

Wilson Foundations

Level 2

Summary

WILSON SUMMARY

***Please don't feel overwhelmed by the amount of information. As we've learned over the course of the school year, you just build one layer at a time, one step at a time....Just take one unit, look at the words and sentences in the resource pages for those words and be the one to walk your child through the new concept. YOU CAN DO IT!!!!!! It's good to stretch your brain and keep it learning new things!!!!

Wilson Language *Fundations*~Level 2

UNIT 1:

Tap fingers and drag the sounds together. Do NOT tap trick (sight) words. Tapping helps students identify the sounds in each word, helps them to spell and blend.

Digraphs – these consonants stick together to form one sound....wh (only at the beginning of a word), sh, ch, th, and ck (only found at the end of a word). You only tap once for the digraph sound. When marking a word, you UNDERLINE the DIGRAPH. The single line reminds us that it makes a single sound.

Blends – 2 or more consonants together, each making its own sound. These sounds can be pulled apart. Blends can appear before or after a vowel. A word can have 2 blends like slump. When you mark a word with a blend, each letter gets a separate underline since you hear its own sound. Blends can have 3 letters in it, like scr.

You may also have a digraph followed by a blend. The digraph makes one sound. The letters in the blend each make their own sound. (Example – lunch, drench)

/k/ sound can be spelled c, k, or ck. Ck is used at the end of a word right after a short vowel. C is almost always used in the beginning of words. K should only be used before e,i, or y.

Syllables – Words have parts that go together called syllables. A syllable is part of a word that can be pushed out in one breath. There are 6 kinds of syllables.

The first one we learn is called a closed syllable. It has one vowel only and must be closed in by at least one consonant. A closed syllable gives the vowel the short sound. In marking a closed syllable, you draw a scoop under it and mark a letter “C” beneath the scoop. Then you put the breve (short mark) above the vowel.

CODING PRACTICE:

shred

pinch

flash

flock

bath

cloth

căt

flăsh

whîp

lăst

quîlt

bŭnch

străp

PRACTICE WORDS AND SENTENCES:

- Words with 3 sounds:
rash, kid, nod, path, much, sob, Beth, red, chat, yip, dug, fish, jet
- Words with 4 sounds:
sent, must, jump, trash, bench, went, gulp, munch, brush, chimp, shred, chest
- Words with 5 or 6 sounds:
scrap, strap, crust, brunch, blend, stump, trust, split, sprint
- Words with /k/ sound:
cup, kick, pack, sock, click, pluck, milk, silk, kept, crib, chuck, dock, deck, stick, crash, crunch
- Nonsense words:
lish, mult, quig, zath, nupt, quen, vack, gez, dask, yent
- Sentences:
Did the duck quack?
Mom had to rush to get the pup to the vet.
We had lunch by the pond.
Ask if we can skip the quiz.
Dad went west on his trip.
The duck will blend in with the flock.

UNIT 2:

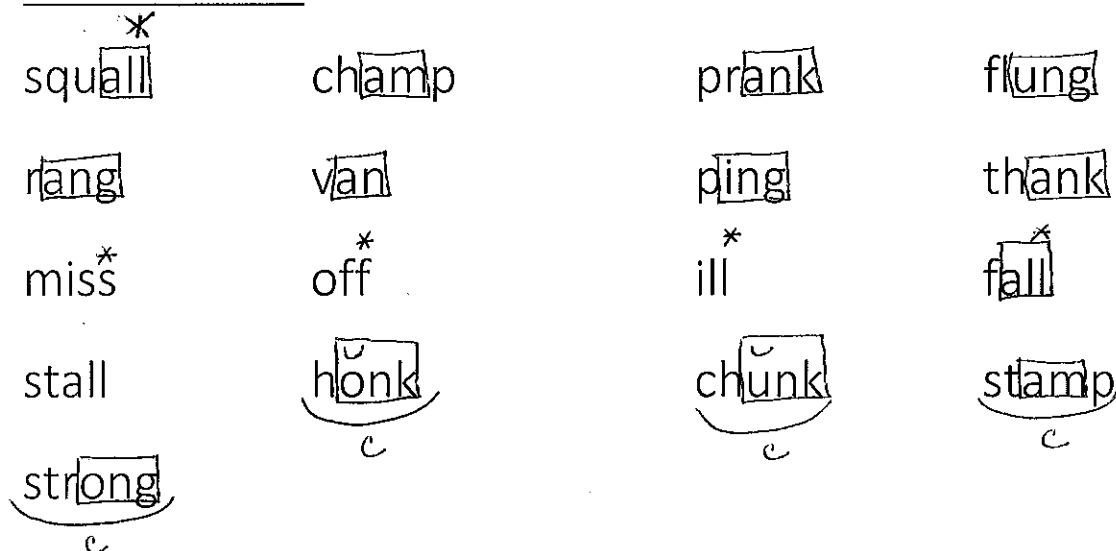
Bonus letters – If f, l, and s...come immediately after the vowel, they are doubled and are called bonus letters. The second letter does not get a tap or make a sound. If the f, l, or s is part of a blend, a bonus letter is not added. The letter z usually is a bonus letter too. When marking these letters, you put a star above the repeated letter.

Glued sounds - all, am, an, ang, ing, ong, ung, ank, ink, onk, unk....These are called glued sounds because there is more than one sound, but they are glued together very closely. You TAP the word by “gluing” as many fingers together as there are sounds, so for the word “fall”, you would tap one for the f and then you would tap the middle and ring fingers glued together for the “all”. To MARK these sounds, you BOX them in. These all have key words for the students to use to help them remember.

