in between short a and long a, hang, bang. Let’s call it the ang sound. The ending blend nk says ng + k rank, tank.

Lesson 3d (p. 20) introduces the consonant digraphs th, wh, and reviews ng. The second page is a crossword puzzle that reviews words with consonant digraphs.

Lesson 3e (p. 22) covers the exception of long i in closed syllables when followed by the consonants nd, ld, or gh (mind, mild, and fight).

Lesson 3f (p. 23) is a Reading and Spelling for Mastery page that consists of a dictation and a spelling list. Explain the term homophone, also commonly called homonym: two or more words have the same pronunciation, but they differ in spelling and meaning. As you introduce the words on the spelling list, write the alternate spelling of each homophone on the board or overhead, and discuss the two different definitions. Follow this procedure whenever a lesson includes homophones.

Reminder: After students have completed a lesson, have them read all of the words once again.

Lesson 4a (p. 24) introduces the short e sound, as well as the prefixes ex- and en-. Ask students to enter the prefixes and definitions in the Prefixes section of their Decoding Binders: The prefix ex- means out of, outside, away from. The prefix en- means into, onto, or within. Prefixes change the meaning of a base word. The term base word is a word that has no prefixes or suffixes. Starting with this lesson, write all prefixes on a chart that is displayed in the classroom. This prefix exercise is challenging, please help students with the difficult words.

Lessons 4b (p. 25) and 4c (p. 26) explain the short vowel signals ll, ss, ff, ck, tch, and sometimes zz. These short vowel signals usually apply to one-syllable words (spill, press, stiff, check, patch, jazz). If a one-syllable word has a prefix or a suffix, the short vowel signals continue to apply to each in the Rules section of their Decoding Binders. Mnemonic device: Jeff will catch the ball and kick it to Russ.
Lesson 4b (continued) directs students to choose missing words in common expressions. Because many students may not be familiar with all of the phrases, group work might be appropriate. Please explain the meaning of each expression.

Lesson 4d (p. 27) is a Reading and Spelling for Mastery list with short e words and short vowel signals. Please select two appropriate spelling activities for daily practice. Students must read the words every day.

Lesson 4e (p. 28) is a review of the short vowels a, i, and e. The last exercise asks students to draw pictures of the symbols for the short vowels a, i, and e (apple, igloo, elephant).

Lessons 5a (p. 29) consists of two pages. The first page introduces the short o sound and contrasts it to short e. Consider allowing students to work with a partner on the activity with the common phrases/expressions. Provide assistance when necessary. The second page covers the exception of long o in closed syllables when followed by the consonants l or st (roll, told, and most). This rule has its own exceptions such as cost and doll.

Lesson 5b (p. 31) is a Reading and Spelling for Mastery page, which consists of a dictation and a spelling list. Please follow the previously discussed procedures.

Lesson 5c (p. 32) provides a review of words with short o.

Lessons 6 (p. 33) introduce the short u sound, as well as the Third Rule of Syllabication: “Words with three consonants between two vowels are often divided after the first consonant because the other two may form a blend (hun-dred, pil-grim). When the first syllable ends with a blend or a digraph, divide after the second consonant (pump-kin, wind-mill). This rule often applies to compound words or to words that start with prefixes.
1 Closed Syllable

What do these words have in common?

at stamps crisp in end kept prompt up club

1. ________________________________________________________
2. ________________________________________________________
3. ________________________________________________________
4. ________________________________________________________

This kind of syllable is called *closed*. The abbreviation is *cl*. Why do you think it has this name?

________________________________________________________

Fold back this bottom section, or place a sheet of paper over it.

**NOTE TO INSTRUCTOR:** Please copy this page as an overhead transparency to introduce *closed* syllables. Record the following correct responses in any order.

1. All of these words have only one vowel.
2. The vowel is followed by one or more consonants on the right side.
3. The vowel is short. Mark the vowels immediately after students discover that all of the vowels are short.
4. All are one-syllable words. This type of syllable is called *closed* because the vowel is closed in by one or more consonants on the right side.
List three things that all closed syllables have in common.

1. ____________________________________________________________________________
2. ____________________________________________________________________________
3. ____________________________________________________________________________

In the next few lessons, we will discuss the short vowel sounds. All the words you will study fit the pattern of closed syllables. Let’s start with short a.