Try to make the /n/ or /m/ sound with your nose pinched! You can’t do it. These are nasal sounds...they come out of your nose! They sometimes change the sound of the vowel a little bit which is why we combine and name them “glued sounds”. That makes it easier to read and spell words; when they recognize these combinations.

R-Controlled Vowels – An r-controlled vowel is a vowel followed by an r. The r is very bossy and changes the sound of the vowel. The students have keywords to help them remember the sounds of the r-controlled vowels. At this point, they are just being introduced to them, not expected to spell them yet.

CODING PRACTICE:



PRACTICE WORDS AND SENTENCES:

- Bonus letter words:
chess, spill, grass, sniff, thrill, quill, pass, fluff, toss, stress
- Glued sound words (all, am, an, ang, ing, ong, ung, ank, ink, onk, unk):

wall, tall, stamp, champ, brand, plan, bang, sang, swing, spring, strong, prong, hung, flung,
thank, prank, drink, stink, honk, chunk, flunk

- Nonsense words:

munk, shing, ung, thress, druff, shrall, flamp

- Sentences:

Jeff felt the chill of the wind.

Jess got her stuff off the bed.

You must brush and floss.

The class sang a long song.

The bug stung my leg.

Toss the chunk of mud on the grass.

The last bell rang and we left the class

UNIT 3:

Closed Syllable X-ceptions - These 5 exception syllables are taught as glued sounds. They follow the closed syllable pattern, but have a long vowel sound instead of short.

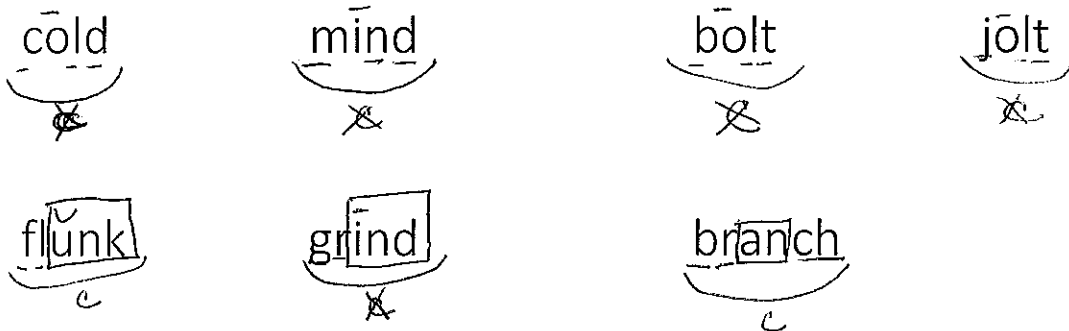
They are taught with a keyword – ild-wild, ind-find, old-cold, olt-colt, and ost-post. We made up a fun little story to remember the five: A little cOLT went out on a cOLD, rainy day. He got stuck to a metal pOST that was icy. It drove him WILD!!!! He called out, “Please, come fIND me!”

An exception is something that does not follow the rules. These 5 break the closed syllable rule and make a long sound. These 5 word families are NOT rule breakers every time, but usually are. If the word doesn’t make sense in a sentence – try it the regular way. (example – lost or children)

To mark; scoop the syllable and put the letter “c” under it, but put an “x” through the c. Mark the vowel with a macron (straight line above) to show its long sound.

Vowel teams are also introduced in this unit – 2 vowels together that make 1 sounds. They are being introduced with a keyword but not used in spelling yet.

CODING PRACTICE:



PRACTICE WORDS AND SENTENCES:

- Closed Exception words:
bolt, blind, child, sold, most, fold, jolt, mind, mild, post
- Sentences:
Mom will scold the child when she is bold.
They did not find the small colt.
The trunks were full of gold.
The buns have some mold on them.
The dog sat on his hind legs to beg.
Did you find out when the test will be?

Unit 4:

The focus goes to suffixes. The first type of suffix is to make a word plural, meaning more than one. When s is added to a word, it can say /s/ or /z/. (example – maps or rings)

We only tap out the baseword, never the suffix.

Another suffix to make a word plural is “-es”. This suffix says /iz/. This is used to make plurals when words end with s, sh, ch, x, or z.

“s” or “es” can also be added to action words like runs or fixes.

There are two kinds of suffixes – vowel and consonant, depending on what the suffix begins with.

The next vowel suffixes are –ing, and –ed. “–ing” is added to words to show that the action is happening right now.

Students should identify and spell the baseword FIRST and then the whole word. Underline the baseword and circle the suffix.

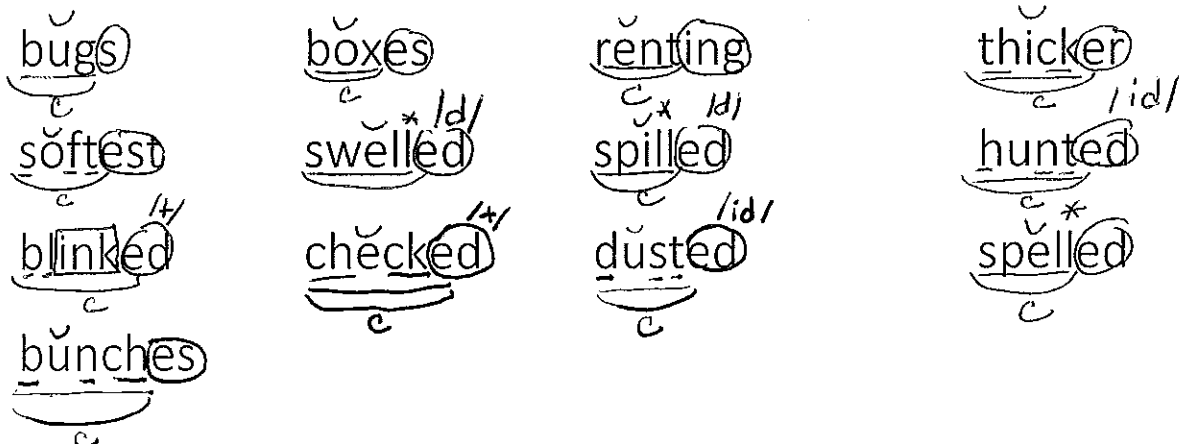
“-ed” means something already happened in the past.

The next vowel suffixes are –er and –est. “-er” is used to compare 2 things and “-est” is used to compare 3 or more.

“-er” gets another job sometimes. It can mean a person who does something, like a singer, a holder, or a hunter.

The suffix “-ed” can make 3 sounds at the end of a word; /d/, /t/, or /id/. (spilled, blinked, hunted) The student will mark above the letters –ed which of the 3 sounds it makes. This will really help in their spelling!

CODING PRACTICE:



PRACTICE WORDS AND SENTENCES:

- Words with the suffix -s:
tents, twins, cramps, stinks, frogs, drinks, lungs, stuffs
- Words with the suffix -es:
splashes, crunches, foxes, tosses, glasses, brushes, pinches, fixes
- Words with -ed as /id/:
folded, punted, stranded, blended, hosted, quilted, squinted, bunted, handed, rented, posted
- Words with -ed as /d/:
clanged, smelled, called, filled, spelled, chilled, filmed
- Words with -ed as /t/:
splashed, stamped, sniffed, camped, limped, honked, yanked, wished, brushed, stumped
- Sentences:
Please stack the glasses here.
Mom is mixing up a drink in the blender.
Do you think Rick is quicker than his dad?
The used van stalled again.
We set up a tent and camped by the pond.
The cat smelled the fish in the dish.
Be sure the job is done.
Chad dunked the ball in the net.

Unit 5:

Focus is changing from sounds to syllables. They only tap out individual sounds when they have difficulty.

Words are made up of parts. Sounds go together to make each part. A word may have just 1 part or many parts. These parts are called syllables. Each syllable is a push of breath.

To read and spell longer syllables, you just have to read one part or syllable at a time. There are some times when each part of the word makes a new word. We call that a compound word (bathmat, upset).

A word needs to be divided if it has TWO vowels separated by one or more consonants.

When there are TWO consonants between the vowels, we divide the word between the consonants.

Habit – this word needs divided. It has 2 vowels separated by a consonant. The first syllable needs to be closed. When there is only 1 consonant, it goes with the first syllable to keep it closed. (The students will be taught open syllables in a later unit.) Scoop the syllables.

Jacket – Digraphs always stay together so “ck” goes with the first syllable to keep it closed.

Children – if there are more than 2 consonants, we usually pull 1 over to close in the first syllable. The blend usually goes with the second syllable.

SAY each syllable before spelling it. After the word is formed, say and orally spell each syllable to proofread while scooping with your hand.

New note – words with more than 1 syllable ending in /ic/ are spelled ic, not ick, even though it’s after a short vowel. (example – public, mimic)

New suffixes: Vowel suffixes – able, -en, -ish

Consonant suffixes - -ful, -less, -ment, -ness

Read the baseword first, then the whole word:

1. Say and spell each syllable orally
2. Write each syllable
3. Scoop the word into syllable while reading

Prefixes – Sometimes words can have an addition at the beginning. They change the meaning of the word. The ones the students use are:

mis- wrong, bad

non-not

dis-not

trans-across

un-not

Sounds and Key Words thus far:

Digraphs – ch-chin, ck-sock(only at the end of a word), sh-ship, th-thumb, wh-whistle (only at the beginning of a word) When marking words, underline the digraph with one underline.

Glued sounds – all-ball, an-fan, am-ham, ang-fang, ing-ring, ong-song, ung-lung, ank-bank, ink-pink, onk-honk, unk-junk When marking words, box the glued sounds.

Short Vowels – a-apple, e-Ed, i-itch, o-octopus, u-up

Closed Syllable X-ceptions – ind-find, ild-wild, old-cold, olt-colt, ost-post

R-Controlled Vowels – ar-car, or-horn, er-her, ir-bird, ur-hurt

Vowel Teams – ai-bait, ay-play,

ee-jeep, ea-eat, ey-key

oi-coin, oy-boy

oa-boat, oe-toe, ow-snow

ow-plow, ou-trout

ou-soup, oo-school book, ue-blue rescue, ew-chew

au-August, aw-saw

Other notes when marking words: Star the bonus letters: f, l, s, z

Underline the baseword, circle the suffix.

Underline EACH sound in a blend.

Scoop each syllable.

Mark the letter "c" under a closed syllable. If it's an x-ception, mark an "x" through the letter "c".