Draw an apple in the margin. Say the first sound in the word apple. You have just made a short a sound. We mark the short a sound like this: ā

Say the following words and listen to the short a sound

1. add  2. at  3. as  4. ax  5. has  6. bag  7. tan

Say the word at. Write a new word with the letter b in front of at ________. Try the letter c in front of at ________. Write four words that start with the letters h, m, p, s and end with at. __________________________________________________________

Say the word an. Write a new word with the letter c in front of an: ________. Try the letter m in front of an ________. Write five words that start with the letters b, f, r, p, t and end with an. __________________________________________________________

Say the word cap. Write six words that rhyme with cap:

___________________________________________________________________________

Say the word sad. Write six words that rhyme with sad:

___________________________________________________________________________

Say the word bag. Write five words by changing the b to these letters: n, r, s, t, w

___________________________________________________________________________
Many words have two consonants before the vowel sound. When two different consonant sounds are right next to each other, they are called a blend. Blends that come before the vowel are called beginning blends.

Read the following words to yourself. Circle or highlight the words with beginning blends. Underline the words without blends:

1. hat  5. scam  9. mad  13. pan  17. had  21. clam
2. crab  6. tag  10. swam  14. clap  18. scan  22. cab
3. map  7. blab  11. grab  15. brag  19. glad  23. snag

Within each group, draw lines from the beginning blends on the left to the short a and consonant on the right to make new words. The word segments on the right may be used more than once. Write the new words on the lines.

gl  ab  
1. __glad____________________

sl  ap  
2. ___________________________

sn  ad  
3. ___________________________

tr  
4. ___________________________

cl  an  
1. ___________________________

sc  ab  
2. ___________________________

bl  am  
3. ___________________________

       
4. ___________________________

       
5. ___________________________

       
6. ___________________________

       

cr  an  
1. ___________________________

br  ag  
2. ___________________________

sp  ab  
3. ___________________________

       
4. ___________________________

       
5. ___________________________
Many words have two different consonants after the vowel sound. This is called an ending blend.

Say the word and. Listen to the ending blend. Write the consonants l, h, b, br, and st in front of and. Then read the new words.

1. ____and 2. ____and 3. ____and 4. ____and 5. ____and

Say the word ant. Listen to the ending blend. Write the consonants r, gr, pl, sl, and sc in front of ant. Read the new words.

1. ____ant 2. ____ant 3. ____ant 4. ____ant 5. ____ant

Say the word ask. Listen to the ending blend. Write the consonants t, m, b, c, and fl in front of ask. Then read the new words.

1. ____ask 2. ____ask 3. ____ask 4. ____ask 5. ____ask

Say the word mast. Listen to the ending blend. Change the first letter to the consonants l, p, c, f, and bl. Then read the new words.

1. ____ast 2. ____ast 3. ____ast 4. ____ast 5. ____ast

Say the word camp. Listen to the ending blend. Change the first letter to the consonants r, l, d, cl, and st. Then read the new words.

1. ____amp 2. ____amp 3. ____amp 4. ____amp 5. ____amp

Compound words connect two short words to form a new word, which combines both meanings. Draw lines from the words on the left to the ones on the right to make compound words. Write them on the lines. One word on the left will be used twice.

hand nap ➩ 1. ____handbag
back man ➩ 2. __________________
crafts bag ➩ 3. __________________
cat stand ➩ 4. __________________
band pack ➩ 5. __________________

6. ______________________
Words with short a, beginning blends, and ending blends:  

\[ a=\ddot{o}, \text{ as in tall, bald, talk, want:} \]