CODING PRACTICE:

jack^uet^e

childⁱren^e

disⁱrupt^u

mimⁱicⁱ

hand^aful^u

kindⁱness^e

comb^oat^u

thank^aful^u

panic

invented /id/

PRACTICE WORDS AND SENTENCES:

- Multi-syllable words with 2 consonant sounds between 2 vowels:
upset, mascot, napkin, blindfold, pumpkin, splendid, insist, dentist
- Multi-syllable words with 1 consonant sound between 2 vowels:
limit, cabin, punish, robin, edit, finish
- Words ending in -ic:
public, frantic, fantastic, static, clinic
- Words with suffixes; vowel and consonant:
polished, disrupts, editing, misspell, polishes, limited, insists, disrupted, punishing, childish, plumpness, limitless, freshen, expandable, sadness, fixable
- Sentences:
Will Mom punish the kids if they are wild?
The dentist will insist that we brush and floss.
He knew the van was stalling.
Put a cupful of nuts in the mix.
Mom often wants you to freshen up a bit.
Get a handful of snacks for the kids.
His pranks are often selfish.

Unit 6:

Letter-keyword-sounds for long vowels: a-safe-a, e-Pete-e, i-pine-i, o-home-o, u-mule-u, u-rule-u

(u is given 2 long sounds...one chops off a bit quicker)

Vowel-Consonant-E Syllable - The way to make a vowel say its name is to add an e at the end. They learn that e is the busiest letter of the alphabet, but it keeps its mouth closed while it works!!!

(Example – cap/cape, tub/tube, fin/fine)

When a vowel-consonant-e situation appears, it is NOT a closed syllable. It is a v-e syllable.

To mark: first, scoop the syllable. Then identify the type of syllable by writing v-e under it. Lastly, mark the vowel with a macron and slash out the e.

Reminder that the /k/ sound will be spelled “k” after a long vowel sound. You only use “ck” after a SHORT vowel.

They learn to add the suffix “s” to v-e words. Do not try –ing or –ed endings yet. The suffix –s is circled.

Spelling Options – Procedure for spelling words with the /z/ sound between 2 vowels....(nose, rose, wise, etc.)

Students are told that this is what all good spellers do....when they aren’t sure which spelling is correct. When there’s no special rule, we TRY both to see which one looks right since we see these words so often in print. Leave an empty box for the /z/ sound and then write down both and see which one seems right. If you’re still unsure, check with a friend or use a dictionary. S is more common between 2 vowels for the /z/ sound. They will indicate the sound of the s in a word like “rise” by writing /z/ above it.

There are two times that the s can make the /z/ sound: as a suffix (bugs) or when between two vowels (nose, those, maze).

Reading of 2-syllable words with v-e syllables:

v-e syllables can be combined with closed syllables to make longer words. (example –mistake, lifetime, baseball, caveman)

Although there are 3 vowels in the words, there are only 2 syllables because the e is silent.

In words with more than one syllable, vowel-consonant-e syllables are usually found in the final syllable. If the word is a compound word (both syllables are words that stand alone), they are often in the first syllable. (invite, unlike, inflate, complete, baseball, lifelong, caveman)

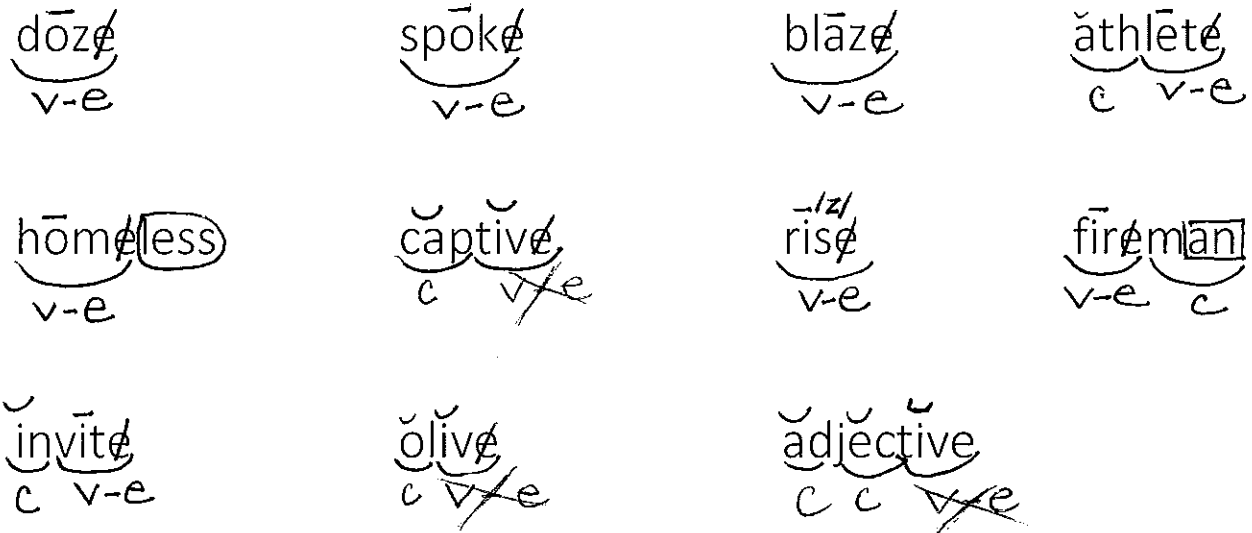
Vowel-Consonant-E Exception:

Just like the closed syllable, the vowel-consonant-e syllable also has an exception. There are some letters in the alphabet that refuse to be at the end of a word!!!! One of these letters is "v". (give, olive, captive, adjective) E volunteers once again to help out! The letter-keyword-sound is ive-give-/iv/..with a short i mark.

These are marked like the closed syllable exceptions with an X through the v-e.