<table>
<thead>
<tr>
<th>Dictation List</th>
<th>2d Spelling List</th>
<th>2f Spelling List</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fad</td>
<td>1. am</td>
<td>1. halt</td>
</tr>
<tr>
<td>2. mad</td>
<td>2. bag</td>
<td>2. salt</td>
</tr>
<tr>
<td>3. sat</td>
<td>3. map</td>
<td>3. calm</td>
</tr>
<tr>
<td>4. cat</td>
<td>4. man</td>
<td>4. walk*</td>
</tr>
<tr>
<td>5. flat</td>
<td>5. plan</td>
<td>5. talk*</td>
</tr>
<tr>
<td>6. drag</td>
<td>6. ask</td>
<td>6. stalk*</td>
</tr>
<tr>
<td>7. flag</td>
<td>7. band</td>
<td>7. wad</td>
</tr>
<tr>
<td>8. snag</td>
<td>8. hand</td>
<td>8. want</td>
</tr>
<tr>
<td>9. flap</td>
<td>9. stand</td>
<td>9. all</td>
</tr>
<tr>
<td>10. clap</td>
<td>10. brand</td>
<td>10. call</td>
</tr>
<tr>
<td>11. trap</td>
<td>11. has</td>
<td>11. wall</td>
</tr>
<tr>
<td>12. grab</td>
<td>12. had</td>
<td>12. fall</td>
</tr>
<tr>
<td>13. crab</td>
<td>13. have *(H)</td>
<td>13. wand</td>
</tr>
<tr>
<td>14. slam</td>
<td>14. half *</td>
<td>14. wasp</td>
</tr>
<tr>
<td>15. swam</td>
<td>15. act</td>
<td>15. swan</td>
</tr>
<tr>
<td>16. task</td>
<td>16. fact</td>
<td>16. swat</td>
</tr>
<tr>
<td>17. flask</td>
<td>17. lamp</td>
<td>17. swap</td>
</tr>
<tr>
<td>18. plant</td>
<td>18. stamp</td>
<td>18. swamp</td>
</tr>
<tr>
<td>19. draft</td>
<td>19. fast</td>
<td>19. what *</td>
</tr>
<tr>
<td>20. craft</td>
<td>20. last</td>
<td>20. was * says wuz</td>
</tr>
</tbody>
</table>

*Red words, H=homophone
Sometimes a Says ő

Do you remember what the symbol is for the short a sound? Draw it in the margin.

All of the words you have studied so far are examples of closed syllables. In some closed syllables, the letter a has a different sound. Say the following words and listen to the vowel sound.

1. all  2. ball  3. salt  4. swap  5. swat

We use the symbol ő to represent this sound. Read the following words and listen to the vowel sounds carefully. Write ő or ā next to each word.

1. draft  2. call  3. hall  4. grasp  5. small  6. ramp


13. wasp  14. gasp  15. bald  16. tall  17. halt  18. craft


Study the pattern of the above words. Pay special attention to the letters that come before and after the a in each word. When does a say ő? What is the rule?

_______________________________________________________________________

____________________________________________________________________________

The letter a also says ő when alk comes after it, as in talk. Did you notice the letter l is silent?

Use the following words in the sentences below: balk, stalking, walk

1. Don’t ____________ across the street without looking both ways.

2. Some horses ____________ when they try to jump over a hurdle.

3. The cat was ____________ a bird.
Let's discuss the short vowel i. Say the word **igloo** and listen to its first sound. You probably know that an igloo is a small hut made of snow. Draw one in the margin. Say the following words and listen to the short i sound.

1. in  2. hint  3. it  4. if  5. milk  6. fit  7. grin

Beginning blends have two consonants before the vowel; ending blends have two consonants after the vowel. Sometimes three consonants come before or after a vowel. This is called a **cluster**. We will now practice these skills with the short vowels i and a. Fill in the blanks with i or a and mark them. Make sure the words make sense.

1. sk___p  6. cl___p  11. str___ct  16. br___sk
2. f___st  7. f___ct  12. m___sk  17. tw___st
3. f___st  8. sk___mp  13. str___p  18. s___lk
5. cl___p  10. gl___nd  15. spr___nt  20. scr___pt

In the next few pages, you will learn some syllabication rules. They teach you how long words are put together. Your teacher will explain this rule and do a lesson with you.

**First Rule of Syllabication**

Every syllable must have one vowel sound. A word has the same number of syllables as the number of sounded vowels.

Compound words connect two short words to form a new word, which combines both meanings. Draw lines from the words on the left to the ones on the right to make compound words. Write the new words on the lines.

- windnip ➪ 1. __windmill___________
- lipstall ➪ 2. ______________________
- catback ➪ 3. ______________________
- pinmill ➪ 4. ______________________
- halfkin ➪ 5. ______________________
- instick ➪ 6. ______________________
- napball ➪ 7. ______________________
Consonant digraphs consist of two consonants that make a single sound, such as sh in shift and ch in chat. Note: Do not divide long words between these consonants, unless the first syllable ends with the sound of s, and the second syllable starts with the sound of h (mis-hap).

Write sh or ch in the blanks below to make real words.