-ive can also be a suffix, used to make words that describe something or someone. (active, inventive)

Coding Practice:



Practice Words and Sentences:

- v-c-e words:
white, broke, grape, close, quake, snake, prune, mule, bike, shake, strike, brave, maze
- words with a suffix:
cakes, tubes, hopeful, homeless, lateness, careful, dives, poles
- /z/ between 2 vowels:
these, chose, rose, blaze, froze, graze, use
- Multi-syllable words:
reptile, trombone, flagpole, lifelong, umpire, costume, springtime, expire, postpone, exhale, invite, entire, baseball, entire
- -ive:
give, olive, captive
- -ive as a suffix:
inventive, disruptive, active
- Sentences:

Kate will finish the quiz in time for a quick lunch.
Jack broke his nose when he fell off the swing.
Only the smaller kids use tubes when they swim.
Jess was homesick when she went to camp.
Once I inflate the tires, the van will be fixed.

Unit 7:

Open Syllable

- An open syllable has only one vowel and ends with the vowel. The vowel sound is long.
- If the word doesn't make sense in what you're reading by closing in the first syllable, then try the next strategy....divide the word after the first vowel.
- For practice, start with a closed syllable....(scat) remove everything after the vowel and read....(sca...with a long a) Next, form a nonsense syllable like scome (v-c-e). Change it to closed..scom, then change it to open...sco
- Key words...a-acorn, e-me, i-hi, o-no, u-pupil, u-flu, y-cry
- Mark an O under your scoop for open syllables

Y says /i/

- Y can be a vowel in open syllables. It will say /i/ in a one-syllable, open syllable word.....my, sly, by, cry, sky, fry, pry
- Mark an /i/ above the y to show its sound when you are marking words

Long sounds

- What says /a/? a and a-consonant-e....apron, plate
- What says /i/? i, i-consonant-e, and y...hi, nine, shy

Combine open syllables with closed and/or vowel-consonant-e syllables

- An open syllable can be combined with closed and v-c-e syllables to make longer words...pretend, protest, basic
- Sometimes the vowel is the only letter in an open syllable...unit, eject
- Open syllables can also be the final syllable of a word....menu, bingo

Continue to review r-controlled sounds and key words as well as all of the suffixes (able, ish, ing, ed, en, es, er, est, ive, so, ness, less, ment, ful)

If a two-syllable word ends with a long e sound, we use the vowel y to say /e/ instead of an e....candy, pony, penny, taffy, silly, dutythe key word for this sound is y-baby..you would mark an /e/ above the y.

Review of prefixes...come before base word...You circle prefixes like you circle suffixes.

- mis -- wrong, bad, *un -- not, *non- not, *dis -- not, *trans -- across (misunderstood, unhappy, disobey, transport) All of these prefixes are closed syllables.
- pre- before, *de - down, away from *re - again, back, pro -- for, forward (preschool, rerun, degrade, project) These prefixes are open syllables.

New Suffixes: -y, -ly, -ty (chilly, safely, bravely, ninety, safety)

Practice sentences: have your child write a sentence....if you see errors, tell him how many and encourage him or her to find them....give clues to help them discover what's wrong rather than just giving them the answer...Error analysis is one of the most helpful tools for them!

CODING PRACTICE:

hūmīd
o c

rēmōtē
o v-e

prēdict
o c

cōzy /ē/
o o

dūty /ē/
o

sāfety
v-e

brāvely
v-e

shyness
o

windy /ē/
c

lōbby /ē/
c o

mēnū
c o

PRACTICE WORDS AND SENTENCES:

- Open syllable words:
cry, fly, why, pro, sly, me, I, behind, motel, rotate, defend, predict, native, remind, program
- Two syllables y as long e:
penny, duty, dizzy, angry, navy, crazy, pantry, puny, fifty, daddy, silly
- Y, ly, and ty as suffixes:
grumpy, crunchy, chilly, wildly, promptly, ninety, fluffy
- Sentences:
A large bunny ate eight tulips.
Frank depended on his chum for a ride home.
Mr. Jones likes to relax at his cabin by the pond.
The fireman bravely put out the blaze in the city.
Will you carry something for me?
Do you know the safety rules?

UNIT 8:

Focus on r-controlled syllable, with ar and or sounds

ar – car -/ar/

or – horn - /or/

R-controlled vowels get one tap and if a syllable contains an r-controlled vowel (a single vowel followed by an r), it is called an r-controlled syllable.

The r controls the sound of the vowel. It is neither short nor long.

Scoop the syllable and put an r underneath it to show that it is an r-controlled syllable. Then circle the r-controlled vowel and the r.

R-controlled syllables can be combined with other syllable types to make longer words. (army, party, forty, hornet, cargo)

When the first syllable of a word is r-controlled, it is usually divided after the r.

If a word is a compound word, we will divide between the words as usual (shortstop).

To help them hear the difference between ar and or.....list some words with one or the other in them and have them change out the letters....if there is an “ar” in the word, make it “or” and see if that would make a real word or not. (born, farm, scarf, pork, thorn, parch, shark, port, corn, torch)

Whenever an r-controlled word has a suffix, always spell the baseword first and then add the suffix. This is REALLY important, helping them be sure of the baseword spelling as well as being important in the future when learning to double or drop the final letter before adding the suffix.

“ore” makes the same sound as “or” even though it is a v-e, not an r-controlled syllable. When spelling, o-r is used at the beginning or middle of a word, and o-r-e is used at the end of a word. (tore, chore, score, port, born) I tell them that the or ending is like the v....a chicken that doesn’t want to be at the end, so e comes to the rescue and finishes the word off for them.

Story time: Text can be “informational”(giving true facts...expository) or “narrative” (simply a story).