1. fi____
2. _____imp
3. sta____
4. ____ill
5. cra____
6. in____
7. _____ip
8. _____ip
9. sma____
10. ___ant
11. ____in
12. _____in
13. _____alk
14. spla____
15. ____ap
16. a____
17. pin____
18. da____
19. ____ift
20. bran____

Words with more than one syllable often have several consonants where the syllables connect. Here is an important rule for dividing words into syllables.

Highlight the vowels in the words below. Draw a red line between the consonants in the middle. Then write the words in syllables, separated by dashes. Finally, mark the vowels. Do not divide between consonant digraphs; since they make one sound, treat them as one letter.

1. cat fish  
2. attach  
3. flashback  
4. brandish  
5. chipping  
6. mishmash  
7. picnic  
8. chitchat  
9. victim  
10. dishpan  

 căt – fīsh
Consonant Pairs \(ng\) and \(nk\)

The consonant pair \(ng\) says the sound you hear in \(bring\) or \(sing\). When \(ng\) comes right after \(a\), the \(a\) is not exactly short. It makes a sound that is in between the short and the long sound of \(a\). Long \(a\) says its own name. Let’s call it the \(ang\) sound. Listen to the \(ang\) sound in these words.

1. bang  
2. hang  
3. fangs  
4. rang

This in-between sound of \(a\) also occurs when \(a\) is followed by the ending blend \(nk\). The ending blend \(nk\) first says \(ng\) and then adds \(k\). Let’s call it the \(ank\) sound. Listen closely to the \(ank\) sound in the following words.

1. bank  
2. rank  
3. sank  
4. drank

Complete the words by drawing lines to the correct ending blends. The words must make sense.

\[
\begin{array}{cccc}
1. bl & a & ng & nk \\
2. fli & ng & nk & nk \\
3. sla & ng & nk & nk \\
4. cra & ng & nk & nk \\
5. swi & ng & nk & nk \\
6. dri & ng & nk & nk \\
7. fa & ng & nk & nk \\
8. bli & ng & nk & nk \\
\end{array}
\]

Sometimes you can make two words by keeping all of the consonants the same and only changing the vowels. Try \(a\) or \(i\) in the blanks to make new words and write them on the lines. The words must make sense.

1. r__nk  
2. r__ng  
3. s__nk  
4. sl__ng

Write four rhyming words for \(ink\) _______________________________________

Write four rhyming words for \(bang\) _______________________________________

Write four rhyming words for \(ring\) _______________________________________

Write four rhyming words for \(bank\) _______________________________________

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English has two more consonant digraphs (two consonants that make a single sound). They are th as in thin and wh as in whip. The digraph wh occurs in the beginning of a word or a syllable. Th can appear at the beginning, middle, or end of a word. Do not divide long words between these consonants, unless each makes its own sound.

In each group, draw lines from the word starters on the left to the consonant digraphs on the right to make real words. You may use the consonant digraphs on the right more than once. Write the new words on the lines. Please take note: These words do not start with wh: with, wing, witch, will, and wish. We will also review the digraph ng.

\[
\begin{array}{ccc}
\text{thi} & \text{th} & 1. \text{thing} \\
\text{ba} & \text{ng} & 2. \\
\text{cli} & \text{z} & 3. \\
\text{whi} & & 4. \\
\text{sla} & \text{th} & 5. \\
\text{fif} & \text{ll} & 1. \\
\text{thri} & \text{ng} & 2. \\
\text{whi} & \text{m} & 3. \\
\text{spri} & \text{ft} & 4. \\
\text{thra} & \text{p} & 5. \\
\text{thri} & \text{ng} & 1. \\
\text{whi} & \text{sh} & 2. \\
\end{array}
\]

Try to solve this scrambled puzzle:
The digraph is at the end of the first syllable. Short a is in the second syllable. It is in the sink.

\[
\text{spinhad} \quad \_ \quad \_ \quad \_ \quad \_ \quad \_ \quad \_ \quad 
\]
Write seven rhyming words for **ash**: __________________________________________

Use a dictionary to copy three words that start with these digraphs: **wh, ch** and **th**.

Use the words in the box to solve the crossword puzzle; write in pencil.

<table>
<thead>
<tr>
<th>within</th>
<th>inkling</th>
<th>grandchild</th>
<th>bathmat</th>
<th>withstand</th>
</tr>
</thead>
<tbody>
<tr>
<td>signal</td>
<td>thrilling</td>
<td>sandwich</td>
<td>fabric</td>
<td>whiplash</td>
</tr>
</tbody>
</table>

**Across**
1. You have it for lunch.
2. Has two different vowels, the digraph **th** is in the middle.
3. Same vowels, means **inside**.
4. Same vowels, it rhymes with **twinkling**.
5. Starts and ends with consonant blends, digraph is in the middle.
6. No digraphs, first vowel is **i**

**Down**
1. Has two short **a’s**
2. Has two digraphs, you might get it in a crash.
3. Starts and ends with digraphs, same vowel in each syllable.
4. No digraphs, first vowel is **a**.
3e Long i in Closed Syllables

When the letters gh follow the vowel i, they are silent and make the i long. A long i says its own name, as in the word "I". We mark long i by writing a small dash above it (ī). The vowel i is also long when followed by the letters ld or nd.

Write the letter i next to each word and mark it long or short. You may need to try both sounds, and choose the one that makes a real word. There are two exceptions: wind (correct with long or short i) and gild.

1. mind __  7. shrimp __  13. kind __  19. sigh __
2. sick __  8. light __  14. wild __  20. high __
3. right __  9. rind __  15. hind __  21. mild __
4. thrill __ 10. blind __  16. chip __  22. flight __
5. child __ 11. thing __  17. bright__  23. shrink__
6. sight __ 12. grind __  18. sling __  24. find __

Unscramble this word to solve the puzzle:

gla fhilsh:

1. It starts with the letter f and ends with the letter t.
2. The first syllable ends with a consonant digraph; the second syllable starts with the letter l.
3. You need it when it’s dark.

Write seven rhyming words for right:

______________________________________________________________________________

______________________________________________________________________________

Write six rhyming words for mind:

______________________________________________________________________________

______________________________________________________________________________

Write two rhyming words for wild:

______________________________________________________________________________
**3f Reading and Spelling for Mastery**

Words with short *i*, short *a*, and consonant digraphs:

<table>
<thead>
<tr>
<th>Dictation</th>
<th>Spelling List</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sing</td>
<td>1. did</td>
</tr>
<tr>
<td>2. string</td>
<td>2. give *</td>
</tr>
<tr>
<td>3. spring</td>
<td>3. things</td>
</tr>
<tr>
<td>4. milk</td>
<td>4. bring</td>
</tr>
<tr>
<td>5. silk</td>
<td>5. with</td>
</tr>
<tr>
<td>6. swift</td>
<td>6. wish</td>
</tr>
<tr>
<td>7. shift</td>
<td>7. will</td>
</tr>
<tr>
<td>8. bank</td>
<td>8. think</td>
</tr>
<tr>
<td>9. drank</td>
<td>9. which* (H)</td>
</tr>
<tr>
<td>10. swing</td>
<td>10. sign*</td>
</tr>
<tr>
<td>11. sang</td>
<td>11. night (H)</td>
</tr>
<tr>
<td>12. this</td>
<td>12. might (H)</td>
</tr>
<tr>
<td>13. that</td>
<td>13. right (H)</td>
</tr>
<tr>
<td>14. hang</td>
<td>14. flight</td>
</tr>
<tr>
<td>15. ship</td>
<td>15. high (H)</td>
</tr>
<tr>
<td>16. chips</td>
<td>16. mind</td>
</tr>
<tr>
<td>17. split</td>
<td>17. kind</td>
</tr>
<tr>
<td>18. blink</td>
<td>18. find</td>
</tr>
<tr>
<td>19. dish</td>
<td>19. child</td>
</tr>
<tr>
<td>20. fish</td>
<td>20. children *</td>
</tr>
</tbody>
</table>

*Red words, H = homophones*
Short e sounds just like the first letter in the word elephant. Say it several times and draw a small elephant at the bottom of this page. Read these words and listen to the short e sound.

1. elf  2. end  3. egg  4. elm  5. else  6. red  7. pen  8. desk  9. left

Do you remember what the symbol is for short i? Draw it in the margin. Write i or ĭ in the blanks to make real words. Let’s talk about the sound of qu. It says kw.