CODING PRACTICE:

barn
r

army^{le/}
r o

harm
r

forbid
r c

reported /id/
o r

explore
v-e

garlic
r c

porches
r

PRACTICE WORDS AND SENTENCES:

- R-controlled words:
march, stork, party, worn, army, score, explore, gardener, acorn, orbits, tardy, more, smart
- Sentences:
My kids like to stop at the candy store for a quick snack.
The dog barked when the man came in the yard.
You must finish your chores before lunch.
If you are tardy, you are late.
Bart had a different answer.

Unit 9:

The three remaining r-controlled sound combinations

If child is having difficulty with a decoding or encoding task, use questioning to scaffold. Asking a question that establishes what the student DOES know helps to guide him or her to the correct answer.

For example, if a child reads "frist" for "first", ask the following questions....

*What letter comes right after the vowel?

*So, is this an r-controlled syllable?

*What is our keyword for it?

*What sound does it make?

*Let's tap and read it together.

Students learn to use the spelling option procedure with -er (her), -ir (bird), and -ur (burn). Leave a blank box first and then try all three to see which one "looks" right...If you're not sure, ask a friend and/or check in the dictionary.

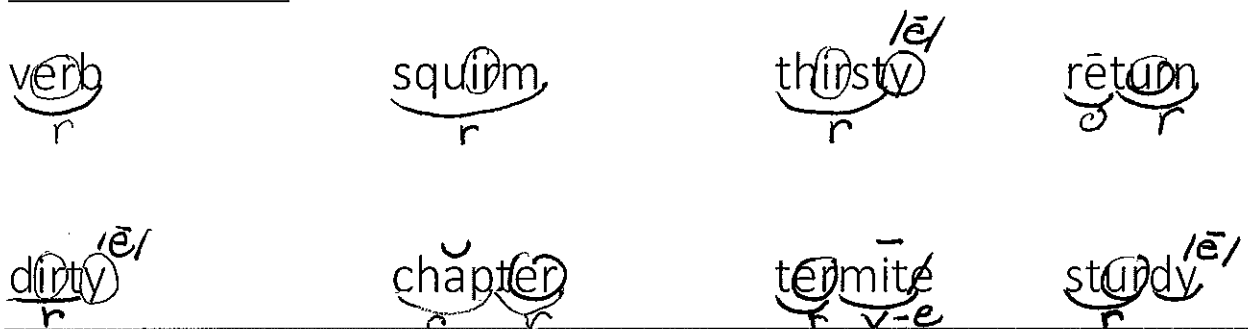
Students review what the term "verb" means. It's fun to write a verb and let them act it out rather than read it.

When presented with a word with a suffix, be sure the child repeats the whole word first and then says just the baseword. That will help them to identify the proper suffix and get endings correct on the baseword.

R-combinations are circled and as with other r combinations, the syllable is scooped and an "r" is placed under the scoop.

Of course the r-controlled syllables can be combined with other syllable types.....At the end of a word with more than one syllable, the /er,ir,ur / is spelled with "er" (hunger, temper, enter).

CODING PRACTICE:



PRACTICE WORDS AND SENTENCES:

- R-controlled words:

church, squirt, skirt, burp, first, whirl, serve, girl

- Multi-syllable r-controlled words:

blister, thirsty, temper, termite, curtsy, thunder, ruler, chapter, thirty, cursive, disturb, archery, turbulent, understand, tolerate

- Sentences:

The birds were chirping when I woke up this morning.

My friend has been all over the earth.

Take a picture of that old church.

My father was trying to make a sturdy fort with the old planks.

Are there any spiders under the porch?

My mother and father gave Bert a surprise party when he turned ten.

Unit 10:

Double Vowel Syllable Types

We start with "ai" (bait) and "ay" (play). We will begin to use these now for reading and spelling.

When 2 vowels together make 1 sound in a word, it is a new kind of syllable, the double vowel syllable. We nickname it the "D" syllable. The 2 vowels work as a team.

First scoop the syllable and write a d underneath the scoop. Then circle the vowel combination. Use the keywords to help remember the sounds of the letters.

There are now 4 possible spellings or options, for the sound of long a: a, a-e, ai, and ay.

Ay is almost always used for the long a sound at the END of a word (play).

In the middle of a syllable, the long a sound will be spelled ai or a-e. Use the spelling option procedure to decide (bait, mate).

If there are 2 consonants after the vowel sound, we use ai (paint, waist).

Homophones are introduced...these are words that sound the same but are spelled differently (pain/pane, plain/plane, main/mane, tail/tale, pail/pale, mail/male).

Double vowel syllables can be combined with other syllable types to make longer words.

The long a sound can be spelled with the letter a at the end of an open syllable (baby).

If students give the wrong option choices for the long a sound, remind them to see if the sound comes at the beginning, middle or ending.

CODING PRACTICE:

drain
D

sway
D

remain
D

complain
C D

delay
O D

fainted
D

trays
D

explain
C D

PRACTICE WORDS AND SENTENCES:

- D syllable words (ai and ay):
clay, spray, paint, waist, gray, brain, fainted, praying, stayed, wait
- Multi-syllable D words:
explain, contain, playpen, entertainment, remained, maybe, delayed, raindrops
- Sentences:
Mom said that stray cat can stay with us until we find its home.
The maid in the hotel made my bed in the morning.
The branches sway in the wind.
I hope the rain does not delay the baseball game.
Did Dad complain about the cost of the repair?
Thursday was the first day it rained all month.
I thought I was going to be late for school.
Are you glad you live in America?
Put the paintbrush on the porch and let it dry.