1. m__lt  5. fr__sh  9. sh__ft  13. r__st  17. dw__ll
2. sl__p  6. th__ft  10. ch__st  14. s__lf  18. squ__d
3. k__pt  7. qu__t  11. tr__p  15. st__ng  19. fl__sh
4. b__nch  8. qu__st  12. sh__lf  16. tr__nch  20. qu__z

A prefix is a group of letters that comes before a word or a syllable and changes the meaning. Draw lines from the prefixes to the words or syllables to make new words. Write them on the lines. You will use each prefix more than once.

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Base words/Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>press</td>
<td>1. <strong>express</strong>______</td>
</tr>
<tr>
<td>ex–</td>
<td>2. __________________</td>
</tr>
<tr>
<td></td>
<td>3. __________________</td>
</tr>
<tr>
<td>en–</td>
<td>4. __________________</td>
</tr>
<tr>
<td></td>
<td>5. __________________</td>
</tr>
<tr>
<td></td>
<td>6. __________________</td>
</tr>
<tr>
<td>chant</td>
<td>1. __________________</td>
</tr>
<tr>
<td>ex–</td>
<td>2. __________________</td>
</tr>
<tr>
<td></td>
<td>3. __________________</td>
</tr>
<tr>
<td>en–</td>
<td>4. __________________</td>
</tr>
<tr>
<td></td>
<td>5. __________________</td>
</tr>
</tbody>
</table>

What does the prefix ex– mean? ____________________________________________

What does the prefix en– mean? ____________________________________________
English has several short vowel signals, which come right after the short vowel. They say, "The vowel in front of me is short!" Some of the most common short vowel signals are **ll** as in *fill*, **ss** as in *miss*, **ff** as in *whiff*, and sometimes **zz** as in *jazz*. All of them have a single sound. These words do not follow the rule: *as, has, gas, was, is, if, his, us, bus, quiz, whiz,* and *yes*.

Draw lines from the word starters on the left to the short vowel signals on the right. Then write the new words on another sheet of paper. Read the new words.

1. sta          ss          5. spi          ss          9. swe          ss
2. cla          ll          6. dre          ll          10. pre          ll
3. ja           ff          7. fi           ff          11. fri          ff
4. be           zz          8. spi          zz          12. cli          zz

Use the words in the box to complete the expressions:

```
class    shell    fall    fill    miss    wall    wills    cliff    call    dress
```

1. ________ the bill
2. hit the ________
3. ________ up
4. hit or ________
5. walk on egg________
6. ________ it quits
7. ________ in love
8. a test of ________
9. a ________ act
10. a ________ hanger

Write six rhyming words for **bill**: 

________________________________________

Write five rhyming words for **call**: ____________________________________________

Write four rhyming words for **mess**: ____________________________________________

Write three rhyming words for **whiff**: ____________________________________________
Two more short vowel signals are **ck** for the **k** sound and **tch** for the **ch** sound. Please note, the letter **t** in **tch** is silent. Remember, these signals are only used right after short vowels.

Draw lines from the consonants and vowel on the left to the correct short vowel signal on the right to make real words. Write them on the lines. Read all of the words.

1. ___________ catch ___________
2. _________________________
3. _________________________
4. _________________________
5. _________________________
6. _________________________
7. _________________________
8. _________________________
9. _________________________
10. _________________________
11. _________________________

Draw lines to the correct word endings. Make sure the words make sense and follow the rule! Use short vowel signals only when they come right after the vowel.

1. bra tch
2. gli tch
3. dre tch
4. scra tch
5. pe ck
6. dri ck
7. qui ck
8. sna ck
9. ske tch
10. tra ck
11. que tch
12. tri ck
Words with short e, short a, short i, and short vowel signals:

<table>
<thead>
<tr>
<th>Dictation</th>
<th>Spelling List</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. tell</td>
<td>1. went</td>
</tr>
<tr>
<td>2. bell</td>
<td>2. them</td>
</tr>
<tr>
<td>3. sell H</td>
<td>3. that</td>
</tr>
<tr>
<td>4. mess</td>
<td>4. this</td>
</tr>
<tr>
<td>5. less</td>
<td>5. then</td>
</tr>
<tr>
<td>6. chess</td>
<td>6. class</td>
</tr>
<tr>
<td>7. then</td>
<td>7. guess *</td>
</tr>
<tr>
<td>8. tiff</td>
<td>8. well</td>
</tr>
<tr>
<td>9. sniff</td>
<td>9. still</td>
</tr>
<tr>
<td>10. fizz</td>
<td>10. quiz</td>
</tr>
<tr>
<td>11. jazz</td>
<td>11. back</td>
</tr>
<tr>
<td>12. neck</td>
<td>12. check</td>
</tr>
<tr>
<td>13. deck</td>
<td>13. wreck (H)</td>
</tr>
<tr>
<td>14. peck</td>
<td>14. quick</td>
</tr>
<tr>
<td>15. stick</td>
<td>15. stretch</td>
</tr>
<tr>
<td>16. black</td>
<td>16. scratch</td>
</tr>
<tr>
<td>17. fetch</td>
<td>17. says *</td>
</tr>
<tr>
<td>18. patch</td>
<td>18. said *</td>
</tr>
<tr>
<td>19. catch</td>
<td>19. when *</td>
</tr>
<tr>
<td>20. bench</td>
<td>20. watch *</td>
</tr>
</tbody>
</table>