Unit 11:

Long e vowel teams: ee (jeep), ea (eat), and ey (key)

If tapping sounds, each vowel team gets one tap....it makes one sound

There are now six possible spellings of the long e sound. Along with the three above, you could have e at the end of an open syllable (hero), you could have a vowel-consonant-e syllable (Pete), and y can make the sound of long e at the end of a multisyllabic word (party).

Some options are ONLY used in the middle of a word....e-e, ee, and ea

If trying to think how to spell the middle of the word "feed", ey and y would not work because the e sound is not at the end of a multisyllabic word. E open would not work because the syllable would not end with the long e sound. So..then you try the other three, see if you recognize the correct spelling and doublecheck with a friend or student dictionary.

Continuing to learn homophones: week/weak, creek/creak, meet/meat, seam/seem, beat/beet, tea/tee, deer/dear.

When scooping syllables with a vowel team, continue to place the letter "d" underneath, which stands for "double" vowels.

CODING PRACTICE:

heal
D

speech
D

valley
C D

greedy
D

chimney
C D

completely
C v-e

teacher
D

PRACTICE WORDS AND SENTENCES:

- D syllable words (ee, ea, and ey):
teeth, sheep, keep, bleed, treat, leaf, heat, beak, streak, speeches, cheapest, raiding
- Multi-syllable D words:
hockey, valley, donkey, thirteen, fifteen, chimpanzee, chimney, peacock, peanut, steamy, teachers, dreamers, indeed, turkey
- Sentences:
Will you repeat what you just said?
The man will clean the chimney next week.

My mother had a cup of tea with her breakfast.
The man was punished for mistreating his pets.
Greedy people do not share their things.
Mrs. Smith bumped her head on the shelf.

Unit 12:

Sounds of oi and oy....these are two new double vowel syllables.

There are not as many options for this sound!!!! You use "oi" at the beginning or middle of a word with this sound and you use "oy" at the end of the syllable.

It's always important to check first to see if there is a suffix...if the oi sound is at the end of the BASEWORD, it is spelled oy.

These syllables are also scooped and labeled as a D syllable.

CODING PRACTICE:

coin
D

boy
D

spoil
D

destroy
D

spoiled
D

joining
D

joyful
D

PRACTICE WORDS AND SENTENCES:

- D syllable words (oi and oy):
spoil, boy, enjoy, moist, tomboy, points, broiler, soiled, joyful
- Sentences:
The kids in our class enjoy playing their favorite sports.
It is a joy to have you in my class.
Can you point out all the blends in that word?
The old lady has pain in her joints.
The party for Kevin was quite noisy.

UNIT 13:

The long sound of oa, oe, and ow..continued work with the d syllables

Children need tons of repetition of seeing and writing these words to get the patterns sealed into their minds...like other vowel teams, they get 1 tap since the combination makes one sound.

We now have five spellings for the long o sound. They learn that oe is used at the end of a word. Oa cannot come at the end of a word or syllable, it MUST have a consonant after it...(boat)

Ow is usually found at the end of a word or syllable, but sometimes comes in the middle (show, grown). As they check out words with "ow" in them, they will see that there is perhaps an n after the ow (shown, blown, thrown). They will also notice that there is a complete word before the n in each of these words.

Continue to review consonant and vowel suffixes.****It is important for student to remember to take the suffix off before deciding on the spelling of the word...snowing (ow at the end of a word), toes (oe at the end of a short word)

-ful, -ly, -ty, -less, -s, -ment

-ing, -ed, -ive, -er, -ish, -es, -y, -able, -est, -en

Homophones: grown/groan, toe/tow

PRACTICE WORDS AND SENTENCES:

- D syllable words (oa, oe, and ow):
foam, roast, toast, toe, hoe, doe, cockroach, charcoal, tiptoe, shipload, tow, grow, snowstorm, blown, snowball, throat, elbow, gloat, coasting, loading, toaster, mowed
- Sentences:
Mike hurt his elbow throwing the ball too hard.
After the big rainstorm there was a rainbow in the sky.
America has some beautiful country roads.
Our coach does not get angry if we lose.
Will there be a delay tomorrow because of the snow?
A doe is a female deer.

UNIT 14:

Vowel teams ou and ow

Last unit they learned that ow makes the long o sound. If students see an ow word they are not sure of, they can try that sound first and then, if that doesn't work, try the other plow, /ow/ sound.

It can be tricky to read the ow words since they can have either sounds. Some words, with a few extra letters added, change from one sound to another!!!

Flow becomes flower, tow becomes tower, show becomes shower, crow becomes crowd, row becomes rowdy.

Occasionally both sounds will work in a word (bow as in necktie and bow as in curtsy).

Ow can be used only at the end of a word or syllable (plow, flower).

Ou cannot come at the end of a word or syllable and it must have a consonant after it (trout).

Ow is usually found at the end of a word or syllable, but sometimes comes in the middle: (cow, crowd)

They review what a NOUN is, as well as a COMPOUND word.

A fun way to practice review words would be to put some on a page and either act one out or draw it and see if the other person can guess what it is.

PRACTICE WORDS AND SENTENCES:

- D syllable words (/ou/ sound of ou and ow):
outline, discount, crouch, cloudy, crown, rowdy, flower, rebound, outstanding, discount, bow, owl, power, hound, lousy
- Sentences:
They are expecting a cloudy day with rain showers on Sunday.
Dad likes to take a nap on the couch after he mows the grass.
The boy scouts will hike twenty miles to the campsite.
The word boss can be a noun or a verb.
Every boy brought a piece of candy.
Mom bought some baby powder down at the drugstore.
Mike found a dime on the ground and bought some candy.