* Red words, H = homophones
Do you remember what a **closed syllable** is? Closed syllables have three things in common. What are they?

1. _________________________________________________________________
2. _____________________________________________________________________
3. _____________________________________________________________________

In the last lesson, you learned the second rule of syllabication. Do you remember it? If not, here it is one more time.

**Second Rule of Syllabication**

A word that has two consonants between two vowels is divided between the consonants *(ad-mit)*. Do **not** divide between consonant digraphs.

Highlight the vowels in the words below. Then draw a red line between the consonants in the middle. Next, write the words in syllables, separated by dashes. Finally, mark the vowels. When you’re done, read the words at your teacher’s direction.

1. expand  _____êx – pänd___________________________
2. invent
3. affect
4. helmet
5. expect
6. intend
7. insect
8. trespass
9. fishnet
10. inject
11. embellish
12. establish

Draw the pictures of the prompts for short **a**, short **i**, and short **e** in the space below.
Let's discuss the short vowel o. Say the word **octopus** and listen to its first sound. You probably know that an octopus has many arms and lives in the sea. Draw one in the margin. Say the following words and listen to the short o sound.

1. on  
2. off  
3. opt  
4. rock  
5. stop  
6. lock

We will now practice the short vowel o and contrast it to the short vowel e. Fill in the blanks with o or e and mark them. Make sure the words make sense. Read the words at your teacher's direction.

1. cl___th  
2. str___ng  
3. dw___ll  
4. sp___ts  
5. fr___g  
6. h___nk

7. fl___ss  
8. d___ll  
9. c___st  
10. b___ch

11. sh___ck  
12. qu___st  
13. cr___ss  
14. cr___ss  
15. bl___nd  
16. bl___nd

17. st___ck  
18. fr___st  
19. cl___ck  
20. st___mp  
21. pr___mpt  
22. f___lt

23. bl___ck  
24. str___tch

Read the words in the box and use them to complete the phrases or expressions:

**boss lock pop socks log strong shop dots clock hop doll lost**

1. Stop the _________.  
2. ________ till you drop.  
3. Knocks your ________ off  
4. ________ to it.  
5. She is a _________.  
6. ________ as an ox

7. Connect the _________.  
8. ________ on.  
9. You’re the _________.  
10. He ________ his senses.  
11. ________ the question  
12. They walk in ________ step.

Write five rhyming words for these examples:

1. **log**  
2. **block**  
3. **stop**  
4. **not**
Sometimes you can make several words by keeping all of the consonants the same and only changing the vowels. Let's see how many words you can make by changing the vowels. Use a, i, e, and o. The words must make sense.

1. b__nd (4) _______________________________________________________
2. ch__mp (3) _______________________________________________________
3. l__ft (3) _______________________________________________________
4. ch__p (3) __________ _______________________________________________
5. st__ck (3) _______________________________________________________
6. m__ss (4) _______________________________________________________
7. l__st (4) _______________________________________________________
8. bl__nd (4) _______________________________________________________
9. fl__p (3) _______________________________________________________
10. fl__ck (4) _______________________________________________________ 

Do you remember the picture prompt for the short o sound? Draw it in the margin.

Write all of the short vowel signals you have studied and add an example for each:

_____________________________________________________________________________
________________________________________________________
_____________________________________________________________________________

In some closed syllables the vowel o is not short. Sometimes o is long, even though it is the only vowel in the syllable. A long vowel says its own name. Therefore, long o sounds like the first sound in the word old. We mark a long vowel by writing a small line above it:  ō.

Read these words and listen carefully to the vowel sounds. Write ō or ō next to each word.

1. most ___ 5. roll ___ 9. told ___ 13. host ___
2. slosh ___ 6. broth ___ 10. poll ___ 14. cold ___
3. post ___ 7. prom ___ 11. sold ___ 15. fold ___
4. song ___ 8. bold ___ 12. cot ___ 16. scold ___

Study words 1-16. When does o have a long vowel sound in closed syllables?
5b Reading and Spelling for Mastery

Short o with blends, digraphs, short vowel signals, and some long o sounds:

<table>
<thead>
<tr>
<th>Dictation List</th>
<th>Spelling List</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. dock</td>
<td>1. clock</td>
</tr>
<tr>
<td>2. lock</td>
<td>2. stock</td>
</tr>
<tr>
<td>3. rock</td>
<td>3. block</td>
</tr>
<tr>
<td>4. sock</td>
<td>4. socks</td>
</tr>
<tr>
<td>5. plot</td>
<td>5. cloth</td>
</tr>
<tr>
<td>6. frog</td>
<td>6. month *</td>
</tr>
<tr>
<td>7. smog</td>
<td>7. front *</td>
</tr>
<tr>
<td>8. drop</td>
<td>8. from *</td>
</tr>
<tr>
<td>9. stop</td>
<td>9. cross</td>
</tr>
<tr>
<td>10. long</td>
<td>10. long</td>
</tr>
<tr>
<td>11. fond</td>
<td>11. along</td>
</tr>
<tr>
<td>12. blond</td>
<td>12. strong</td>
</tr>
<tr>
<td>13. chomp</td>
<td>13. post</td>
</tr>
<tr>
<td>14. stomp</td>
<td>14. most</td>
</tr>
<tr>
<td>15. toss</td>
<td>15. almost</td>
</tr>
<tr>
<td>16. boss</td>
<td>16. roll * (H)</td>
</tr>
<tr>
<td>17. cost</td>
<td>17. comb*</td>
</tr>
<tr>
<td>18. lost</td>
<td>18. old</td>
</tr>
<tr>
<td>19. frost</td>
<td>19. told</td>
</tr>
<tr>
<td>20. broth</td>
<td>20. sold</td>
</tr>
</tbody>
</table>

*Red words, H = homophone
5c Review of Short o

Read the words in the box to solve the crossword puzzle. Underline the words you can read and ask for help with the rest. Your teacher will help you read the clues. Use a pencil!

chopsticks softball bobsled snapshot liftoff cobweb hopscotch watchdog

Across
1. It’s like the letter x.
2. Small cars
3. You need it for crossing the street.
4. You eat with them.
5. It’s a kind of picture
6. When a rocket rises
7. A nice glass
8. A game with teams
9. A kind of drink

Down
1. An animal
2. A children’s game
3. It’s used to time someone.
4. A spider makes it.
5. Hunters used it.
6. A winter sport
7. The opposite of top

[Crossword puzzle grid image]
Short $u$, Third Rule of Syllabication

Let's discuss the short vowel $u$. Say the word *umbrella* and listen to its first sound. Draw an umbrella at the top of this page. Then read the following words and listen to the short $u$ sound.

1. up 2. us 3. until 4. bug 5. luck 6. fun

We will now practice the short vowel $u$ and contrast it to the short vowel $o$. Fill in the blanks with short $u$ or short $o$ and mark them. Make sure the words make sense.

1. dr___m 7. g___lp 13. c___st 19. cr___nch
2. br___sh 8. sk___nk 14. h___nk 20. h___lk
3. ch___p 9. st___mp 15. h___nk 21. cl___tch
4. cr___st 10. st___mp 16. gl___t 22. scr___b
5. s___lk 11. tr___t 17. str___ck 23. cr___ss
6. fl___sh 12. shr___g 18. pl___p 24. shr___b

**Third Rule of Syllabication**

Words with three consonants between two vowels are often divided after the first consonant because the other two may form a blend (*con-trast, sub-tract*). When the first syllable ends with a blend or digraph, divide after the second consonant (*trans-mit*).

Highlight the vowels in the words below. Draw a red line between the syllables. Then write the words in syllables, separated by dashes. Finally, mark the vowels.

1. hund red
2. hus band
3. gum drop
4. un pack
5. trump et
6. pump kin
7. sub tract
8. con duct
9. un plug