UNIT 15:

oo as in school, oo as in book, ue as in blue rescue, ou as in soup, and ew as in chew

When they see a word with an ou in it, they will need to try both sound options: ou as in trout, and ou as in soup, just like they did with ow...ow as in snow and ow as in plow.

These combinations are marked like other double vowels; by scooping the syllable, marking it with a d and circling the double vowel combination.

We now have 6 ways to make the oo sound: u in an open syllable, u-consonant-e, ou, oo, ue, and ew.

There are some spelling rules to help narrow down their choices. ue and ew can only come at the END of a syllable.

PRACTICE WORDS AND SENTENCES:

- D syllable words (/u/ sound of oo, ou, ue, and ew):
trout, shouted, couches, ground, youth, soupy, group, drool, shampoo, blooming, rooster, foolish, scooter, spook, shook, understood, brook, value, argue, rescue, continue, glue, overdue, drew, stew, screw, mildew, outgrew
- Sentences:
The crew hopes to get some flounder on the fishing trip.
The boys like to shoot pool down in the basement.
Mike fell off his scooter and landed on the ground.
Will the class continue through July?
The rooster thinks that he is quite special!
A cold wind blew every day in December.

UNIT 16:

au (August) and aw (saw)....this is the same sound as a short o in a closed syllable.

Again, we use the spelling option procedure to decide which spelling is correct.

Have students read through flash cards with familiar words that follow these patterns. The more times they see them, read them, write them, etc.....the more firmly "etched" they will be in their long term memory.

PRACTICE WORDS AND SENTENCES:

- D syllable words (au and aw):
straw, Paul, crawl, laundry, shawl, hawk, launching, fault, auto, scrawny, seesaw
- Sentences:
Mrs. Jenkin's shop is very busy August through December.
Mike may be scrawny but he is the fastest kid on the team.
They plan to launch the ship next August.
That artist has drawn many kinds of paintings.
The hawk saw a small animal on the ground.
The man laughed when he saw the clown.

UNIT 17:

The last of the 6 syllable types! This is the consonant-le syllable.

The e is silent. It is the vowel. Every syllable needs at least one vowel. Once again, the e has volunteered to be in a syllable without making a sound!

The consonant and the l are sounded like a blend. This syllable must be the last syllable in a multisyllabic word. This syllable has only 3 letters: a consonant, an l, and an e.

These syllables are scooped and marked with a “-le”. Remember to strike out the silent e.

If they see this at the end of a word, they can “start at the e and count back 3” to know where to chunk the word.

Students will learn to add consonant suffixes to these words, but are not yet addressing vowel suffixes.

PRACTICE WORDS AND SENTENCES:

- c-le words:
apple, bugle, cuddle, juggle, staple, crumble, simple, riddle, needle, beagle, purple, candle, tickle, freckle, snorkel, sparkle
- c-le with a consonant suffix:
settlement, fumbles, turtles, riddles, staples
- Sentences:
Chad grumbles when he has to do his chores.
We had trouble with a couple of the math facts.
We bought some pickles and brought them to the party.
Dribble the ball and the shoot it!
Put a thimble on so that you do not poke your finger.
Take a couple of snacks with you.
Will the kids get in trouble if they giggle?

Does the Clue Fit?

CLUES:

2 syllables

One open and one closed

A v-c-e syllable and

A 2 letter consonant suffix

An open syllable

Y has a vowel sound

S says/z/

v-c-e syllable

2 syllables

Open and then closed exception

3 syllables

2 are open syllables

Closed exception syllable

Vowel suffix of one letter

2 syllables

One is open

One is v-c-e exception

2 syllables

v-c-e exception syllable

Has a closed syllable

Vowel suffix

Has a bonus letter

A closed exception syllable

A suffix of y that says long e

3 syllables

Has a vowel suffix

WORD BOX:

mildly

predict

windy

fluffy

tuxedo

remind

bravely

native

baby

disrupted

baby

hides

captive

REVIEW OF SYLLABLE TYPES

prōgram D C	pry O	stick C	rōtātē O v-e
rēmarkēd O r /t/	cāptivē C v-e	stayēd D /d/	stumpēd C /t/
lātēness v-e	bēhāvē O v-e	tēmpēr C r	rādār O r
grīndēd X /d/	rēwind O X	īnvēntivē C C v-e	
explāinēd C D /d/	teachēr D r	bēneath O D	

chōrē
r

(Remember: A final 'or' is chicken and always gets an 'e' to follow it!)

REVIEW OF CODED WORDS

Rōdē v-e	brōl D	mīldness X	bēlow O D
Snōwbāl D C	swīrl r	ēnjoyābē C D	dēstrōy O D
Tērmitē r v-e	spīdēr O r	surprīse r v-e	clīff* C

Oldest c	dusted /id/ c	bunches c	branch c
Flunk c	invented /id/ c c	panic c c	captive c
Athlete c v-e	windy /ē/ c	shyness c	menu c o
Explain c D	chimney c D	teacher D r	reported /id/ o r
Below o D	showed /id/ D		

PRACTICING CODING

Trout D	noun D	tower D r	cloudy /ē/ D
Drown D	sounded D	compound c D	outline D v-e
Smooth D	group D	rescue c D	chewing D
Launch D	crawled D	gobble c -le	handle c -le
Bugle o -le	marbles r -le	cable o -le	continue c c D

showering
D r

astronaut
c o D

spooky
D

tackle ('ck' has to stay together as a digraph)
c -le